



**The Mosley Academy**  
**Curriculum Overview - RE**  
**Tracey Eggleston**



<b>Intent</b>	<p>Following the National Curriculum and Early Learning Goals, the overarching intent for Religious Education at the Mosley Academy is to give children valuable insights into the diverse beliefs and opinions held by people today. Through regular teaching it helps children with their own personal development and supports an understanding of spiritual, moral, social and cultural questions. Religious education makes a valuable contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. Religious education makes a key and unique contribution to understanding British values and supports development of our pupils' cultural capital. Through Religious education pupils' learn to respect themselves and understand their own identity, to respect others, and to understand their own rights and responsibilities.</p>		
	<p><b>Explore</b></p> <p>Pupils' will explore religious beliefs, teachings and practices-so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals, and symbolism that offer an insight into religious and secular experiences.</p>	<p><b>Engage</b></p> <p>Pupils' will engage with fundamental questions-so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and values are forged, and by expressing and evaluating their personal responses to such questions-so gaining skills to be able to relate the issues studied and discussed to their own experience.</p>	<p><b>Reflect</b></p> <p>Pupils' will reflect on the reality of religious diversity and on the issues raised by living in a diverse world-so developing skills of analysis and discernment in relation to prejudice, discrimination, and bias, together with the skills of self-awareness, moral judgement, and responsible choice.</p>

<b>Implementation</b>	<p><u>Early Years -</u></p> <p>At The Mosley Academy we follow the Staffordshire RE Syllabus. Individual teachers are responsible for planning for planning with support from the RE Lead. The Long Term Plan shows which units are covered in each year group and teachers are provided with an overview showing which learning objectives should be covered in each lesson. Progression is built in as pupils' progress through the school.</p> <p>Lessons are delivered in a range of ways to suit the learning styles of all children, such as drama, art, music, visual and written tasks. Teachers make lessons interesting and the children enjoy learning about other cultures.</p> <p>Children are able to handle artefacts and have the opportunity to learn about different faiths through visitors to school from different faiths or visits to different places of worship. At The Mosley Academy the following religions have been selected for study: Christianity, Judaism, Sikhism, Islam and Hinduism.</p> <p>Children are given the opportunity to <b>engage, explore and reflect</b> as part of each unit of work they study.</p>
	<p>Our children will become effective and confident writers and have the knowledge and skills to be able to write successfully for a range of purposes and audiences. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. Skills and subject knowledge taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.</p> <p>Children complete a range of tasks in writing in English lessons as well as some in the wider curriculum. Children have the opportunity to share their work, work is displayed and celebrated in the classrooms. Ongoing assessments take place throughout the year and teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. JTMAT writing grids are used to assess the children in writing termly with given opportunities for staff to meet and discuss the following year so children can prepare for the transition.</p>

<b>Impact</b>	<p>Our children will become effective and confident writers and have the knowledge and skills to be able to write successfully for a range of purposes and audiences. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. Skills and subject knowledge taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.</p> <p>Children complete a range of tasks in writing in English lessons as well as some in the wider curriculum. Children have the opportunity to share their work, work is displayed and celebrated in the classrooms. Ongoing assessments take place throughout the year and teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. JTMAT writing grids are used to assess the children in writing termly with given opportunities for staff to meet and discuss the following year so children can prepare for the transition.</p>		
	<p>Monitoring through:            JTMAT Moderation of Writing            Writing Grids            Book Scrutiny            Learning Walks            Pupil Voice</p>	<p>Increased Cultural Capital through an expose to a wide range of vocabulary and texts.</p> <p>Greater understanding of British Values: Mutual Respect and Tolerance</p>	<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory.</p> <p>Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>