



West Drayton Academy

Believe • Empower • Achieve



RELIGIOUS EDUCATION



INTENT

Religious Education proposes interesting and challenging questions about the meaning and purpose of life. The RE curriculum at West Drayton Academy gives children the opportunity to develop their knowledge and understanding of religious and non-religious beliefs and traditions through exploration and discussion. We aim for our RE curriculum to stimulate and develop children's curiosity and knowledge of the world so that they can hold informed conversations about religious ideas such as beliefs, moral values, practices, faith, worship, prayer, creation, commitment, God, the meaning of life and the relevance of religion on society and peoples' lives. Our lessons enable pupils to build their sense of identity and belonging, which helps them thrive within their communities and as citizens in our diverse society. It teaches pupils to develop respect for others. This includes people with different faiths and beliefs which helps to challenge prejudice. Our RE curriculum prompts pupils to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider community. It encourages empathy, generosity, respect and compassion for all.

SKIP

Our RE curriculum helps students develop critical thinking, perspective and judgement, empathy and a sense of identity and belonging. This links directly to the school's S.K.I.P approach (Skills, Knowledge, Inclusion, Personal Development).

S - Using skills such as reflection of religious beliefs; explaining; identifying experience and empathy; interpreting/discerning; questioning; application and making links to progress through the RE curriculum from EYFS to Y6.

K - Each topic is planned so that children develop their knowledge and understanding of religious and non-religious beliefs and traditions through exploration and discussion.

I - All children have access to the learning through adaptation, which provides them with a diverse and differentiated curriculum.

P - Our aim is to develop responsible, respectful, active children who are prepared for modern Britain. Our lessons enable pupils to build their sense of identity and belonging, which helps them thrive within their communities and as citizens in our diverse society. It teaches pupils to develop respect for others



IMPLEMENTATION

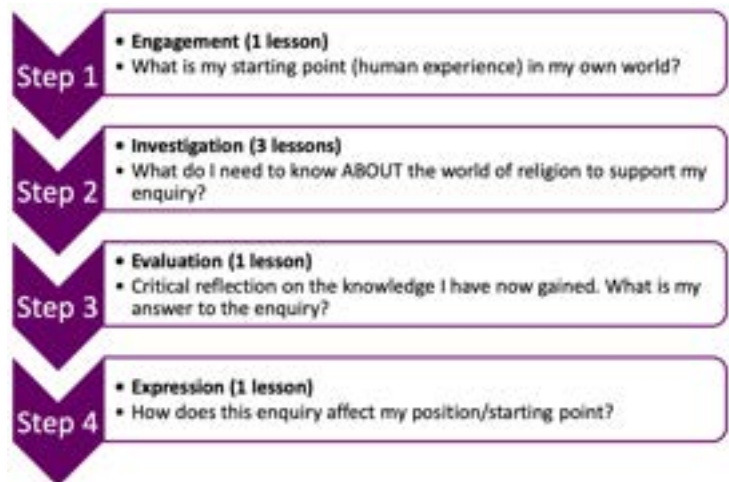
CURRICULUM DESIGN

It is our vision to develop every child's curiosity and knowledge of our multi-religious and multi-secular world. At West Drayton Academy we use the 'Discovery RE' scheme of work, as a basis for our Religious Education teaching which follows the National Curriculum's view that 'Children need high quality Religious Education.' All children from EYFS to Year 6 access this curriculum and links are made to other subject areas, where possible.

Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the inquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. In Step 3, they complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.




Our curriculum studies Christianity plus one other religion in each year group, resulting in both religions having multiple enquiries per year. This ensures that the children revisit prior learning for both religions throughout the year to build on the previous enquiries, and Christmas and Easter enquiries are built on year-on-year throughout the child's primary school journey.



SKILLS

We aim for our RE curriculum to stimulate and develop children's curiosity and knowledge of the world so that they can hold informed conversations about religious ideas such as beliefs, moral values, practices, faith, worship, prayer, creation, commitment, God, the meaning of life and the relevance of religion on society and peoples' lives. We have skills that are integrated into the curriculum, revisited within units each year, and developed progressively over time. Students will engage with and enhance these skills with time, enabling them to confidently and independently achieve our ambitious curriculum objectives by Year 6. These skills are detailed in our Medium Term Plans, helping teachers ensure they are taught explicitly (see examples below):

