

Ormiston Cliff Park Primary Academy

Academy Self Evaluation 2025

CURRICULUM AREA: Religious Education

Staff members: Mrs J Shaw

Judgement -

Quality of Education

Intent

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

Religious Education is taught at Ormiston Cliff Park Primary Academy because it makes: "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

The aims of our new well-resourced RE Curriculum meet the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance. Our RE lessons are intended to offer a broad and rich curriculum to allow for coverage of the areas prescribed and a variety of ways to explore religions, community and personal development and wellbeing.

By following this curriculum, we intend that Religious Education at Ormiston Cliff Park Primary Academy will:

- Adopt an enquiry-based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provide a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It will develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- Ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.
- Encourage empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.
- Make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

Learning **about** religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning **from** religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

In KS1, children begin to look at other religions, focusing on religious concepts, celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the pupils from KS1 to the end of KS2.

As a result, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Learning is also approached through school assemblies, stories, cross curricular themes and the acknowledgment of festivals. Literary skills are embedded through the lessons, in a variety of ways: speaking

and listening tasks, drama conventions, reading different texts and writing in different genres.

Impact

We believe that the impact of using our RE curriculum will enable pupils to have a better understanding of a range of religions and worldviews that will help them to develop their ideas, values and identities. Through the teaching of the RE Curriculum, pupils will become more equipped with a systematic knowledge and an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils will gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence.

Pupils will learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around pupils including themselves. All pupils at Ormiston Cliff Park Primary Academy will be able to talk confidently about their wellbeing as well as the moral and cultural development for the society in which they live. Above all, pupils will have fun learning about and from Religion.