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 Term	Spring Term	Summer Term
Year 3	**Christianity (belief)** What do Christians believe and how do they show commitment to their beliefs?	**Sikh (belief)** What do Sikhs believe and how do they show commitment to their beliefs?	**Sanatana Dharma (belief)** What do Santhanis believe and how do they show commitment to their beliefs?
Year 4	**Judaism (belief)** What do Jews believe and how do they show commitment to their beliefs?	**Christianity (belief)** What is good about Good Friday for Christians?	**Islam (belief)** What do Muslims believe and how do they show commitment to their beliefs?
Year 5	**Christianity (practice)** 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?	**Sikhi (practice)** What is the best way for a Sikh to live a good life?	**Santana Dharma (practice)** How could the belief of ahimsa (harming no living thing) impact the life of some Santhanis?
Year 6	**Christianity (practice)** Which of Jesus' parables teaches the most important lessons about how Christians should treat other people?	**Humanism (belief and practice)** How do Humanists decide what is right and wrong and how do inspirational Humanists of the past impact on how Humanists live today?	**Islam (practice)** 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.

SEND and inclusion:
Throughout this document, the methods used to ensure all children, including those with additional needs, have been made explicit. All planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The school works closely with the SENCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning and delivery of RE lessons. All lessons are adapted to ensure that all children can access the learning and work with their peers.

Monitoring and Evaluation of Teaching and Learning:
We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To ensure the consistency and high quality of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Book looks
- Review of termly assessment data
- Gathering input from pupil voice and staff voice

Review:
This policy is subject to yearly reviews by the subject leader and SLT.
Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.