



**Ocean Academy Poole**  
an Aspirations Academy



# RE

# OCEAN ACADEMY

## **Purpose of this document:**

The purpose of this document is to outline the planning intent and implementation of the RE curriculum at Ocean Academy. In response to the Ofsted Research Review, our planning and approach has been reviewed to ensure that the RE curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of RE across our school; ensuring that all learners have exposure to high quality RE teaching and learning opportunities. The effective teaching of RE requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

## **Underpinning evidence:**

1. Ofsted Research review: RE
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller
4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Feedback, EEF Teaching and Learning Toolkit
7. Mastery Learning, EEF Teaching and Learning Toolkit

# **INTENT**

## **Introduction and Aims**

RE at Ocean Academy is rich in discussion based opportunities which allow learners to 'build accurate knowledge about various religious and non-religious traditions'; consider how religions came to be and their similarities and differences; 'build an awareness of their own personal knowledge and experiences' and consider how this shapes their individual views and values.

At Ocean Academy, the aim of Religious Education is:

- To support, engage and challenge all learners to acquire a broad and secure range of knowledge and understanding of the main beliefs and practices of the 5 major religions in the United Kingdom, alongside non-religious views.
- To ensure all learners value the way that religious beliefs can shape individuals lives and behaviours, provide opportunities for all to explore their own spiritual, moral, cultural and social views and 'make sense of their own place in the world'.
- To offer a variety of purposeful opportunities for learners to apply their understanding, think critically, speak confidently, make comparisons between religions and develop tolerant and respectful opinions.
- To value and celebrate the diverse religious and non-religious beliefs of every member of the school community and ensure all learners feel safe and confident to share their own personal knowledge and experience.
- To support learners in the understanding that the world is ever changing and developing and generalisations about religious and non-religious traditions should not be made.
- To provide all learners with a 'well-sequenced curriculum which builds on pupils' prior knowledge' and results in 'well-considered, ambitious curriculum end goals'.

## **Curriculum sequencing, breadth and progression**

The RE curriculum studied at Ocean Academy Poole has been largely based on DiscoveryRE/REFocus (the locally agreed syllabus for Bournemouth, Christchurch and Poole council for 2023-2028). The subject leader has carefully considered the topics from this syllabus for each year group to study and ensured these are both progressive and revisited.

	Autumn 2	Spring 2	Summer 2
Year 3	<u>Christianity (belief)</u> What do Christians believe and how do they show commitment to their beliefs?	<u>Sikhi (belief)</u> What do Sikhs believe and how do they show commitment to their beliefs?	<u>Sanatana Dharma (belief)</u> What do Santhanis believe and how do they show commitment to their beliefs?
Year 4	<u>Judaism (belief)</u> What do Jews believe and how do they show commitment to their beliefs?	<u>Christianity (belief)</u> What is good about Good Friday for Christians?	<u>Islam (belief)</u> What do Muslims believe and how do they show commitment to their beliefs?
Year 5	<u>Christianity (practice)</u> How do Christians celebrate their relationship with God (baptism, holy communion, confirmation, marriage etc) and do people need to go to church to show they are Christian?	<u>Sikhi (practice)</u> What is the best way for a Sikh to live a good life?	<u>Sanatana Dharma (practice)</u> How could the belief in ahimsa (harming no living thing) impact on the life of some Santhanis?
Year 6	<u>Humanism (belief and practice)</u> How do Humanists decide what is right and wrong and how do inspirational humanists of the past impact on how Humanists live today?	<u>Christianity (practice)</u> Which of Jesus' parables teaches the most important lessons about how Christians should treat other people?	<u>Islam (practice)</u> How do the Pillars of Islam help some Muslims plan their lives?

To ensure all learners have a secure knowledge of the beliefs and practices for each religion studied, the subject leader has mapped out the substantive knowledge for each topic onto Learning Journey Maps. This ensures each child is being delivered the same content across classes.