 RE MTP Year 3, Summer 1, Week 2	
Step 2: Investigation	Lesson 2
Focus Skill	Explaining: Make links between beliefs, stories and practices.
Learning Intention	To explain why Hindus believe Brahman can be in everything To explore Hindu beliefs about Brahman
SOLO SC: Uni- Structural <i>Bronze</i>	I can match the different forms of Brahman I can identify the different forms of Brahman
SOLO SC: Multi- Structural <i>Silver</i>	I can describe the different roles of Brahman
SOLO SC: Relational <i>Gold</i>	I can explain why Hindus believe Brahman can be in everything
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect on the importance of Brahman in Hinduism

 RE MTP Year 6, Summer 1, Week 2	
Step 2: Investigation	Lesson 2
Focus Skill	Explaining: Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.
Learning Intention	To explain how Muslims try to lead good lives and question whether this is always easy To explore what it means to live a good life in Islam
SOLO SC: Uni- Structural <i>Bronze</i>	I can identify one way in which Muslims try to lead a good life
SOLO SC: Multi- Structural <i>Silver</i>	I can list ways in which Muslims try to lead good lives I can list describe ways in which Muslims try to lead a good life
SOLO SC: Relational <i>Gold</i>	I can explain how Muslims try to lead good lives and question whether this is always easy I can explain why it might not always be easy to live a good life for Muslims
SOLO SC: Extended Abstract <i>Platinum</i>	I can reflect argue on the importance of intention over the action itself

SKILLS PROGRESSION

	Y1	Y2	Y3	Y4	Y5	Y6
<u>Reflection of religious beliefs</u>	Recognise and name features of religious beliefs.	Identify how religion and beliefs are expressed in different ways.	Identify the impact of beliefs (including festivals) on individuals, groups and communities.	Describe the impact of beliefs (including festivals) and practices on individuals, groups and communities.	Recognise and explain the impact of beliefs (including festivals) and ultimate questions on individuals and communities.	Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.
<u>Explaining</u>	Recall features of religious, spiritual and moral stories.	Retell religious, spiritual and moral stories.	Make links between beliefs, stories and practices.	Comment on connections between questions, beliefs, values and practices.	Explain connections between questions, beliefs, values and practices.	Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.
<u>Identity, experience and empathy</u>	Identify aspects of own experiences and feelings.	Respond sensitively to others' experiences and feelings and to their values of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes and behaviour.	Show an understanding of moral and religious issues, and how they can guide lifestyle choices.	Developing the ability to identify feelings of others whilst expressing own views.	Have the ability to see the world through the eyes of others, and recognise issues from their point of view.
<u>Interpreting / discerning</u>	Recognise religious symbols.	Identify possible meanings for symbols and other forms of religious expression.	Describe and suggest meanings for symbols and other forms of religious expression.	Suggest meanings for a range of forms of religious expression (e.g. paintings/statues), using appropriate vocabulary.	Recognise and explain diversity within religious expression, using appropriate concepts.	Interpret the significance and impact of different forms of religious and spiritual expression (e.g. music/art).
<u>Questioning</u>	Ask questions about what they find puzzling and interesting in life.	Ask questions about their own and others' feelings and experiences.	Ask thought-provoking questions about religions and beliefs.	Suggest answers to some questions raised by the study of religions and beliefs.	Suggest answers to some questions raised by the study of religions and beliefs, using evidence from secondary sources.	Interpret the different answers given by religions, and their different perspectives, to form their own opinions.
<u>Application and making links / synthesis</u>		Recognise similarities and differences between religions and beliefs.	Identify similarities and differences in features of religions and beliefs.	Describe similarities and differences within and between religions and beliefs.	Explain how and why differences in belief are expressed.	Explain the reasons for and effects of diversity within and between religions, beliefs and cultures.

Aligned with the National Curriculum, skills are progressive and they prepare children for the next stage of their learning.

