

Curriculum Intent Statement



The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

Religious Education

INTENT	<p>To develop happy, confident and independent learners who are prepared for adulthood by:</p> <ul style="list-style-type: none"> ● Be offered opportunities to learn about and from religions and worldviews in local, national and global contexts. ● Increase their knowledge and understanding of world religions. ● Increase and develop their ability to ask challenging questions as well as discovering, exploring and considering different answers to these questions. ● Develop their interest in the beliefs and practices of others and how this influences their lives. ● Be encouraged to develop respect and acceptance for all. ● Develop and use their skills in critical thinking and self-reflection. ● Develop a sense of identity through learning about community and spirituality. ● Be supported in becoming responsible and independent members of society.
---------------	---

Religious Beliefs and Practices

Why this – The Office of National Statistics figures show there were 15,834 reported hate crime offences between July 2017 and June 2018, up by 22% on the previous year, when 12,995 incidents were recorded. The 2011 Census showed that the vast majority of residents in South Tyneside consider themselves to be Christian - 70.3%. Our students are therefore not regularly exposed to alternative religious faiths and therefore need to be taught about differing religious beliefs and practices so they can understand that we can all live together in harmony.

Why now - In autumn term, students are made aware of differing religions, and the need to have awareness and acceptance before studying in more depth as the year progresses. National Hate Crime Awareness Week takes place during autumn term during October and is a charity set up to try to prevent such crimes. Darker nights are when students are more likely to engage in anti-social behaviour and may become involved in incidents on the streets.

Builds on - As students move through each phase, they will begin to develop their understanding of religions and prepare them for living in a diverse society. Introduction to practices within religions will develop acceptance and prepare children for the spring term and the impact on behaviour.

Prepares for – Many of our students go on to do work placements in vocational centres, cafes and garden centres post 16 and this provides the key knowledge required to work in multicultural environments. The strand is linked to a key component of the accreditation route all of our students take at KS4 within the NOCN Religious studies qualification.

PHASE 1

PHASE 2

PHASE 3

PHASE 4

KEY knowledge/ golden thread – non negotiables religious beliefs and practices.	To be able to identify a range of celebrations.	To be able to recognise and discuss a range of religious beliefs and practices, showing the importance of respecting others views.	To be able to show awareness of religious beliefs and practices and the importance of being able to live together in harmony.
--	---	--	---

How religion impacts behaviour

Why this - South Tyneside council have produced a policy which states that, 'We recognise that South Tyneside is a diverse place and this policy seeks to promote this by valuing the uniqueness of each individual'. If students are made aware of the need to accept others beliefs, we aim to show an understanding of differing behaviours and also deter any negative behaviours.

Why now - Traditionally students are settled into a new school routine by the spring term, as student confidence and comfort rises they are more likely to push behavioural boundaries and challenge views. We aim to address and explore personal viewpoints as knowledge improves.

Builds on - As students move through the SOW it links to previous knowledge taught and builds on children's understanding of how opinions and beliefs differ widely.

Prepares for - To prepare our students for adulthood in modern Britain, an understanding of how religion affects behaviour is imperative. The knowledge equips students to challenge negative perceptions and understand the impact of behavioural actions in terms of the rule of law. As our students develop, we want them to be confident in their own beliefs and be tolerant of others. The strand is linked to a key component of the accreditation route all of our students take at KS4 within the NOCN Religious studies qualification.

KEY knowledge/ golden thread – non negotiables for how religion impacts behaviour.	Phase 1	PHASE 2	PHASE 3	PHASE 4
	To be able to understand how lent influences behaviour.	To compare the values and morals of different religions and how these influence behaviour.		To understand behavioural choices and actions to express opinions/viewpoints can have legal consequences.

Own beliefs and experiences/ Respect for all

Why this - South Tyneside does not have a huge range of religious diversity: **70.3% of residents consider themselves to be Christian**. Of the remaining population, over **two thirds (68.4%) are Muslim** (South Tyneside Council Official data). Racial hate crimes in the North East of England increased dramatically in the last 5 years (excluding during covid) (<https://www.ncl.ac.uk/law/research/expertise/race/>). Children should therefore be taught to develop and question their own beliefs and opinions. Living in an area lacking in diversity, it is imperative that we teach our children about different religions, diversity and religious tolerance to prepare them for adulthood and the world of work.

Why now - As we approach the six weeks of summer holidays, children may be less focussed on school work and routines and may look for other things to keep them entertained. They will therefore be more vulnerable to negative influences both in the community and on line. During the holidays children will potentially be mixing with a wider range of individuals and an understanding of diversity and tolerance is essential. By understanding other religions and religious practices, students will be prepared for interaction with a wide range of people without prejudice and risk of committing a race hate crime will be reduced.

Builds on - As students move through the SOW they are taught in the autumn term about religious beliefs and practices and in spring about how religion impacts behaviour. Using this knowledge and understanding, students will apply this to their own experiences to question their own beliefs and develop an understanding of tolerance and equality.

Prepares for - To prepare our students for adulthood in modern Britain, an understanding of diversity and different beliefs is essential in order to function within society and reduce risks and understand laws associated. As our students develop, we want them to be confident in their own beliefs and be tolerant of others. The strand is linked to a key component of the accreditation route all of our students take at KS4 within the NOCN Religious studies qualification.

	Phase 1	PHASE 2	PHASE 3	PHASE 4
KEY knowledge/ golden thread – non negotiables own beliefs and experiences/respect for all.	To be able to show awareness of differing beliefs.	To understand the importance of interaction with a wide range of people without prejudice.		To understand and question religious propaganda and its impact.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

Curriculum Intent Statement



