

Religious Education Statement

The aim of our RE provision is to support our pupils to develop an understanding of religious and non-religious world views through their teaching and traditions, and gain insight into the lives of their followers. We approach this through our PSHE curriculum and in our wider curriculum, which is strongly focused on personal and social development.

Our core PSHE curriculum comprises of 6 units, each focusing on related ideas. Each unit runs across all year groups, so that knowledge and understanding are developed as pupils return to the same themes as they move through the academy. One unit explores personal identity and the factors (including religious and non-religious beliefs) that influence sense of self. A second unit explores differences between people, including religious and non-religious beliefs. This unit includes examples of individuals and their experiences and actions related to belief, and at societal issues such as multiculturalism, prejudice and discrimination.

In addition to the core PSHE curriculum, our wider offer of responsive PSHE, RRA and other themed provision includes activities related to individuals, festivals and significant events so that pupils can further explore the history, values and traditions of different religions. For example, pupils in English study of *Norse Mythology* in Year 9 to compare how different faiths use stories, symbols and moral lessons to guide behaviour. They link this to Citizenship learning about how belief systems shape cultural identity and community values. In year 10, pupils study *A Christmas Carol* and consider religious celebrations in Christianity and other faiths. In addition, students consider the religious origin stories through the study of poetry and the representation of religion through writing. Pupils are also provided with opportunities to consider wider moral and ethical issues; for instance, when exploring homelessness through *Stone Cold* in English, pupils connect their learning to Citizenship themes such as social justice, human rights, and our shared responsibilities within a democratic society.