















Religious Education Curriculum Rationale

Religious education (RE) should make a major contribution to the education of children and young people. RE is intellectually challenging and personally enriching. It will help young people develop beliefs, values and it promotes the virtues of respect and empathy. This all contributes to a diverse society. RE at Thurcroft Junior Academy (TJA) expects a civilised debate and reasoned argument, and it helps pupils to understand the place of religion and belief in today's world. Through our religious education curriculum children will explore a broad range of religions including Christianity, Hinduism, Sikhism, Judaism, Buddhism and Humanism. The children will learn about the fundamental beliefs, festivals and how they follow their religion.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to the NC	As the RE curriculum is determined locally and not nationally, within the ACET Academy, the religious education plans have been written using a mixture of Sheffield, Rotherham and Derbyshire's curriculum outline, ensuring that all the key points are covering throughout the teaching.	 Pedagogical Approaches	Our PSHE and RSHE curriculum provides opportunities to deepen our knowledge through discussion, high quality text stimulus, clarification of vocabulary and real experiences from real people. The curriculum has been developed to develop pupils' understanding under the umbrellas of religions: Christianity, Hinduism, Sikhism, Judaism, Humanism.	 Approach to Assessment	Formative assessment is used throughout lessons to provide summary judgements. Pupils also assess theirs and others work to see how it matches the design criteria and if it's fit for purpose.
 End Points	Within our RE Curriculum, the end points for each unit of work are clearly stated and there are opportunities to link some areas to the year group objectives from the National Curriculum. Major festivals across different religions are taken into account throughout the planning. When children leave our school, they will be able to confidently engage in conversation and have a well-rounded knowledge of a wide variety of religions. They will learn how to compare and contrast different religions, spotting their fundamental differences and many similarities.	 Teachers' Expert Knowledge	All the staff within our academy have received professional development to deliver this scheme of work to ensure they feel confident the subject specific knowledge they will share with the pupils around some of the sensitive aspects of the curriculum. Teacher development is central to the success of all our pupils and there is a designated RE Leader who regularly monitors the subjects (currently this is Emma Scrivens).	 Performance Data	Teachers gather information about pupil's understanding throughout each topic to inform future learning. An end of year summary is shared with parents and carers.
 Sequencing	The ACET Curriculum for the RE Curriculum follows a sequence to provide progression through the key stages, building on the knowledge and skills from FS2 through to Year 6. All the topics covered in this curriculum are age appropriate and opportunities for prior knowledge to be revisited is embedded across the school years.	 Promoting Discussion & Understanding	Whole class and partner discussion will play a fundamental role in the delivery of the curriculum for pupils to develop their understanding and confidence to discuss these topics. We have a strong focus on developing vocabulary within the academy, stemming from English and KRS lessons, these skills are also embedded within RE lessons. Children will be taught how to respectfully agree and disagree, as well as voicing their opinions clearly without prejudice.	 Pupils' Work	Children's work will be used as a way of securing and showing learning and not simply a record of activities done in class as this does not necessarily evidence the learning that has taken place. Our academy has high expectations of all children in terms of quality and presentation of their work as we believe it leads to a sense of pride. Children are expected to record to the same level in their Curriculum book as they do in their English books.
 Addressing Social Disadvantage	A key principle of our teaching is about belief that every child can engage with the curriculum for their year group, unless they have an identified barrier which prevents this. Pre-teaching and keep up intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure all children can engage and access learning.	 Knowing More & Remembering More	Our curriculum long term plans have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in lessons where teachers articulate their own learning for example using recall and retrieval practice. Regular monitoring provides the children with the opportunity to recall their learning. Each time a topic is covered, previous learning should be checked and revisited.	 Pupil Voice	The senior leadership team along with the RE subject leader will measure impact through talking to pupils regularly. Pupils will be asked about their learning in these lessons, how they found the lessons, what aspects have they covered and share their views on the curriculum.
 Local Context	Children should be given opportunities to explore religion in their local area, as well as visiting the local church and speaking to local people with other religious beliefs.	 Teacher Assessment	Children's understanding will be measured through specific focused activities such as a retrieval quiz or practical enquiry. The use of retrieval strategies such as quizzes will allow the class teacher to identify if children have transferred key knowledge to their long-term memory. Discussions between teachers and children and the children themselves will provide teachers with the assessment criteria they need to accurately assess the children.	Key links: We visit the local church at harvest, Christmas and Easter. We celebrate the major festivals across religions such as Diwali and Eid. RSHE links to RE across the year groups whenever we discuss cultural diversity.	