At Foxwood we integrate Religious Educational content within a broad and comprehensive curriculum of Personal and Social Development and Preparation for Adulthood.

The three Aims of Religious Education are contextually covered and examples can be found below.

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| Aim | Examples of where our curriculum meets this aim. | Examples of Key Stage End Points that meet this aim. |
| **Know about and understand a range of religions and world views:** Knowledge of religions, views, traditions and festivals. | Primary  ‘All about me’  ‘People in my Community’  ‘Community Places and People’  ‘Religion and beliefs’  ‘Diversity’  ‘Celebrations around the World’ | I am starting to recognise different places in my local community.  I know that I am part of these communities and that they are diverse. |
| KS3  ‘The Wider World – Diversity and Religion’  [English] ‘Religions and Beliefs’  [English] ‘Diversity’  ‘Community Places and People’  ‘Exploring the Wider Community’  ‘Part of a Family’ | I recognise people and places within the local community.  I am developing an awareness of different cultures, religions and beliefs.  I can take part in celebrating different religious festivals respectfully. |
| 14-19  ‘Identity and Cultural Diversity’  ‘Uniquely Me’  ‘Part of a Family’  ‘Community Places and People’ | I am aware of my own identity, the identity of others and I respect this.  I know some ways that I can embrace cultural diversity and I demonstrate this. |
| **Express ideas and insights about the nature, significance and impact of religion and world views:** develop and demonstrate understanding of the features, similarities, differences and how they shape lives and communities. | Primary  ‘Me and my family’  ‘Religion and beliefs’  ‘Diversity’  ‘Celebrations around the World’ | I am able to identify some protected characteristics and can accept that we are all different.  I know that I am part of these communities and that they are diverse. |
| KS3  ‘The Wider World – Diversity and Religion’  [English] ‘Religions and Beliefs’  [English] ‘Diversity’  ‘Uniquely me’  ‘Part of a Family’ | I am developing an awareness of different cultures, religions and beliefs.  I can take part in celebrating different religious festivals respectfully.  I know that people can have conflicting interest  I value other’s opinions and I share my own appropriately.  I know and respect some elements of different cultures & religions and can celebrate different religious festivals respectfully. |
| 14-19  ‘Identity and Cultural Diversity’  ‘Uniquely Me’  ‘Part of a Family’  ‘Community Places and People’ | I am aware of my own identity, the identity of others and I respect this.  I know some ways that I can embrace cultural diversity and I demonstrate this.  I can show tolerance towards others and respect different opinions. |
| **Gain and deploy the skills needed to engage seriously with religions and world views:** To identify what we can learn from religions and world views and what we can apply to our own lives and communities**.** | Primary  ‘Rules and Responsibilities’  ‘Respecting others’  ‘Resolving conflict’ | ‘I am aware that actions have consequences’  ‘I am aware that I must take responsibility for my actions.’  I can understand what positive and negative behaviours with my peers are.  I can recognise kindness and can carry out acts of kindness. |
| KS3  ‘Rules, Rights and Responsibilities: Knowing the Law’  Rules, Rights and Responsibilities: Morality’  ‘Contributing to my local community’  ‘Being a Good Citizen’ | ‘I am aware of the difference between actions that are kind and unkind.’  I can understand what positive and negative behaviours with my peers are.  I understand there is a consequence when rules are not followed.  I am aware of some rules or laws that must be followed in the community.  I can take part in celebrating different religious festivals respectfully.  I am aware that I have rights and I know that I have responsibility to respect the rights of myself and others.  I know that people can have conflicting interest  I am aware of some appropriate ways to resolve conflict with my peers. |
| 14-19  ‘Asdan – Community Action’  ‘Being a Good Citizen’  ‘Helping my Community’ | I can identify some ways that I can care for my environment and make a positive contribution to society.  I am aware of other people that may need help and how I can help them.  I know the laws around conflict and that breaking these laws have consequences for me.  I practise conflict resolution strategies to prevent arguments  I can identify my responsibilities in the community and make a positive contribution. |