



How does Discovery RE support schools in evidencing intent, implementation and impact?

In the 2019 Ofsted publication "*Inspecting the Curriculum*", it is stated that:

"[The working] definition [of the curriculum] uses the concepts of 'intent', 'implementation' and 'impact' to recognise that the curriculum passes through different states: it is conceived, taught and experienced. Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more. The positive results of pupils' learning can then be seen in the standards they achieve."

RE subject leaders are also aware that RE could be the focus of an Ofsted "Deep Dive".

"...a 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a sample of subjects, topics or aspects. This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to interrogate and establish a coherent evidence base on quality of education." (Ofsted, 2019)

This document will support school leaders and leaders of RE in particular, in preparing for Ofsted and being able to confidently evidence and explain how Discovery RE supports them in fulfilling these expectations.

Intent (Why are we teaching this?)

In order to answer this question, schools must be clear on the understanding of RE's place in the curriculum and its contribution to the school as a whole. You may already have clear goals and ideas about this, or it may be that you need to create something which firmly anchors RE within the goals and ethos of your school community. For example, you may take your school values and connect these with those within Discovery RE. British Values are mapped throughout the scheme of work so if any of these are similar to your schools' (e.g. respecting others) then that will be easy to evidence. With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group.

It is not only the leadership which needs to articulate this vision of intent however, the staff and pupils should also be clear about the contribution of RE. It may be worth holding a staff meeting and asking the question, "What does RE give to our children? Why are we teaching it?" and creating a statement of intent that all staff agree on which can then be shared and embedded with the children.

The National Association of Teachers of Religious Education (NATRE) have recently published a report detailing and summarising Ofsted comments on RE. They state:

"learning in RE helps to underpin the development of respect and tolerance and supports school values and the preparation of pupils for life in modern Britain."

and

“RE makes a valuable contribution to pupils’ personal development and to their understanding of the wider world.”

In the forward to Discovery RE, we clearly state our intent for high quality RE:

“Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.”

Schools using Discovery RE are free to cite this as they have adopted the scheme of work or use these phrases as a basis to determine their own statement of intent which can then be shared by staff and pupils.

Implementation (How is this being taught in the classroom?)

Although the intent stated by the senior leaders is important, Ofsted will want to ensure that this is embedded throughout the school.

“It is essential that the primary focus of inspection is on the education that pupils are actually receiving day-by-day in classes, rather than simply being about the ambitions or intentions of senior leaders.” (Ofsted, 2019)

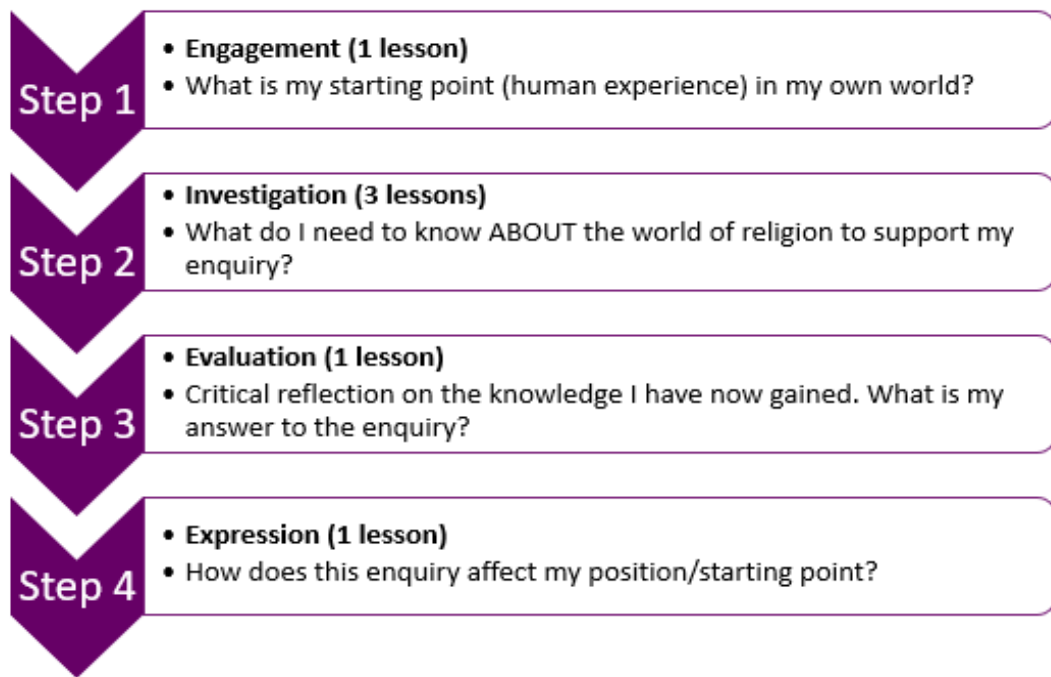
So it is necessary for the **intent** for RE to be clearly shown in the **implementation** of RE in your school and there must be quality provision for RE matching that stated intent.

