



Oakwood Academy

A Visual Arts, Technology & Sports College

RE Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

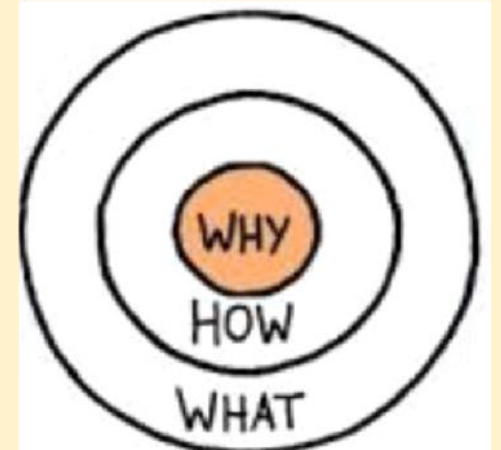
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	A Ellis (Deputy Head Teacher) and D Jones (Assistant Head Teacher), January 2023
Policy to be reviewed:	July annually
Summary of changes	<ul style="list-style-type: none">· Changes to the curriculum content and coverage· New vision for RE

Aims of Teaching and Learning at Oakwood: Inspire – Impact – Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.



Policy Development (How)

This policy has been developed through:

- Review of Ofsted Research review series: Religious Education (2021)
- Advice from specific subject associations (REA 2023)
- Support from an external RE Specialist Leader of Education (SLE)
- Curriculum guidance from Kapow RE

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RE Policy

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Subject information

RE

Aims of this policy

- To introduce the **vision** of the RE department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in RE

RE at Oakwood

Introduction and aims



Introduction:

At Oakwood, we believe that Religious Education (RE) is an essential part of the curriculum, encompassing the exploration of diverse religious and philosophical beliefs, values, and practices.

It provides students with insights into the rich tapestry of religious traditions and their profound influence on society.

By engaging with RE, students develop a deep appreciation for the values, traditions, and experiences of diverse cultures and belief systems. This fosters empathy, respect, and tolerance, enabling them to navigate an increasingly interconnected and diverse world.

The intriguing, thought-provoking, and challenging aspects of religious and philosophical studies in RE ignite students' enthusiasm and curiosity. These transferrable skills permeate other areas of learning, enhancing their overall educational experience.

At Oakwood, we focus on nurturing the skills necessary for students to actively engage with social, moral, political, and ethical issues in the contemporary world. Through RE, students develop a critical awareness of historical and present-day perspectives, analyzing how religion shapes societies and influences individuals.

Professional Links:

The RE department at Oakwood benefits from professional links that enhance curriculum delivery. These include collaborations with subject associations such as The Religious Education Council and partnerships with organizations like Place 2 Be, which support the holistic development of students. We have referenced the approved Salford SACRE guidance in developing this curriculum.

Our vision for RE

OAKWOOD ACADEMY



Religious Education at Oakwood aims to cultivate curiosity and expand **understanding of the diverse beliefs, practices, and values that shape individuals and communities.**

Religious Education aims to inspire a lifelong **empathy, respect, and tolerance** by nurturing students' understanding of different worldviews, Religious Education enhances their Cultural Capital, preparing students for meaningful engagement with an increasingly diverse and interconnected global society.

Curriculum Design

Organization

- There is a curriculum map across the whole of KS2 and 3. Each week students have one lesson of RE per week. At KS4 pupils complete the ASDAN Beliefs and Values Short Course.
- A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.
- Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.
- At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained.

