



Northampton International Academy

RE Curriculum Overview



Why Teach RE?

Studying religion and belief is an indispensable part of providing learners with a well-rounded education which has the potential to influence individuals, culture, behaviour and national life. Studying RE enables learners to hold balanced and well-informed conversations about religion and belief. It provides opportunities for learners to reflect and analyse, to discuss and debate, to explore and discover and to learn more about the world in which they live.

Through our RE curriculum we aim for learners:

- to develop religious literacy.
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom.
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures.
- to develop attitudes of respect towards other people who hold views and beliefs different from their own.
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

As well as developing knowledge and understanding of religion and worldviews, there are many other desirable outcomes from teaching RE. These are most associated with:

<ul style="list-style-type: none"> • Spiritual, moral, social and cultural development. • Personal, social, health and citizenship education. 	<ul style="list-style-type: none"> • Reading and writing. • Vocabulary development. • Spoken language. 	<ul style="list-style-type: none"> • British Values. • The Prevent Duty.
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Approaches we use to develop Substantive Knowledge

Teaching and Learning Approach

Make sense of a range of religious and non-religious beliefs, so that they can:



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:



- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:



- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Disciplinary Knowledge (Outlined in KS3 KPIs)

Identification	Recognising a range of different religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truth-claims. Answering the 'What?' and 'Who?' questions that may be asked.
Description	Recalling and detailing a range of religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truth-claims. Answering the 'What?', 'Who?', 'When?', 'Where?' questions that may be asked in detail.
Explanation	Using religious, philosophical or ethical information to explain a range of different religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truth-claims. Answering the 'Why?' and 'How?' questions that may be asked.
Evaluation	Using religious, philosophical or ethical information to evaluate a range of religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truth claims. They will do this by breaking information into parts to explain relationships and identify strengths and weaknesses.
Justification	Using religious, philosophical or ethical information to give and justify a range of opinions related to a range of religious (and non-religious) beliefs, teachings, practices, scriptures, morals and truth claims. They will do this by assessing the importance of factors and assessing their strengths and weaknesses in order to reach logical conclusions.

