

Intent (Curriculum Planning)

For students to have an awareness of the multi faith world around them, to learn about and from religious beliefs and to develop the questioning and critical skills needed to understand the complex world we live in. (Developing SMSC understanding and British Values)

At the start of Key Stage 3 students will have followed the agreed syllabus with enquiry questions focused on their place in the world, the life of Jesus, authority of religious texts, belonging, moral choices and the purpose of life. They will have studied, in depth, the life of Hindu, Muslim and Jewish people.

By the end of Key Stage 3 students will be able delve deeper into the lives of religious communities, their beliefs, values and practices and explore all 6 global religions. Students will use investigative, empathetic and self-reflection to understand the impact of religion and worldviews. Students will deepen their philosophical knowledge and approach to the 'Big Questions' facing humanity.

By the end of Key Stage 4 students will be able to apply their knowledge of the beliefs, values and practices of religions and worldviews to a range of ethical questions. Students will consider their own and others viewpoint on questions about life, death, medical intervention, crime and punishment, animal rights and charitable giving.

The skills intrinsic to RPE include:

Investigation – To ask relevant questions; use a variety of sources to gather information and know what counts as good evidence.

Interpretation – The ability to draw meaning from religious symbols, interpret religious language and suggest meanings of religious texts.

Reflection – Students will have the ability to reflect on feelings, experiences, attitudes, beliefs, values, relationships, practice and existential questions.

Empathy – Students will develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. They will be learning the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

Evaluation – The ability to debate issues with reference to evidence, argument, opinion and statement of faith.

Analysis – This means to distinguish between opinion, belief and fact and to recognise bias, caricature, prejudice and stereotyping.

Synthesis – Linking significant features of religions and worldviews coherently.

Application – Making links between religion, community and culture and links to secular and non-secular values.

Expression – The ability to articulate their own ideas, beliefs and values and respond through a variety of media.

Self-understanding – The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.



Implementation (How to teach your intent)

Every lesson is planned with built in routines that reduce the cognitive overload of our students. This means that students have a set routine in place and understand the expectation within the classroom. This is mirrored across all key stages and abilities.

Every lesson begins with a 'Do Now' task, this is a retrieval task designed to practice previous knowledge and link to the current lesson.

Teachers will implement live modelling, scaffolding for success. These methods ensure that teaching is explicit, with explanations for understanding so there is an avoidance of doubt, and every student has the opportunity for success.

we work to ensure that all students can access the curriculum and progress with their learning. This means that for students with specific need, we work in line with their individual learning plans and set strategies that meet their needs. Our resources are differentiated to guarantee they have the same opportunities as all other students.

formative and summative assessments are used to inform both teachers and students of progress.

Starter activities are a low-stakes assessment and learning retrieval completed at the beginning of every lesson.

PB assessment are related to the curriculum, which sets out what it means to 'get better' at RE and take place during the assessment window every term, different skills evaluated linked to KS4 exam preparation.

Data is recorded to inform teaching strategies and interventions to further enable all students to succeed, with key students in need of support highlighted to Head of Faculty for further intervention.

Impact (Success Indicators)

- Clear and strong curriculum with links at KS3 to KS4.
- Regardless of choosing GCSE Religious Studies as an option in addition All students continue with RPE studies at KS4. This is a comprehensive and detailed investigation ethical studies relating to current affairs, so as to be relevant and meet their personal spiritual and cultural development.
- Each year our exam results are analysed and action points identified. These are then worked on throughout the year to help the next cohort improve their results.
- Students are continuing their RE studies at A level, and also pursuing A level courses in Law and international. Many students continue studies through Btec courses in Health and Social care leading onto a variety of career options.