Coherence

- Through the scheme, pupils will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.
- Pupils will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning . By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.
- The schemes of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Our scheme has been designed to fulfill the aims of A Curriculum framework for Religious Education in England

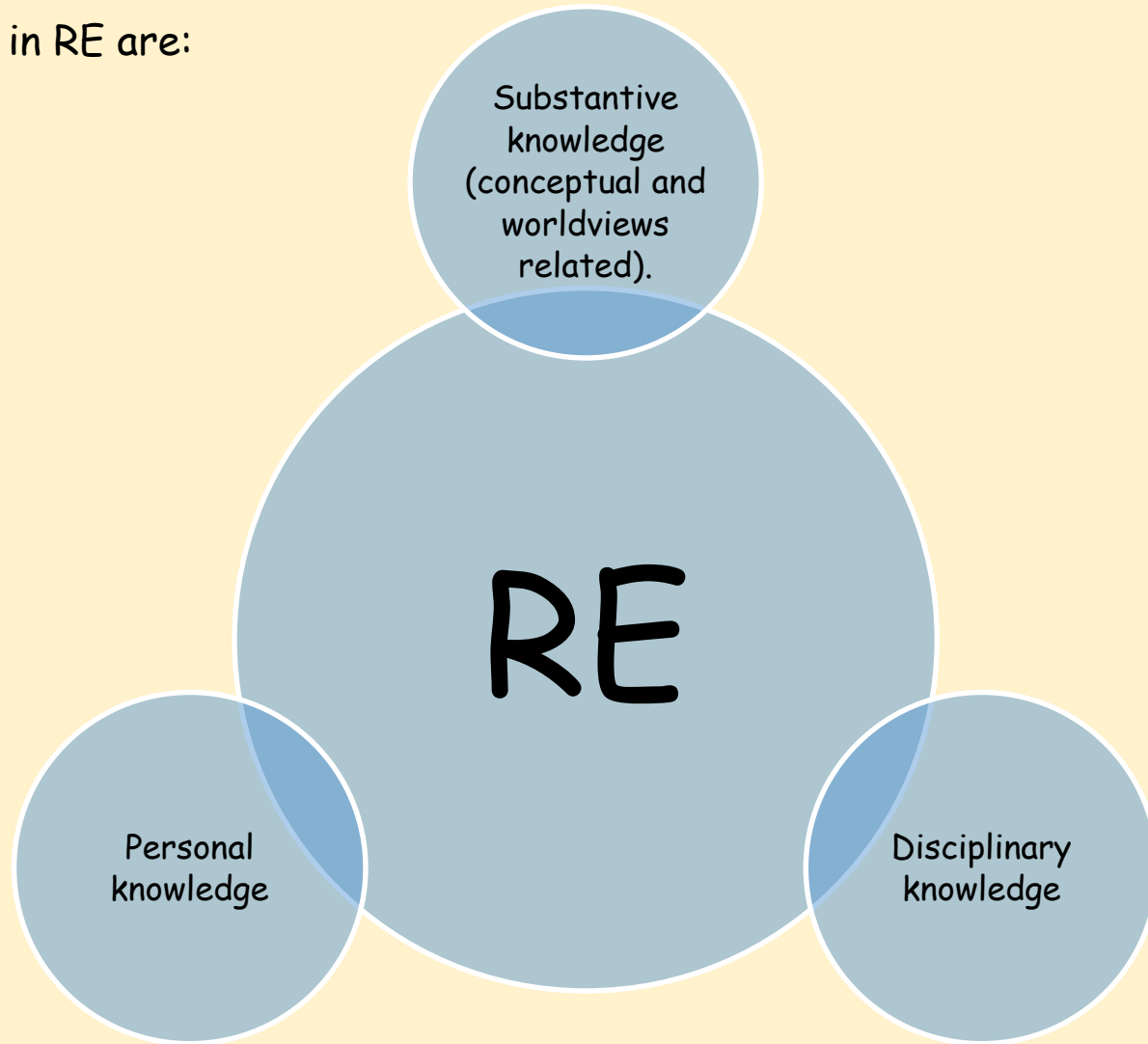
Progression

The RE scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Planning

- In KS2, pupils begin to develop their awareness of religion and worldviews, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity.
- This will support children in building knowledge they can refer to throughout the curriculum while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.
- In KS3 ...