LONG TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Understanding the World (Celebrations)	Harvest Festival - Christianity <i>Prayer & Worship</i>	Diwali - Hinduism & Sikhism. Christmas - Christianity <i>Prayer & Worship</i>		Holi - Hinduism. Ramadan - Islam. Eid - Islam. Easter - Christianity <i>Prayer & Worship</i>	Eid - Islam <i>Prayer & Worship</i>	
Year 1	Creation Story Christianity <i>Beliefs & Moral Values</i>	Christmas Christianity <i>Prayer & Worship</i>	Jesus as a Friend Christianity <i>Beliefs & Moral Values</i>	Easter Palm Sunday Christianity <i>Prayer & Worship</i>	Shabbat Judaism <i>Prayer & Worship</i> Visit a Synagogue	Yom Kippur, Rosh Hashanah Judaism <i>Prayer & Worship</i>
Year 2	What did Jesus teach? Christianity <i>Beliefs & Moral Values</i>	Jesus as a gift from God Christianity <i>Beliefs & Moral Values</i> Visit a Church	Prayer at home Islam <i>Prayer & Worship</i>	Easter - Resurrection Christianity <i>Beliefs & Moral Values</i>	Community and Belonging Islam <i>Prayer & Worship</i>	Haji Islam <i>Commitment</i>
Year 3	Diwali Hinduism <i>Prayer & Worship</i> Visit a Hindu Temple	Christmas Christianity <i>Prayer & Worship</i>	Jesus' miracles Christianity <i>Beliefs & Moral Values</i>	Easter Forgiveness Christianity <i>Beliefs & Moral Values</i>	Hindu Beliefs Hinduism <i>Beliefs & Moral Values</i>	Pilgrimage to River Ganges Hinduism <i>Commitment</i>
Year 4	Buddhist Teachings Buddhism <i>Beliefs & Moral Values</i>	Christmas Christianity <i>Prayer & Worship</i>	8 Fold Path Buddhism <i>Beliefs & Moral Values</i> Visit a Buddhist Temple	Easter Christianity <i>Beliefs & Moral Values</i>	8 Fold Path Buddhism <i>Commitment</i>	Prayer and Worship Christianity <i>Prayer & Worship</i>
Year 5	Belief into action Sikhism <i>Commitment</i>	Christmas Christianity <i>Beliefs & Moral Values</i>	Beliefs and moral values Sikhism <i>Beliefs & Moral Values</i>	Easter Christianity <i>Beliefs & Moral Values</i>	Prayer and Worship Sikhism <i>Commitment</i> Visit a Gurdwara	Beliefs and Practices Christianity <i>Commitment</i>
Year 6	Beliefs and practices Islam <i>Commitment</i>	Christmas Christianity <i>Prayer & Worship</i>	Beliefs and Meaning Christianity <i>Beliefs & Moral Values</i>	Easter Christianity <i>Beliefs & Moral Values</i>	Beliefs and moral values Islam <i>Beliefs & Moral Values</i>	Beliefs and moral values Islam <i>Commitment</i> Visit a Mosque

KNOWLEDGE

KNOWLEDGE CONCEPTS



1) Beliefs & Moral Values

Recognising, respecting and welcoming religious and non-religious beliefs and morals



2) Commitment

A promise to yourself and other



3) Prayer & Worship

How individuals practise their religion.

The knowledge concepts link explicitly to the knowledge part of our SKIP curriculum, through providing the children with a diverse and adapted curriculum. Our spiral curriculum revisits key concepts and skills at various points throughout their learning journey, providing students with multiple opportunities to reinforce their understanding and retention of the material. This also gives the children the opportunity for skill progression. By gradually building upon previously learned material, the spiral curriculum allows for a deeper understanding of complex topics. This encourages critical thinking and problem-solving skills to be developed over time.

We can also make strong links to inclusion in the RE curriculum by recognising and exploring diverse religious beliefs and practices. Through including a variety of religions and spiritual traditions in the curriculum, students are given the opportunity to learn about and understand different perspectives. This can help to promote tolerance, respect, and understanding of diverse beliefs and cultures. Our RE curriculum often involves critical thinking and encourages open discussion about different beliefs, values, and practices. This can help to create a safe and inclusive environment where students feel comfortable expressing their own beliefs and learning from others. We teach students about different religions and promote respect for diversity, the RE curriculum can help to challenge stereotypes and prejudice. This can foster a more inclusive school community where all students feel valued and respected. In addition, learning about different beliefs and practices can help students develop empathy and understanding for others. This can foster a sense of community and shared values, promoting inclusivity and acceptance of all students. Overall, the RE curriculum can play a key role in promoting inclusion by celebrating diversity, encouraging dialogue, challenging stereotypes, and promoting understanding and empathy among students.

CONCEPT JOURNEY



Beliefs & Moral Values

Recognising, respecting and welcoming religious and non-religious beliefs and morals.

