

Subject: Worldviews and RE

‘Religiously literate, culturally aware and philosophically curious’



Our school vision for students to 'live the best life possible' and to 'live life in all its fullness' is demonstrated across the RE department, with a passionate and deeply committed team that keep our school values of Community, Courage, Respect and Wisdom at the heart of everything that they do.

RE Curriculum Staff: Miss Reed (HOD), Miss Ward (Second in Department), Mrs Norton, Miss Bowes, Mrs Larvin-Smith, Miss Effard, Miss Smith

How does RE develop:	
Respect	Students learn about world views including other religions and cultures and are also required to listen and respect the viewpoints of others.
Courage	Students will develop the ability to question and show courage when understanding, challenging and supporting ideas and beliefs. This will also allow students to develop resilience.
Community	Students will be able to apply the knowledge of how different religions support their communities to support our local community.
Wisdom	Students will develop their knowledge and understanding about the world religions and identify the common themes that they all share as well as the differences.

Key Stage 3 - Intention Statement: To enable our students to develop the skills, knowledge and understanding they need to become religiously literate, culturally aware and philosophically curious.

Intention Overview:

Curriculum Knowledge	
<p>Year 7 begins with 'What makes RE relevant to me? An introduction to world views at ASA'. From this point we begin to equip our students with the ability to become religiously literate, culturally aware and philosophically curious. Across year 7 students study Understanding Christianity (UC) units such as God, Creation, The Fall and also study the religion of Buddhism and Humanist worldview. Throughout Year 8 we build on these ideas, concepts and practices by looking at truth from some philosophical viewpoints, we build on Understanding Christianity by looking at Incarnation, Gospel and Is religion a power for peace or a cause of conflict in the world today? We also study the religion Judaism. By the time students reach year 9, we revisit Understanding Christianity looking at Wisdom, Salvation and the Kingdom of God as well as investigating two ethical questions: should religious buildings be sold to feed the starving? And Good, bad; right, wrong: how do I decide? We also explore the religion Sikhism. Throughout KS3 students are building on their knowledge of Christianity and developing their religious literacy of the other major world religions as well as becoming culturally aware of the worldviews (including religions), beliefs and practices around them, developing the school values of respect, courage, community, wisdom and also introducing that love of philosophy with those philosophical and ethical questions about the world and life. Also at KS3 where it is appropriate, we make links to numeracy. Timelines and dates are used when comparing faiths and historical events. Data and analysis skills are employed during class surveys and investigations calculating percentages, for example, of people in a given Faith. The concept of probability is explored and used to determine the chances of ideas and happenings e.g. the existence of God; the theory of evolution; or other religious concepts. Students also have opportunities to develop resilience in Worldviews and RE by challenging and supporting ideas and beliefs as well as controversial issues. In Worldviews and RE students will have opportunities to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort and respond to feedback and take inspiration from others. Through learning about different religions, beliefs and worldviews students have a better understanding of the world. They feel more confident in asking questions about religious beliefs and practices and therefore become more understanding of different people around them.</p>	
Essential Skills to Develop	
Subject Specific Skills Investigation Interpretation	Supportive Learning Skills and Attributes Respect Community

Reflection Empathy Evaluation Analysis Synthesis Application Expression Collaboration Religiously literate Culturally aware Philosophically curious	Courage Wisdom Empathy Literacy Forming an argument Resilience Numeracy
Cultural Capital (opportunities and experiences)	
<p>Students study a variety of topic areas ranging from What is religion? Depth studies from Understanding Christianity, an overview of Islam, Judaism and Buddhism and Sikhism, a topic looking at different Inspiration people, ethical issues. All of this has allowed students to develop their own social, moral, spiritual and cultural awareness as well as the British Values of democracy, rule of law, individual liberty and tolerance and mutual respect. This is further enhanced by trips and visiting speakers when accessible. Student voice has been introduced to enable students to feedback on what topics they believe will be the most relevant to their own lives.</p>	

Implementation:

- Programme of study is reviewed regularly and lessons/topics adapted and updated. Resources are shared and saved on the RE drive.
- We also offer a broad spectrum of tasks to appeal to different interests and talents, including creative writing, persuasive writing, drawing and constructing diagrams.
- Students work in one exercise book.
- Assessment feedback to be on pink paper so it stands out in students' books.
- Revision is set with knowledge organisers.