The key knowledge identified in RE are:


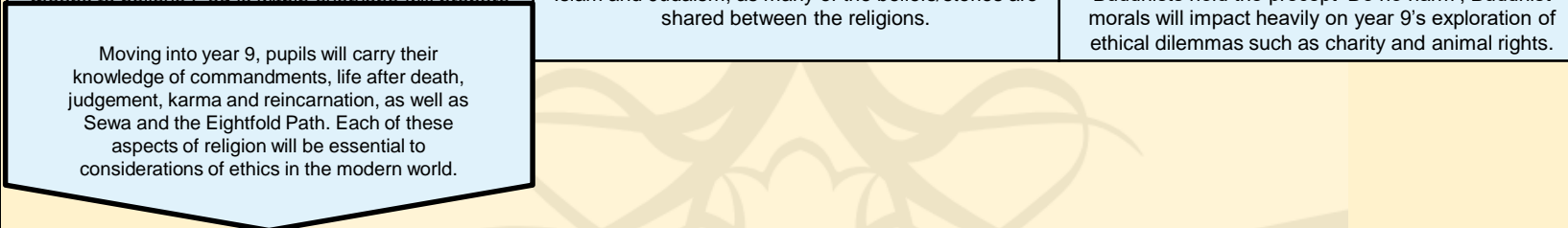


Years 7 and 8 focus on foundational knowledge of the major six world religions. Pupils explore Abrahamic and Dharmic faiths, looking at their beliefs, worship practices, festivals and Holy Books, ensuring our pupils have a thorough understanding of religious positionality before applying that knowledge to ethical themes in year 9.

Year 9 also allows pupils to explore the different denominations and schools of thought within religions, ensuring an appreciation of the diversity within each of the major world religions as well as between them.

Our sequencing allows pupils to deepen their understanding of each religion by returning to key concepts over time, comparing beliefs and practices in each of the religions to determine similarities and differences. For example, pupils will always learn about worship when discovering a new religion, ensuring a pupil's knowledge of worship practices is built up over time.

Further, the ethical

<p>Year 7 Term 1 – What does it mean to be Christian?</p> <p>Pupils will explore the Abrahamic faith of Christianity, discovering beliefs, practices and key figures. Pupils will learn about life after death and what it means to be a good person, preparing them for future study of ethics and how a Christian would respond to ethical dilemmas such as the treatment of the environment/animals. Pupils begin with Christianity as it is the faith that they are most familiar with, allowing them to be secure in their understanding of the largest religion in the world/UK, before comparing it to other religions and their own beliefs.</p>	<p>Year 7 Term 2 – What does it mean to be Hindu?</p> <p>Pupils will explore the Dharmic faith of Hinduism, considering polytheism vs monotheism, the Trimurti and how belief in multiple deities affects Hindu beliefs/practices and the important belief in karma. Understanding karma and how it impacts the way Hindus live their lives will prepare pupils for the consideration of ethics in year 9.</p>	<p>Year 7 Term 3 – What does it mean to be Muslim?</p> <p>Pupils will end year 7 by returning to Abrahamic religion, this time focusing on Islam. Pupils will explore the five pillars of Islam, and how they link to festivals and journeys such as Hajj. Pupils will learn about key beliefs such as the importance of the Prophet Muhammed, and how beliefs impact action for Muslims today.</p>
		
<p>Year 8 Term 3 – What does it mean to be Sikhi?</p> <p>Pupils conclude their study of Dharmic faiths by considering the youngest of the major six world religions, Sikhism. Sikhism was born in a country and time dominated by Hinduism and Islam, meaning the religion combines aspects of each. Pupils will build their understanding of monotheism, karma, reincarnation and worship. Learning about unique aspects of Sikhism such as Gurus, Sewa and what it means to believe God is within everyone will prepare</p>	<p>Year 8 Term 2 – What does it mean to be Jewish?</p> <p>Pupils conclude their study of Abrahamic religions by exploring Judaism, the oldest of the Abrahamic faiths. Pupils will learn about beliefs including the commandments, their impact on life after death and how Jewish people practice their faith in synagogues and festivals such as Pesach (Passover). Pupils will be able to see the connection between Christianity, Islam and Judaism, as many of the beliefs/stories are shared between the religions.</p>	<p>Year 8 Term 1 – What does it mean to be Buddhist?</p> <p>Pupils will use their knowledge of karma and reincarnation when learning about Buddhism. Buddhists do not believe in God, so pupils must engage with Buddhist beliefs about the right way to live and the purpose of their lives to fully understand Buddhist beliefs, practices and festivals. As most Buddhists hold the precept 'Do no harm', Buddhist morals will impact heavily on year 9's exploration of ethical dilemmas such as charity and animal rights.</p>
		