Y1 Does God want Christians to look after the world? → Y1 Was it always easy for Jesus to show friendship? → Y2 Is it possible to be kind to everyone all of the time? → Y2 Why do Christians believe God gave Jesus to the world? → Y2 How important is it to Christians that Jesus came back to life after His crucifixion? → Y2 Could Jesus heal people? → Y3 Were these miracles or is there another explanation? → Y3 What is 'good' about Good Friday? → Y3 How can Brahman be everywhere and in everything? → Y4 Is it possible for everyone to be happy? → Y4 Can the Buddha's teaching make the world a better place? → Y4 Is forgiveness always possible for christians? → Y5 Is the Christmas story true? → Y5 Are Sikh stories important today? → Y5 How significant is it for Christians to believe God intended Jesus to die? → Y6 Is anything ever eternal? → Y6 Is Christianity still a strong religion 2000 years after Jesus was on Earth? → Y6 Does belief in Akhirah (life after death) help Muslims lead better lives?

Throughout the RE curriculum, our students are encouraged to reflect on their own values and beliefs, and to consider how these relate to the principles discussed in religious contexts. By providing opportunities for students to make connections between different religions and non-religious beliefs, we foster a sense of open-mindedness and critical thinking, enabling students to develop their own perspectives and judgments. They learn about compassion, kindness, honesty, fairness, and respect, which teaches our students to be empathetic all-rounded members of the community. In addition, our four pillars are a collection of skills and values that are taught which thread through our curriculum that will prepare our students for the future.



Commitment

A promise to yourself and others.

Y2 Does completing Hajj make a person a better Muslim? → Y3 Would visiting the River Ganges feel special to a non-Hindu? → Y4 What is the best way for a Buddhist to lead a good life? → Y5 How far would a Sikh go for their religion? → Y5 What is the best way for a Sikh to show commitment to God? → Y5 What is the best way for Christian's to show commitment to God? → Y6 What is the best way for a Muslim to show commitment to God? → Y6 How did Jesus create a 'New Covenant' and what does that mean to Christians today?

Commitment is a recurring theme in the RE curriculum, it helps students understand and appreciate the role religious beliefs and practices play in individuals' lives and the wider society. It encourages students to reflect on their own commitments, whether religious or ethical.

CONCEPT JOURNEY



Prayer & Worship

How individuals practise their religion.

Y1 What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? → Y1 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? → Y1 Is Shabbat important to Jewish children? → Y1 Are Rosh Hashanah and Yom Kippur important to Jewish children? → Y2 Does praying at regular intervals help a Muslim in his/her everyday life? → Y2 Does going to a mosque give Muslims a sense of belonging? → Y3 Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? → Y3 Has Christmas lost its true meaning? → Y4 What is the most significant part of the Nativity story for Christians today? → Y4 Do people need to go to church to show they are Christians? → Y6 Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?

In our RE curriculum, prayer and worship are often explored in the context of different religions and belief systems. Students may learn about the significance of prayer and worship in various faith traditions, the different forms they may take, and the reasons why they are important to believers. Students may have the opportunity to explore the different ways in which prayer and worship are practised, through rituals, ceremonies, and specific prayers or hymns. We want them to understand the significance of prayer and worship in the lives of believers, and how they help individuals connect, seek guidance, express gratitude, and find inner peace. We want them to reflect on their own beliefs and practices related to prayer and worship, and consider how these aspects contribute to their spiritual and moral development. Students will engage in discussions and activities that promote interfaith understanding and respect for different ways of expressing spirituality and devotion through prayer and worship.

REVISITS

'If nothing has altered in long-term memory, nothing has been learned', (Sweller et al, 2011).

At the beginning of the lesson, teachers will share a 'Previous Learning' slide with pupils. This provides teachers with the opportunity to discuss prior knowledge and previously taught skills from past lessons. The aim is that children are supported in making connections between what they already know and their new learning.



INCLUSION

Ensuring that all pupils have access to the RE curriculum is of utmost importance. To accommodate diverse learning needs, we make adjustments to our teaching methods. One way we do this is by incorporating the SOLO taxonomy into our lesson objectives. By using this approach, we can provide tailored support for each student while also challenging them appropriately.

When students are working below their expected age, we make sure not to narrow the curriculum. Instead, we focus on making reasonable adjustments to the lesson ensuring that they acquire essential knowledge from previous years to help them access the current topic. Our skills progression document outlines the skills that we would like children to acquire throughout their RE journey. Teachers can use this to support children in their learning of the skills rather than specific theory. By using Assessment for Learning effectively, we can tailor our teaching to meet the needs of individual students, ensuring that they have access to a diverse and well-rounded RE curriculum, even if their learning outcomes may differ.



