

# Curriculum Vision

|                |            |                |                     |
|----------------|------------|----------------|---------------------|
| <b>Faculty</b> | Humanities | <b>Subject</b> | Religious Education |
|----------------|------------|----------------|---------------------|

## Our Vision

### Subject Vision

The Religious Education Department aims to engage, inspire, challenge, and encourage students, to answer challenging questions. We aim to provide varied and enriching lessons that effectively prepare our students for life in a culturally diverse modern world and to encourage enthusiasm for interest in the study of other people's beliefs whilst promoting mutual respect, tolerance and understanding across different cultures and communities.

Through largely focussing on the National Curriculum the Religious Education department aims to inspire students' curiosity about and understanding of the world and their place and responsibilities within it. We promote a sympathetic understanding of religions, including both those that are locally represented and those which have been formative in the lives of people in the history of the world.

Whilst in keeping with the rigours of the National Curriculum, we have a particular focus on our own student's context. This is to engage our students with their own culture based on the area of the school and catchment area. We also aim to develop disciplinary concepts such as philosophy and theology. We aim to use these concepts to evaluate overarching themes which thread through the 3-year KS3, these include beliefs, ethics, and spirituality. Consistently revisiting these themes allows our students to build confidence and deepen their understanding of the religious knowledge in detail.

Through Religious Education, students gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, to ask questions, to engage with ideas and issues in an open-minded, independent, thoughtful and creative way and develop higher level thinking skills.

## Curriculum Intent

### KS3:

The Key Stage 3 curriculum lays the foundations for the disciplinary concepts essential in creating a critical thinking and deep-thinking religious studies student. Our curriculum in KS3 based on the following embedded disciplines:

- Beliefs
- Diversity
- Context- Local and world
- Ethics
- Ultimate Questions
- Spirituality

All religions and key influential role models are taught across KS3, using thematic approaches to link learning together and allowing our students to think harder throughout the curriculum. In some units, such as in Y7 in Rites of Passage unit, students are challenged to think about several different themes such as responses to shared human experience, ultimate questions and highlights similarity and difference in belief and practise. At the end of the key stage, students will have developed the skills and understanding necessary for a rigorous, questioning, critical and analytic approach to religious, philosophical, and ethical enquiry.

### KS4

In Key Stage 4 students use their firm grasp of disciplinary concepts to begin their study of the AQA syllabus. The two units they will be exploring through years 10 and 11 include:

Beliefs and Practices:

- Islamic Beliefs and Practices
- Christian Beliefs and Practices

Thematic Studies:

- Relationships and Families
- Religion, peace, and conflict
- Religion, crime, and punishment
- Religion, human rights, and justice

## Curriculum Sequencing Rationale and Implementation

### KS3

In KS3 students start with a foundation module, this has been designed to build students confidence with the foundations of RE, the module 'Who am I?' develops the disciplinary concepts of context whilst asking ultimate questions on identity, within a family and the wider community. Whilst introducing these concepts, students are also start to develop the higher order thinking skills needed to be successful RE students, these include analytical thinking of case studies and extended writing showing in depth evaluation. Throughout Year 7 we continue to build a foundation of understanding of essential RE skills, these include evaluation, reasoning, biblical readings, and in-depth explanation. Alongside these skills we also establish the start of key themes which students build upon throughout the curriculum. For example, once Year 7 have accomplished their first module of 'Who am I?' they continue to build upon the theme of contexts in the second module of 'Leaders and Founders'. This understanding is then further deepened by the final module in Year 7 'Rites of Passage' where students use their in-depth understanding of the theme of context both locally and in the wider society is put to use with detailed evaluations on the impacts of different ceremonies within modern society.

With Year 7 students successfully completing their foundation modules they then move forward in their development to start their in-depth religious studies, starting with 'Christian concepts'. This uses the disciplinary themes already established in Year 7 and adds more to deepen the student's knowledge and investigation such as spirituality and its role in modern society, students then move on to the 'Purpose of Life' allowing students to use what they have learnt previously and apply it ultimate questions in life, encouraging debates by students, improving their oracy and their use of religious quotes to support opinions. This then allows students to move into Year 9 with deeply embedded skills and concepts which they have been regularly trained to use with the first module of 'Ethics'. This gives students a firm understanding of prejudice and discrimination, looking specifically at racism in Britain in the local and wider community. By keeping the module within a familiar context, students are especially engaged and challenged to decipher ultimate questions within society. Students complete their KS3 study by embarking on the module 'Religious Movements', this is heavily skills based allowing students to piece all the skills they have developed through their KS3 journey to use critical thinking when exploring humanity. In KS3 we aim to establish confidence in the essential skills of effective writing and argument, for example the importance of supporting assertions with religious quotes and structuring paragraphs using PEE in order to ensure a clear focus on the questions. These skills are embedded throughout KS3 to ensure the students have an established understanding of the requirements to be a successful RE student.

### KS4

Having completed the KS3 curriculum students commence their GCSE content in Year 10. The students start their KS4 careers with the topic Christian Practices and Beliefs, the students study this topic through the familiar theme of practices and beliefs and their impact on local and wider society, but with a new, deeper focus on Christian practices. Students will be asked to consistently use their long term memory by retrieving knowledge regularly. Throughout this topic, students continue to build upon disciplinary skills established in KS3, these include critical thinking, evaluation and the use of religious evidence to justify opinions. Students then move onto their second topic: Islamic beliefs and practices. Whilst the knowledge needed for this topic is new to students, the structure in the way it is taught and the disciplinary skills necessary will not be. Students will first focus on beliefs and then apply this new knowledge to practices, using their already established knowledge of contexts both in the local and wider society.

Once students have completed these topics they will then move onto the thematic studies, of which there are four. These include; Relationships and Families, Religion, peace and conflict, Religion, crime and punishment, Religion, human rights and justice. Students will use their established knowledge from the previous topics from Y10 and apply this knowledge to each of the thematic topics. An established understanding of both Christian and Islamic beliefs enable students to access each of the thematic studies with deep understanding and evaluation.