The NATRE report has summarised a number of points which are relevant to implementation from their research into Ofsted reports where RE is cited. These include the facts that:

- *pupils need to learn subjects in sufficient depth so that they remember what they have learnt*
- *planning needs to be sufficiently detailed and sequenced so that pupils develop secure long-term understanding, building on what they have learnt before (NATRE, 2020)*

So, from this, we can see that implementation needs to ensure depth, accurate subject knowledge, detailed planning and building on prior learning.

Discovery RE advocates an enquiry model (recommended by Ofsted in *“Religious education: realising the potential”*, 2013) with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a **key question**. The **key question** for the enquiry is such that it demands an answer that weighs up ‘evidence’ (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. In Step 3, they complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.

The recommended Discovery RE model for Key Stages 1 and 2, of studying Christianity plus **one** other religion in each year group, means both religions have multiple enquiries (or 6 week units) per year. This ensures that the children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on year-on-year throughout the child's primary school journey.

In addition to this, the medium-term nature of the Discovery RE planning allows teachers the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where necessary. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further. The Community Area of the Discovery RE website supports teachers with this by providing a bank of creative ideas coupled with appropriately challenging higher-order-thinking questions and discussion activities. The Community Area also provides downloadable "Background Knowledge" information sheets which enhance each enquiry. These support teachers to feel more confident in their own subject knowledge, which in turn allows them to extend the learning of the children. Schools should also invest in good CPD for teachers for whom RE is not a specialist subject:

"effective training leads to primary teachers having good subject knowledge that they use to help pupils learn more effectively" NATRE

As well as the on-line support detailed above, Discovery RE supports schools with a designated mentor and can also provide training for school staff and subject leaders.

The Discovery RE planning encourages teachers to include memorable activities such as visitors or visits to places of worship (plus having access to the “Crossing the Bridges” resources which can support teachers with gaining the most learning from these visits – see <https://discoveryschemeofwork.com/crossing-the-bridges/>). The NATRE report advocates this in one of its summary points:

- *visits to places of worship, handling artefacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding (NATRE, 2020)*

Impact (What is the effect ?)

“The positive results of pupils’ learning can then be seen in the standards they achieve.” Ofsted, 2019

The key elements of this for schools are

- knowing and being able to evidence the impact of the RE curriculum both on learners individually and in the school as a whole
- coherently being able to match and evidence the impact of RE with the intent

So how can we achieve this?

In order to be confident in the impact of RE, senior leaders and/or the RE leader need to be able to monitor the subject effectively using scrutiny and moderation of outcomes (see the “Teachers” tab on the Discovery RE Community Area for support and ideas with this). They also need the time to carry out discussions with pupils as this is something that inspectors will definitely do and is the only way of knowing exactly what the children feel is the impact on them of their learning. It is also worth ensuring that colleagues’ views are taken into account. This can ensure that impact matches intent across the whole school community.

Assessment is a major contributor in evidencing the impact and this needs to be tracked to ensure that pupils are building on their skills and knowledge over time. It can then show progression and also uniformity between parallel classes ensuring that in-school gaps or anomalies are dealt with.

“well-designed assessment allows teachers to plan more accurately and enabling pupils to know and remember more” NATRE

Assessment in Discovery RE is both formative and summative. Clear over-arching learning objectives and the key- coloured boxes within the planning allow the teacher to be mindful of the assessment elements within that step that can formatively help them pitch and plan subsequent lessons, and also the content which can contribute to the overall summative assessment completed in Step 3 and when the unit is completed.



The three colour-coded aspects are:

Green: personal resonance with or reflection on the subject content in relation to the enquiry question.

Blue: knowledge and understanding of the subject content in relation to the enquiry question

Red: evaluation/critical thinking in relation to the enquiry question.

The children also have an opportunity to self-assess and to identify their own next steps using the “TINT” (To improve next time) box in the “My Learning Progress” sheets with Discovery RE shown here.

Year 2 My Learning Progress
 (Please highlight a green, a blue and a red outcome)
 These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name: _____ Class: _____

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Year 3 expectation WORKING AT (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	

I am proud that I _____

My TINT Box

To improve next time I will _____

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It can be clearly seen that Discovery RE can support schools with preparing for Ofsted visits and “Deep Dives”. However, as in all curriculum areas, success in inspections will depend on the cohesive leadership of the school in involving the whole school community in the intent, implementation and impact of RE.

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If your school would like to organise Discovery RE training, please email

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References:

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Ofsted: *Inspecting the curriculum*, 2019:

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<https://www.natre.org.uk/uploads/Ofsted%20Primary%20and%20Secondary%20Reports%20Autumn%202019%20221119%20final%20final.pdf>