

RMA Curriculum statements 2025 – 2026

Subject	R.E.
Key Stages /Years	Key Stage 3 and Key Stage 4

Intent	Implementation	Impact
The RE curriculum across KS3 and KS4 is designed to help SEMH pupils explore beliefs, values, and worldviews in a safe, respectful, and emotionally supportive environment. Pupils learn about major religions, ethical issues, and philosophical questions in ways that build understanding, empathy, and critical thinking. The curriculum aims to: • Develop pupils' knowledge of a range of religious and non-religious worldviews • Encourage curiosity about how people make meaning, form identity, and live their lives	The RE curriculum is sequenced from KS3 to KS4 to ensure pupils build secure foundations before progressing to more complex ideas. Learning is broken into manageable steps, with explicit teaching of key concepts, vocabulary, and skills. Pedagogy and Classroom Practice • Lessons follow predictable routines with clear expectations to support emotional regulation. • Teaching combines explicit instruction, modelling, and guided discussion to ensure accessibility for all pupils. • Retrieval practice, repetition, and overlearning help pupils retain key knowledge and vocabulary.	By the end of KS3 and KS4, SEMH pupils: • Demonstrate secure understanding of key religious beliefs, practices, and worldviews • Can explain how beliefs influence behaviour, identity, and decision-making • Show increasing confidence in discussing ethical and philosophical questions • Use subject-specific vocabulary

• Build respect, tolerance, and cultural awareness in a diverse society • Support emotional literacy by exploring themes such as belonging, forgiveness, conflict, justice, and compassion • Provide structured opportunities for reflection, discussion, and personal growth We recognise that SEMH pupils may face barriers linked to emotional regulation, communication, and confidence. RE therefore prioritises: • A calm, predictable learning environment • Strong relationships and trust between staff and pupils • Learning that is accessible, relevant, and connected to real-life experiences	• Tasks are chunked and differentiated, with opportunities for movement, sensory breaks, and flexible seating to maintain engagement. • Staff use trauma-informed approaches, restorative conversations, and relational practice to support behaviour and emotional needs. Curriculum Content • KS3 introduces core beliefs, practices, and values across major world religions, alongside key ethical themes such as identity, community, prejudice, and morality. • KS4 deepens this understanding through focused study of philosophical questions, ethical dilemmas, and applied religious teachings. • Pupils explore contemporary issues—such as human rights, relationships, the environment, and social justice—through a balanced and sensitive approach. Multisensory and Accessible Learning • Visual supports, dual coding, storyboards, artefacts, videos, and practical activities help pupils access abstract concepts.	accurately and appropriately • Recognise and respect different perspectives, showing improved empathy and cultural awareness • Apply their learning to real-life situations, showing improved problem-solving and moral reasoning Beyond academic outcomes, pupils also show: • Improved emotional literacy through exploring themes such as forgiveness, conflict, belonging, and compassion • Greater resilience, independence, and confidence in expressing their views
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• Opportunities for success that build self-esteem and resilience By the end of KS4, pupils will have the knowledge, skills, and confidence to engage thoughtfully with ethical and religious issues, preparing them for further study and active participation in a diverse society.	• Key vocabulary is explicitly taught and reinforced through visuals, repetition, and structured discussion. • Pupils engage with a range of sources, including sacred texts, case studies, lived-experience accounts, and local community perspectives. • Visits, guest speakers, and hands-on experiences are adapted to pupils' needs and used to deepen understanding where appropriate. Assessment and Support • Assessment is ongoing and varied, using low-stakes quizzes, oral responses, creative tasks, and written work to monitor progress. • Misconceptions are addressed quickly through targeted feedback and reteaching. • At KS4, pupils receive structured support in exam skills (if studying GCSE course) or extended writing, and evaluation. • Content is interleaved and revisited to strengthen long-term understanding and prepare pupils for accreditation where appropriate.	• Stronger communication and social skills through structured discussion and collaborative tasks • A deeper sense of identity, values, and personal reflection Pupils leave KS4 equipped with the knowledge, critical thinking skills, and emotional understanding needed for further study, employment, and positive participation in a diverse society. They recognise that RE is not just about learning facts, but about understanding people, relationships, and the world around them.
Enrichment	Celebration of holidays/festivals including Eid, Diwali, Christmas etc.	