SOLO TAXONOMY

Each lesson will have a clear Learning Intention (LI) and Success Criteria. At WDA, we use SOLO Taxonomy to provide opportunities for children to demonstrate their learning and different levels of understanding, moving from surface level learning, deeper learning when connections can be and explored.

“SOLO Taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to deep understanding”



Biggs & Collis 1982

to
made

There are four stages of Success Criteria:

bronze, silver, gold and platinum challenge. Pupils working at age related expectations will be working at the gold level of understanding. At the end of the lesson, pupils will self-assess which level of understanding they have achieved during the lesson. When marking, the teacher will highlight the level achieved by the pupil.

An example Solo Strip:

W/C Monday 11th March 2024						I GW AS VF					
LI: To investigate how festivals and symbols show that Christianity is still a strong religion today											
Knowledge Concept: Beliefs and Moral Values											
Bronze		<input type="checkbox"/>	Silver		<input type="checkbox"/>	Gold		<input type="checkbox"/>	Platinum		<input type="checkbox"/>
I can recognise Christian symbols and festivals.		I can list the symbols associated with different festivals.		I can explain the significance of Christian symbols and how they are relevant today.		I can invent my own Christian symbol and justify its significance to Christianity and relevance to today's society.					

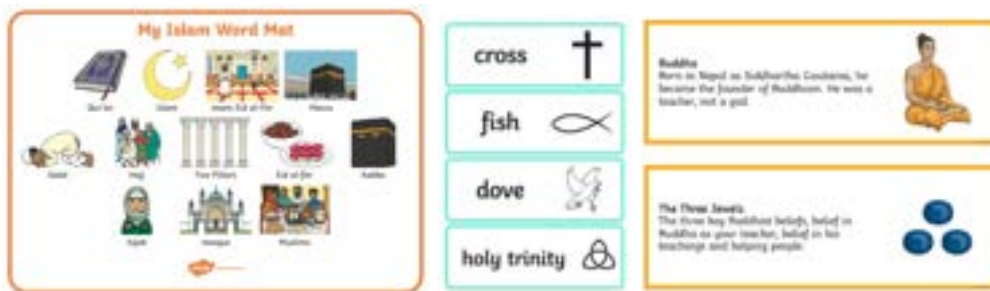
The four levels (bronze, silver, gold and platinum challenge) can be defined using the following structure:

SOLO level		Verbs
Bronze	Uni-structural	define, identify, name. draw, find, label, match, follow a simple procedure
Silver	Multi-structural	describe, list, outline, complete, continue, combine, enumerate, perform serial skills
Gold	Relational	sequence, classify, compare & contrast, explain (cause & effect), analyse, form an analogy, organise, distinguish, question, relate, apply, argue, criticise, justify
Platinum	Extended abstract	generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform, Formulate, generate



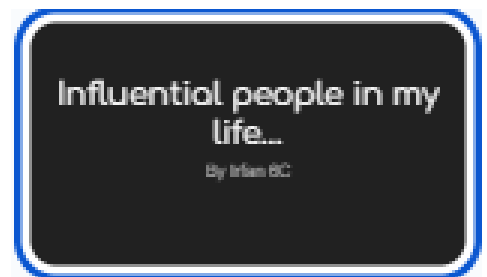
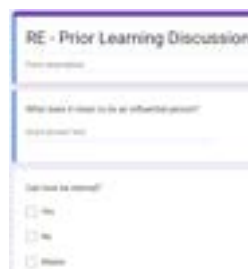
VOCABULARY

The vocabulary that they need to know in each topic is detailed on the first page in each medium term plan. Vocabulary will be displayed on working walls with appropriate accompanying visuals, to support pupils' understanding. In RE lessons, we make use of tangible examples and visual aids to introduce new concepts and terminology. For instance, we include images to help students understand new vocabulary and how to use it correctly. Our teachers employ a variety of instructional techniques to present information in a way that is accessible to all learners.