<p>Year 9 Term 1 – Art in Religion</p> <p>Pupils will return to their understanding of Christian ethics, Jewish life and Hindu/Buddhist worship. Pupils will investigate sculpture, symbolism, music and paintings in the context of poverty, the Holocaust and religious practices, gaining a deep understanding of the diversity which exists within these religions and different ways to express religiosity.</p>	<p>Year 9 Term 2 – Charity</p> <p>Charity exists as part of religion and non-religious worldviews. Pupils will consider why religious people and Humanists engage in charity, volunteering and support for those in poverty. Pupils will return to topics such as Sewa in Sikhi and will explore the work of real-world charitable organisations such as Christian Aid, situating their understanding within their prior</p>	<p>Year 9 Term 3 – The Environment</p> <p>Pupils will bring together their knowledge of morality across both Abrahamic Faiths, Dharmic Faiths and non-religious worldviews to considering ethical questions about how we should treat the world in which we live, animal rights and festivals specifically designed to celebrate what some consider to be God's creation – our earth.</p>

RS Curriculum

Content and Concepts

Pupils will encounter knowledge which helps them to understand what religion is. Pupils will explore:

- Abrahamic religions (Christianity, Judaism and Islam)
- Dharmic religions (Hinduism, Buddhism and Sikhi)
- Non-religious Worldviews (Humanism)

In years 7 and 8 pupils will build foundational knowledge of each of these religions, as well as compare beliefs between these worldviews, find commonality and diversity and begin to build a personal worldview. Pupils will also explore diversity within each religion, completing an introductory lesson on each religion detailing different sects and denominations such as diversity between Catholic and Protestant beliefs about application of belief to ethical dilemmas, as well as the blurry boundaries between religions such as Sikhi, which draws on a culture and history from both Islam and Hinduism, creating a unique mix of both.

In year 9, pupils apply their foundational knowledge to religious practice and ethics, covering religiosity through art, charity and environmental ethics. Pupils will be able to make sense of distinctive worldviews, various religious priorities and how their personal worldview is shaped by each encounter.

Pupils encounter concepts over time, building their knowledge schemata over time, seeing connections between and within religions. The concepts we have chosen to focus on are:

- God and deities
- Worship
- Special places
- Important people
- Festivals
- Life after death and morality
- Ethics

Pupils, for example, learn about life after death in Christianity during year 7, return to that concept in Islam and Judaism, and then apply that knowledge to the ethics of environmentalism to build a mental model of what Abrahamic religions believe, how it affects their morality, and what that looks like when applied in the real world.

Disciplinary Knowledge

Ways of knowing:

Pupils will encounter a range of different claims from within religion detailing how knowledge is gained:

- Jesus bringing the gospel
- The Prophet Muhammad receiving revelation from the Angel Jibril
- The Prophet Abraham speaking with God and forming a covenant
- The Buddha gaining knowledge through meditation and enlightenment
- Guru Nanak experiencing religious visions and reflecting on his own experiences

Pupils will look at different practices and beliefs and consider where they come from/why they exist. For example, when exploring artistic religiosity, pupils will recall what they know about Christian holy books, and how they influence people's knowledge now.

Scholarly methods used include:

- Comparative religion
- Big Ideas in RS (our key concepts which we return to with each religion and then apply to ethics)
- Theology by interpretation of religious stories and quotations

Personal knowledge:

Pupils are given opportunities to reflect on the religious/non-religious knowledge they have gained to determine whether it aligns with or alters their personal worldview.

Policy

RS is taught by non-specialists who have been trained in delivery and have been given opportunities to increase their subject knowledge. All resources have been planned by or consulted on through SLE visits from a subject specialist.

