

Curriculum Statement

At North Road Academy, we want to deliver a curriculum, which is accessible to all and ensures that our students value the rich, cultural diversity of the community. It is our role, through the Religious Education curriculum, to help children develop the skills and knowledge that will enable them to flourish in the world at large with all people and communities.

Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. The key aims for religious education are reflected in the two attainment targets:

- Attainment Target 1- Learning about religion and belief
- Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

Implementation

RE is planned and implemented in line with the National Curriculum aims. All pupils in Key Stage 1 and 2 have a term of RE lesson in an academic year, which is planned to include meaningful and memorable learning about the following religions: Christianity, Judaism, Hinduism and Sikhism. Progression maps are used by teachers when planning to ensure that age-appropriate knowledge is taught but also to ensure that knowledge and understanding is built upon each year. Pupils are encouraged to think about their prior knowledge during lessons and are taught how to make links between the different topics they have learnt about in RE lessons. Lessons are planned to allow children to engage in meaningful discussions about complex subjects; they are encouraged to share their own beliefs and also to question and discuss those of others. A range of oracy strategies are used within RE lessons so as to ensure that all pupils can be included in these important discussions. These oracy based skills are essential to our RE lessons as we feel that the oracy strategies we use will give pupils the opportunity to put the skills above into context and develop them in a respectful way. This places them in a real world context that they will experience beyond their school life. We aim to create an

environment that gives pupils a safe space and a confidence to do this. By exposing pupils to the wide range of beliefs and religions that are practiced in the UK, we are helping them to understand and become more aware and open towards the community around them. Trips and workshops are essential to help pupils develop a deeper conceptual understanding of religion and also helps to embed subject specific vocabulary in an environment outside the classroom.

Impact

The Impact of RE is monitored and assessed in a number of ways. As oracy based skills are so essential to our curriculum this inevitably plays a significant role in measuring the impact upon our pupils. We look at the extent to which our pupils are engaged in discussions with their peers, sharing their own beliefs and experiences with others to understand and appreciate differences between themselves and the children around them. We are also able to assess impact through the extent to which different beliefs are celebrated in our school, particular examples include the investment of pupils in school assemblies that recognise diversity and the wide range of views represented in our school council. The Cross-Curricular writing opportunities provided allow students to demonstrate the depth of their knowledge, giving them an opportunity to develop and express their own beliefs and providing us an insight into this. Examples of these pieces of writing can be seen within each year group. Through pupil interviews, students are able to articulate what they have learned when prompted by their work. These interviews, as well as other observations both within RE lessons and everyday school life, enable us to gather evidence of the extent to which our pupils demonstrate welcoming, clear communication and respect of pupils with beliefs different to their own. Through the careful planning and continuous review of an engaging RE curriculum, we can observe how our pupils show and apply their own moral compass as well as accumulating an increased cultural capital.