DIGITAL STRATEGY

The Park Federation is building a one-to-one digital learning strategy in all of their eight schools with the vision of providing each of its pupils with a chromebook as a digital learning tool to amplify and enhance learning. Technology is utilised as a tool to enhance the already good teaching and learning practices that are in place; it will be used as a vehicle to bring access and equity to all learners in our schools. At West Drayton Academy, all pupils in Year 4, 5 and 6 have access to their own chromebook for use in their lessons, we are now starting to utilise these throughout the RE curriculum. This can be seen through prior learning quizzes, jamboard questions and completing a lesson on google classroom. Every lesson can look different. Online safety lessons are explicitly taught and interwoven into our day.



ENVIRONMENT

All classrooms will display the inquiry question that their year group is focusing on that term and the RE concepts. Displaying these can promote a focused learning environment through reminding students of the main learning objectives for the term. This can help keep everyone on track and focused on the same goals. It can also encourage active participation because when students know what concepts and questions they are exploring, they are more likely to actively engage in discussions and activities related to those topics. It will provide a visual reminder, helping to reinforce the key learning points throughout the term. Seeing the concepts and inquiry question displayed in the classroom can help students better understand the overarching themes and connections between different lessons and activities. It can also encourage reflection and discussion, allowing them to share their thoughts and insights on the topics being explored in class. In addition to the concepts and the inquiry question, it might be beneficial to your class to have the key vocabulary and LI focus of each lesson displayed as well.

Some examples of a good RE display are below:



PERSONAL DEVELOPMENT

As part of the curriculum offered at WDA, the **'100 Club'** provides our children with 100 opportunities to engage in a range of experiences, develop essential life skills and further grow your knowledge. Included in this is visiting a range of religious buildings. Each year will visit the place of worship for the religion that they are focusing on that year.

CULTURE CLUB AND ASSEMBLIES



Our Culture Club is a multi-stakeholder group that celebrates the events that matter to our community. Culture Club recognises the existence of variations of different characteristics. These characteristics are everything that makes us unique, the things that shape our identity - race, age, gender, religion, sexual orientation and cultural background. Culture Club organises and delivers a programme of events including; competitions, performances, displays and fayres. Culture Club endeavours to strengthen community and improve children's engagement in learning.

At West Drayton we use weekly assemblies to share information with the children which we feel they need to know. We also use these to celebrate a wide range of religious festivals. These special assemblies provide an opportunity for students to learn about and appreciate the diversity of cultures and traditions that exist in our world. With a patient and gentle approach, we aim to create an inclusive and welcoming environment where students can gain a deeper understanding of different faiths and traditions. Through engaging activities, storytelling, and discussions, we encourage empathy, respect, and acceptance among the students. During these assemblies, students have the chance to ask questions, share their own experiences, and participate in activities related to the festival being celebrated.

Not only do these assemblies promote cultural awareness and tolerance, but they also play a crucial role in fostering a sense of community and unity within our school. By coming together to celebrate and learn about different religious festivals, students build connections with one another and develop a sense of appreciation for the diversity that exists within our school and the world at large.



PILLARS

The Four Pillars are West Drayton's values:

Head - aim high

Heart - be kind

Hands - get involved

Health - be healthy & happy.

Every day, we aspire to demonstrate and apply these values in everything that we do. The Pillars are explicitly taught through the curriculum, particularly PSHE, Rtime and RE.



The Pillars were produced by parents, children and staff. We believe that the values

will help to prepare our children for today, for the next stage of their education and beyond. Each RE will have a slide that explicitly outlines how the lesson may link to our pillars.

GRADES

A person's Gender, the Relationships we have with other people, Age, Disability, Ethnicity and Sexual orientation all contribute to people's differences. At West Drayton Academy, we call these differences GRADES.

We want our children to recognise, respect and welcome everyone's differences. We want children to be inspired by the differences they encounter, be tolerant of others and learn from the past, recognising and acknowledging that there have been historical injustices that have taken place over time. Celebrating the diversity of cultures, nationalities and world views enhances the knowledge and understanding of us all.

Throughout our RE curriculum, we give our children the opportunity to develop their knowledge and understanding of religious and non-religious beliefs and traditions through exploration and discussion. Our RE lessons enable pupils to build their sense of identity and belonging, which helps them thrive within their communities and as citizens in our diverse society. GRADES threads through our RE curriculum.



BRITISH VALUES

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the RE and wider Curriculum at West Drayton Academy. Through our RE curriculum, students learn about the importance of democracy in society, the rule of law and the role of government in upholding justice and fairness. They also explore concepts of individual liberty and the importance of respecting the rights and freedoms of others. In addition, our curriculum promotes mutual respect and tolerance of those with different beliefs and backgrounds. We celebrate diversity and teach our students to appreciate and value the unique contributions of individuals from all walks of life. Through a range of activities and experiences, we aim to instil in our students a deep understanding and appreciation of British values, helping them to become responsible and active citizens in their communities and beyond.