Opportunities for reflection on the curriculum take place termly, with adaptations planned if necessary. For example, where pupils require more time to embed foundational knowledge, they will be given the opportunity to do so before embarking on the application of that knowledge to ethical themes.

RS at Oakwood Academy meets the local SACRE recommendations for the curriculum, and meets ~~the statutory requires for curriculum time, scope~~ and ambition for all pupils.



<u>Year group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Willows Cycle 1</u>	Kapow Primary Scheme - www.kapowprimary.com					
	How did the world begin? (Year 1 SOW)	Why should we care for the world? (Year 1 SOW)	What makes us human? (Year 3 SOW)	Where do our morals come from? (Year 3 SOW)		
<u>Willows Cycle 2</u>	Why do we need to give thanks? (Year 2 SOW)	How do some people talk to god? (Year 2 SOW)	Where do some people talk to god? (Year 2 SOW)	What happens if we do wrong? (Year 3 SOW)		

Abrahamic religions

Dharmic religions

Ethics

<u>Year Group</u>	<u>Key Stage 3</u>					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 7</u>	What does it mean to be a Christian?		What does it mean to be a Hindu?		What does it mean to be Muslim?	
<u>Year 8</u>	What does it mean to be Buddhist?		What does it mean to be Jewish?		What does it mean to be Sikh?	
<u>Year 9</u>	Religion beyond belief - Art		Religion beyond belief - Charity		Religion beyond belief - Environment	



Progress in RE

Students get better at RE by progressing against the following outcomes:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

RE Progression Model

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the RE curriculum is laid out above. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.

Subject enhancements

At Oakwood, we believe in providing a comprehensive RE education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous figures from RE throughout the curriculum. These enhancements aim to deepen students' understanding of RE concepts, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity to apply RE concepts in real-life situations. The following table highlights the trips organized by year group and their focus:

Year	Trip	Focus
Year 7	St Pauls Church Monton	See a church building and the parts of a church students have learned about in real life.
Year 8	Heaton Park Synagogue	See a synagogue building and the parts of a church students have learned about in real life.

In-School Visits/Activities: In-school visits bring experts and external organizations to our students, providing hands-on experiences and learning from real experts. The following table showcases the in-school visits and their focus:

Year	Visits	Focus
Year 9	Holi colour festival experience	Holistic learning experience and fund raiser engaging in social, moral and ethical principles

Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific RE topics and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

Year	Theme Day / Project	Focus
Whole school	World Day of Peace Assembly (January)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	International Day of Happiness Assembly (March)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	The Festival of Lent Assembly (February)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	St David's Day / St George's Day / St Andreww Day / St Patricks Day Assemblies (various times)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	Ramadan and Eid Assembly (March)	Themed assemblies, leading to opportunities for discussion and reflection.

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous figure who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	Religious figures	Information
Willows Cycle 1	Mother Teresa	Known for her selfless devotion to the poor and marginalized, Mother Teresa founded the Missionaries of Charity and received the Nobel Peace Prize for her humanitarian work.
Willows Cycle 2	Dalai Lama	The spiritual leader of Tibetan Buddhism, the Dalai Lama is known for his teachings on compassion, interfaith dialogue, and his advocacy for human rights.
Year 7	Nelson Mandela	A prominent anti-apartheid revolutionary and politician, Mandela became the first President of South Africa after being released from 27 years of imprisonment.
Year 8	Martin Luther King Jr.	A prominent figure in the American Civil Rights Movement, King advocated for equality and justice for African Americans through nonviolent civil disobedience.
Year 9	Mahatma Gandhi	A leader in the Indian independence movement against British colonial rule, Gandhi promoted nonviolent resistance as a means of social and political change.



*Accessibility and
inclusivity*

We are committed to ensuring that all students have equal access to high-quality religious education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in RE. This section of our religious policy outlines our approach to inclusivity and the provision of adapted religious equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

- a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- b. Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

2. Adapted RE Equipment:

- a. Oakwood is equipped with a range of adapted religious equipment to facilitate the participation and learning of students with disabilities or special education needs.
- b. Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- c. For students with mobility impairments adjustable-height tables are available.
- d. Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.
- e. Additional supports, such as magnifiers, colored overlays, or specialized seating, will be provided based on individual student needs.

