

Religious Education Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the Religious Education curriculum enables learners to develop knowledge, understanding and respect for a range of religious and non-religious worldviews. Through exploring beliefs, values, ethics, and philosophy, learners develop empathy, reflection and critical thinking whilst gaining a deeper understanding of themselves and the diverse world around them. The curriculum supports learners to become respectful, informed, and thoughtful individuals who can engage positively with different perspectives and cultures.

The Role of Religious Education within the Trinity Curriculum

Religious Education forms a key part of the **Therapeutic and Applied Learning** strand of the Trinity Curriculum Model. Through discussion, reflection and enquiry, learners develop communication, emotional literacy and critical thinking skills whilst exploring questions about identity, belonging, morality, and belief. RE provides opportunities for learners to understand diversity, challenge stereotypes, and develop respect for others.

The curriculum contributes significantly to the academy's curriculum drivers by promoting SEMH development, literacy and communication, independence, and preparation for adulthood. Through exploring religious and non-religious perspectives, learners develop empathy, self-awareness, and the ability to make informed decisions within modern society.

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in religious knowledge, interpretation, evaluation and independence from their individual starting points.

Progress is measured through curriculum mastery, ensuring that learners develop both disciplinary knowledge and critical thinking skills over time. Through Trinity Academy's assessment framework, learners are supported to develop confidence in analysing beliefs, evaluating perspectives and reflecting on moral and ethical issues.

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Key Stage 3 Intent

At Key Stage 3, learners develop knowledge and understanding of religions, beliefs and worldviews through a carefully sequenced curriculum.

Through the study of Christianity, Islam, Judaism, Hinduism, Buddhism, Humanism and contemporary worldviews, learners develop the ability to interpret beliefs, explore different perspectives and understand how religion and belief influence individuals, communities and society.

Learners are encouraged to ask meaningful questions, engage in respectful discussion and reflect on moral, ethical and philosophical issues.

Developing Knowledge and Understanding

Learners develop secure knowledge and understanding of religious and non-religious worldviews through a carefully sequenced curriculum. They explore the beliefs, teachings and practices of major religions including Christianity, Islam, Judaism, Hinduism and Buddhism, whilst considering how beliefs influence identity, culture and behavior. Learning develops progressively, enabling learners to build understanding and make meaningful connections between different worldviews.

Developing Enquiry and Critical Thinking

Learners develop the ability to ask thoughtful questions, interpret sources, compare viewpoints, and construct reasoned arguments. Through exploring philosophical, ethical, and moral issues, learners learn how to evaluate evidence, consider different perspectives, and develop critical thinking skills that support learning across the wider curriculum.

Developing Reflection, Personal Values and Moral Understanding

Religious Education provides opportunities for learners to reflect on personal beliefs, values and experiences whilst considering important moral and ethical questions. Learners explore issues that affect individuals and society, developing the confidence to articulate their views whilst respecting the views of others.

Developing Digital Literacy and Technology Skills

Educational technology is used to support learning and enquiry within RE. Learners use digital resources to research religions, explore contemporary issues and investigate different perspectives. This supports the academy's commitment to digital literacy and aligns with the

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NAACE EdTech Review Framework by helping learners use technology safely, responsibly, and critically when accessing information and forming opinions.

Key Stage 4 Progression

At Key Stage 4, learners build upon the knowledge and enquiry skills established during Key Stage 3 through the study of Christianity, Islam and contemporary ethical issues.

Learners explore:

- Religion and Life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Human Rights and Social Justice
- Philosophy and Personal Worldviews

The curriculum develops increasingly sophisticated analysis, evaluation and reflection skills while preparing learners for GCSE Religious Studies and informed participation within modern society.

Worldviews and Diversity

The Religious Education curriculum is supplemented through a structured Worldviews Programme that strengthens learners' understanding of identity, diversity, belonging and community.

Learners explore religious and non-religious worldviews, Humanism, spirituality, community cohesion, equality and citizenship. This ensures that learners encounter a broad range of perspectives and are prepared to participate positively within a diverse modern society.

Supporting SEMH Development

The Science curriculum has been designed to support learners with SEMH needs through structured routines, clear expectations, and practical learning experiences. Hands-on investigations, collaborative activities and opportunities for success help learners develop confidence, perseverance, and positive attitudes towards learning. Science provides a safe environment in which learners can build resilience, teamwork and self-regulation skills

Preparation For Adulthood

Preparation for Adulthood is embedded throughout the RE curriculum. Learners develop understanding of diversity, community, citizenship and respectful relationships whilst building communication, reasoning and decision-making skills. These experiences help

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learners become active, responsible members of society who can engage positively with people from different backgrounds and beliefs. Learners develop the ability to engage respectfully with different beliefs and perspectives, make informed ethical decisions and participate positively within diverse communities. These skills support future education, employment and responsible citizenship.

Intended Outcomes

By the end of Key Stage 3, learners will:

- Develop secure knowledge and understanding of a range of religious and non-religious worldviews.
- Explain how beliefs influence individuals, communities, and societies.
- Ask questions, evaluate viewpoints, and develop reasoned arguments.
- Reflect thoughtfully on moral, ethical, and philosophical issues.
- Communicate ideas effectively using appropriate vocabulary and discussion skills.
- Demonstrate empathy, respect, and understanding towards different beliefs, cultures, and communities.
- Use technology appropriately to research, explore, and analyse information from a variety of sources.
- Develop the confidence, emotional awareness, and understanding required to participate positively within a diverse society.
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Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious Religious Education curriculum that develops knowledge, reflection, empathy and critical thinking.

Through carefully sequenced learning and high expectations, learners are supported to become:

- Respectful and informed citizens
- Thoughtful and reflective individuals
- Confident communicators
- Critical thinkers
- Successful learners prepared for further education, employment and life within a diverse society

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