SMSC


Our RE curriculum supports students' spiritual, moral, social and cultural development by teaching about different religions and values, fostering a sense of purpose and understanding of others' beliefs. It promotes moral development through discussions on ethics and morality, encouraging students to develop their own moral compass. Social development is facilitated by exploring different cultures and traditions, fostering respect, empathy, and appreciation for diversity. Additionally, cultural development is promoted through learning about the history and practices of various cultures, encouraging students to appreciate their own cultural heritage and that of others.


CULTURAL CAPITAL

Cultural capital refers to the knowledge, values, beliefs, norms, customs, practices, and symbolic elements that are passed down from one generation to another within a particular cultural group. It represents the cultural resources that individuals possess or are exposed to, which can shape their identities, behaviours, and opportunities in society. Cultural capital plays a significant role in shaping our pupil's understanding and perspectives on different religious traditions and practices. Cultural capital is incorporated into our RE lessons, which help students appreciate and respect diverse religious beliefs, traditions, and practices. This can help foster intercultural understanding, tolerance, and respect among students from different cultural backgrounds. Additionally, by acknowledging and valuing students' cultural capital in RE lessons, we create a more inclusive and engaging learning environment that promotes a sense of belonging and ownership among students. This can also help students develop critical thinking skills and the ability to think and communicate sensitively about complex and controversial religious issues.

IMPACT

Assessment is a major contributor in evidencing the impact and this is recorded using our foundation skills tracker to ensure that pupils are building on their skills and knowledge over time. It shows progression and also uniformity between parallel classes ensuring that in-school gaps or anomalies are identified and responded to in future planning. Here is an example of the skills trackers from Y1, Y3 and Y6.

 West Drayton Academy <i>Believe • Empower • Achieve</i>			SKILLS					Skills	% of Skills Achieved	No. of Skills Achieved
			Reflection of religious beliefs	Explaining	Identity, experience and empathy	Interpreting / discerning	Questioning			
YEAR 1 RE TRACKER 2022/23			Recognise and name features of religious beliefs.	Recall features of religious, spiritual and moral stories.	Identify aspects of own experiences and feelings.	Recognise religious symbols.	Ask questions about what they find puzzling and interesting in life.			
% Skills	0 - 50%									
	50 - 69%									
	70 - 79%									
80% +										
Total Pupils	86		0	0	0	0	0			
Surname	Class	PP	0%	0%	0%	0%	0%			

 West Drayton Academy <i>Believe • Empower • Achieve</i>			SKILLS					Skills	% of Skills Achieved	No. of Skills Achieved
			Reflection of religious beliefs	Explaining	Identity, experience and empathy	Interpreting / discerning	Questioning			
YEAR 3 RE TRACKER 2022/23			Identify the impact of beliefs (including festivals) on individuals, groups and communities.	Make links between beliefs, stories and practices.	Make links between values and commitments, including religious ones, and their own attitudes and behaviour.	Describe and suggest meanings for symbols and other forms of religious expression.	Ask thought-provoking questions about religions and beliefs.	Identify similarities and differences in features of religions and beliefs.		
% Skills	0 - 50%									
	50 - 69%									
	70 - 79%									
80% +										
Total Pupils	86		80	85	0	0	0	80		
Surname	Class	PP	100%	89%	0%	0%	0%	100%		

 West Drayton Academy <i>Believe • Empower • Achieve</i>			SKILLS					Skills	% of Skills Achieved	No. of Skills Achieved
			Reflection of religious beliefs	Explaining	Identity, experience and empathy	Interpreting / discerning	Questioning			
YEAR 6 RE TRACKER 2022/23			Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.	Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and	Have the ability to see the world through the eyes of others, and recognise issues from their point of	Interpret the significance and impact of different forms of religious and spiritual expression (e.g. music/art)	Interpret the different answers given by religions, and their different perspectives, to form their own	Explain the reasons for and effects of diversity within and between religions, beliefs and cultures.		
% Skills	0 - 50%									
	50 - 69%									
	70 - 79%									
80% +										
Total Pupils	86		0%	0%	0%	0%	0%			
Surname	Class	PP	0%	0%	0%	0%	0%			