5. Accessibility of Facilities:

- a. Classrooms and laboratories will be designed and organized to provide easy accessibility for students with disabilities or special education needs.
- b. Clear pathways, wheelchair ramps, and appropriate signage will be in place to ensure students can navigate the religious facilities independently.
- c. Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.



Our approach to teaching Maths

Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



Lesson structure



Foundations

<p>Classroom environment</p>		<p>Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment</p>
<p>Knowing students and developing relationships</p>		<p>Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.</p>
<p>High expectations</p>		<p>'The higher the expectations of teachers, the better students perform' - (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.</p>

How the Oakwood teaching and learning foundations are used to improve pupils learning in RE

<p>Classroom environment</p>	<ul style="list-style-type: none"> • Pupils need to feel safe in the classroom environment to appreciate diverse viewpoints and engage in meaningful discussions with others
<p>Knowing students</p>	<ul style="list-style-type: none"> • It is important for teachers to understand pupils needs and religious backgrounds so that classroom delivery is sensitive and tailored to individuals

Lesson structure



Questioning / Vocabulary /
Oracy / Feedback

How the Oakwood teaching and learning strategies are used to improve pupils learning in RE

Do It Now	<ul style="list-style-type: none"> Memory review activities are strategically planned to recall key knowledge and address misconceptions This helps pupils by building up knowledge to make it increasing secure.
Signposting	<ul style="list-style-type: none"> Signposting cues students in to what they can expect from each stage of their lesson. If provides them with structure and clarity.
Chunking	<ul style="list-style-type: none"> Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
Modelling	<ul style="list-style-type: none"> Teachers provide worked examples for pupils to build up knowledge and make it increasing secure. Teachers model the key steps of particular periods, events and people in the past and develop a rich understanding of these places and times.
Scaffolding	<ul style="list-style-type: none"> Involves using a range of strategies to provide temporary support for pupils Sentence starters Key word mats