Measuring Impact:

- Students are working towards their target grades.
- Student voice indicates that the changing structure of the curriculum is moving in the right direction increasing engagement.
- Introduction of KS3 trackers allow all staff to see student progress.

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Respect	Students learn about world views including other religions and cultures and are also required to listen and respect the viewpoints of others.
Courage	Students will develop the ability to question and show courage when understanding, challenging and supporting ideas and beliefs. This will also allow students to develop resilience.
Community	Students will be able to apply the knowledge of how different religions support their communities to support our local community.
Wisdom	Students will develop their knowledge and understanding about the world religions and identify the common themes that they all share as well as the differences.

Key Stage 4 - Intention Statement: To enable our students to develop the skills, knowledge and understanding they need to become religiously literate, culturally aware and philosophically curious.

Intention Overview:

Curriculum Knowledge	
<p>In year 10 and 11 all students study the Eduqas GCSE in Religious Studies. All students are entered for the Full Course. Students study three specific units: Unit 1 Religious, Philosophical and Ethical Studies in the Modern World which covers Relationships, Good and Evil, Life and Death and Human Rights. Unit 2 is Christianity and covers beliefs, teachings and practices and Unit 3 is Islam which again covers beliefs, teachings and practices. Throughout all three units students build on knowledge and understanding introduced at KS3, as well as developing the school values of respect, courage, community, wisdom and they also continue to develop their skills of religious literacy, cultural awareness and being philosophically curious. At KS4 where it is appropriate, we make links to numeracy. Timelines and dates are used frequently when comparing faiths and historical events. Data and analysis skills are employed during class surveys and investigations calculating percentages, for example, of people in a given Faith. The concept of probability is explored and used to determine the chances of ideas and happenings e.g. the existence of God; the theory of evolution; or other religious concepts. Students also have opportunities to develop resilience in RE by challenging and supporting ideas and beliefs as well as controversial issues. In RE students will have opportunities to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort and respond to feedback as well as take inspiration from others. Through learning about different religions, beliefs and worldviews students have a better understanding of the world. They feel more confident in asking questions about religious beliefs and practices and therefore become more understanding of different people around them.</p>	
Essential Skills to Develop	
Subject Specific Skills Investigation Interpretation Reflection Empathy Evaluation Analysis Synthesis Application Expression Collaboration	Supportive Learning Skills and Attributes Respect Community Courage Wisdom Empathy Literacy Forming an argument Resilience Numeracy
Cultural Capital (opportunities and experiences)	

Students at GCSE study Relationships, Human Rights, Good and Evil, Life and Death as well as Christianity and Islam. This allows students to explore and discuss in depth SMSC and British Values as well as their understanding of the four core philosophical/ethical units and the impact these areas will have on their own lives and society. This is further enhanced by trips and visiting speakers when accessible. Student voice has been introduced to enable students to feedback on what topics they believe will be the most relevant to their own lives.

Implementation:

- Programme of study is reviewed regularly and lessons/topics adapted and updated. Resources are shared and saved on the RE drive.
- We also offer a broad spectrum of tasks to appeal to different interests and talents, including creative writing, persuasive writing, drawing and constructing diagrams.
- The ASA cycle of learning is followed in planning and lesson delivery.
- Students work in one exercise book.
- Assessment feedback to be on pink paper or pink pen so it stands out in students books.
- Revision is set with knowledge organisers.
- Practice questions every 3 or 4 lessons followed by detailed feedback.

Measuring Impact:

- Students are working towards their target grades.
- Student voice indicates that the changing structure of the curriculum is moving in the right direction increasing engagement.
- Introduction of trackers allow all staff to see student progress.
- Exam results are slowly improving.
- All students entered for Full Course GCSE.