Links to wider learning

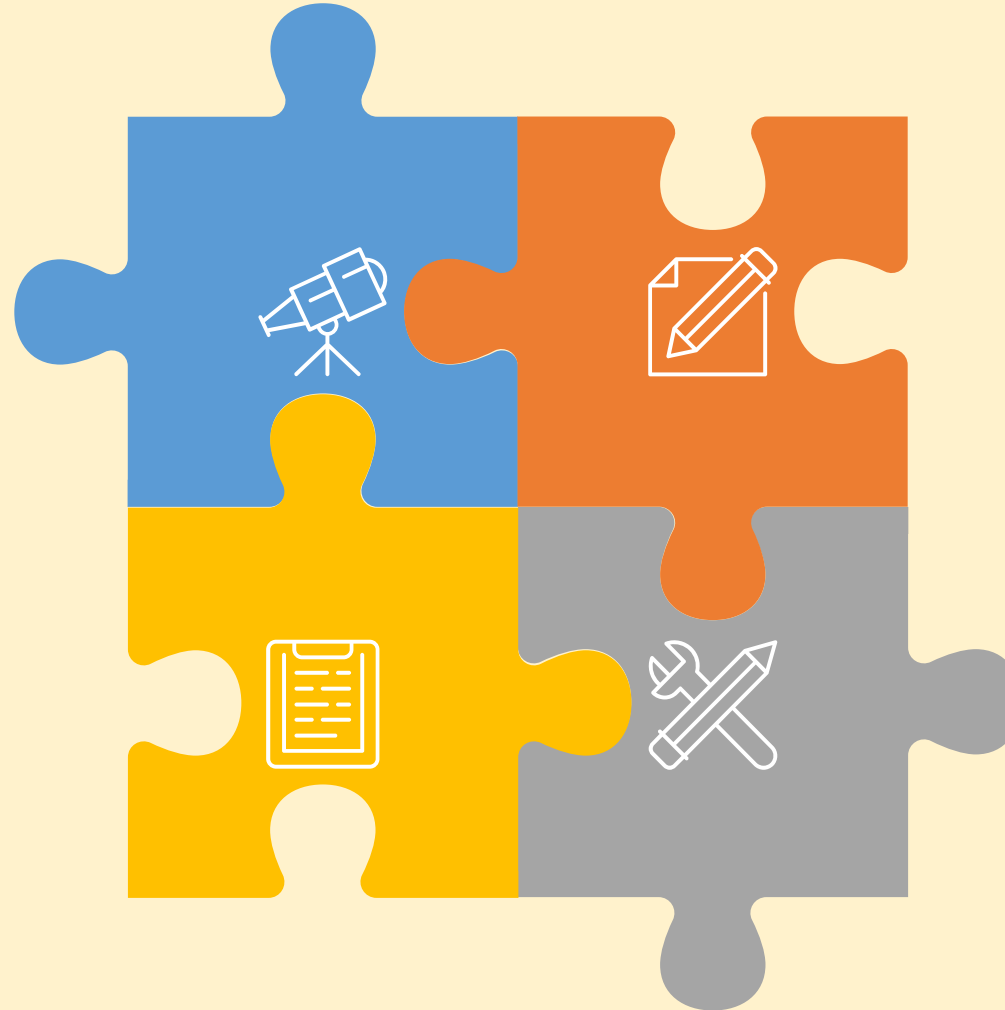
RE

English

Exploring subject specific vocabulary
Writing to describe

Art

Learning about cultural practices
relating to expressive arts
(symbolism, sculpture, artwork).



History

Creating and placing religious
events on timelines
Learning about important historical
religious events and significant
people

Personal Development

Links to Living in the Wider world
curriculum:

- British values
- Living in the Wider World - multi cultural societies, looking after the environment

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in RE we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our RE curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

RE curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit RE curriculum opportunities



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview

World Day of Peace assembly (Jan)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

International Day of Happiness (March)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

The Festival of Lent assembly (Feb)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

St David's / St George / St Patrick's Day / St Andrew's Day Assembly (various times)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Ramadan and Eid Assembly (march)



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils

RE curriculum - SMSC overview

Oakwood Academy

	Willows Curriculum	Year 7 Curriculum	Year 8 Curriculum	Year 9 Curriculum	
Social	<p>Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.</p>	<ul style="list-style-type: none"> Explore the changes in society Participate in discussions with others 	<ul style="list-style-type: none"> Explore the changes in society Appreciate diverse viewpoints when 	<ul style="list-style-type: none"> Explore the changes in society Appreciate diverse viewpoints 	<ul style="list-style-type: none"> Appreciate diverse viewpoints and moral issues Investigate moral issues
Moral	<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.</p>	<ul style="list-style-type: none"> Appreciate moral and ethical issues. 	<ul style="list-style-type: none"> Appreciate moral and ethical issues 	<ul style="list-style-type: none"> Recognize right and wrong in relation to religious issues Appreciating consequences relating to law 	<ul style="list-style-type: none"> Recognize right and wrong Comparing historical law to present law Appreciating consequences relating to actions
Spiritual	<p>Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<ul style="list-style-type: none"> Respecting multi cultural faiths Enjoying learning about the surrounding world and different religious studies 	<ul style="list-style-type: none"> Participate in discussions with others about 'my local area' and what makes it unique (i.e. a multicultural society) Appreciate diverse feelings and values Enjoying learning about different places around the world 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths Enjoying learning about different places around the world 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths Enjoying learning about different places around the world
Cultural	<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> Investigating moral issues and diverse viewpoints Investigating cultural influences 	<ul style="list-style-type: none"> Appreciate cultural influences in 'my local area' and what makes it unique Appreciate diverse viewpoints within their local community 	<ul style="list-style-type: none"> Appreciating diverse viewpoints and rules/law 	<ul style="list-style-type: none"> Exploring beliefs and respecting faiths Appreciate diverse viewpoints within their local community