

# Subject: Worldviews and RE

Curriculum Staff: Sarah Borthwick, Victoria Murphy, Rebecca Norton, Laura Harvey, Charlie Bowes, Steven Bold and Pascale Lydiate



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 '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 Islam. Throughout Year 8 we build on these ideas, concepts and practices by looking at truth from some philosophical viewpoints, we build on UC by looking at Incarnation, Gospel and how the media presents religion. By the time students reach year 9, we revisit Understanding Christianity looking at Wisdom, Salvation and the Kingdom of God as well as investigating New Religious Movements, Prejudice and Discrimination and Ethical issues. 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.</p>	
Essential Skills to Develop	
<b>Subject Specific Skills</b> Investigation Interpretation Reflection Empathy Evaluation Analysis Synthesis Application Expression Collaboration	<b>Supportive Learning Skills and Attributes</b> Respect Community 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, Prejudice and Discrimination, Ethical issues and a unit on New Religious Movements. All of this</p>	

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.

**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. There is a level of challenge with regards to tasks, red being the easiest with green being the hardest.
- The TEEP cycle is followed in planning and lesson delivery.
- 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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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. Students are either entered for the Full Course or the Short Course paper. 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 Judaism 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 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.</p>	
Essential Skills to Develop	
<b>Subject Specific Skills</b> Investigation Interpretation Reflection Empathy Evaluation Analysis Synthesis Application Expression Collaboration	<b>Supportive Learning Skills and Attributes</b> Respect Community Courage Wisdom Empathy Literacy Forming an argument Resilience Numeracy
Cultural Capital (opportunities and experiences)	
<p>Students at GCSE study Relationships, Human Rights, Good and Evil, Life and Death as well as Christianity and Judaism. This allows students to explore and discuss in depth SMSC and British Values as well as their understanding of the four core</p>	

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. There is a level of challenge with regards to tasks, red being the easiest with green being the hardest.
- The TEEP cycle is followed in planning and lesson delivery.
- 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/PLCs.
- 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.

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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 5 - 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 12 and 13 students study the Eduqas A Level Religious Studies course. Study study three specific units: Component 1: Christianity. This includes: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Component 2: Philosophy of Religion. This includes: arguments for the existence of God; challenges to religious belief; religious experience; religious language. Component 3: Religion and Ethics. This includes: ethical thought; deontological ethics; teleological ethics; determinism and free will. Throughout all three units students build on knowledge and understanding introduced at KS3 and KS4 as they continue to develop the school values of respect, courage, community, wisdom and their skills of religious literacy, cultural awareness and philosophically curious. At KS5 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.</p>	
Essential Skills to Develop	
<b>Subject Specific Skills</b> Each component has been designed to encourage learners to demonstrate their ability to: <ul style="list-style-type: none"><li>• reflect on, select and apply specified knowledge about religion and belief</li><li>• account for the influence of social, religious and historical factors on developments in the study of religions and beliefs</li><li>• construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence</li><li>• understand, interpret and evaluate critically religious concepts, texts and other sources</li><li>• present responses to questions which are clear and coherent</li><li>• use specialist religious language and terminology appropriately</li><li>• identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion</li></ul>	<b>Supportive Learning Skills and Attributes</b> Respect Community Courage Wisdom Empathy Literacy Forming an argument Resilience Numeracy

<p>including those of scholars/academics</p> <ul style="list-style-type: none"> <li>• analyse the nature of connections between the components they have studied.</li> </ul> <p>Each component has been designed to allow learners to acquire and develop knowledge and a critical understanding/awareness of:</p> <ul style="list-style-type: none"> <li>• religious thought, belief and practice and the different ways in which these are expressed in the lives of individuals, communities and societies</li> <li>• how religious texts and/or other relevant sources of wisdom and authority are interpreted and applied</li> <li>• major issues, challenges and questions within and about the study of religion (for example, the role of tolerance, respect and recognition and interreligious dialogue, methods of study, relevance to contemporary society) and responses to these</li> <li>• the causes, meanings and significance of similarities and differences in religious thought, belief and practice within and/or between religion(s)</li> <li>• questions, issues and arguments posed by scholars from within and outside religious traditions</li> <li>• social, religious and historical factors that have influenced developments in the study of religions and beliefs</li> <li>• connections between the various elements of the components studied.</li> </ul>	
<p align="center"><b>Cultural Capital (opportunities and experiences)</b></p>	
<p>Like at KS4 students study Christianity, Philosophy and Ethics. This allows students to develop further their understanding of SMSC and British Values and the impact these areas will have on their own lives and society. Rule of law is especially important as it is discussed at length when studying many ethical theories such as Utilitarianism, Freewill and Determinism and Situation Ethics. 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.
- The TEEP cycle is followed in planning and lesson delivery.
- Assessment feedback to be on pink paper so it stands out in students books.
- Revision is set with knowledge organisers/ PLCs.
- 3 - 5 lessons on content, a lesson on skills (box up), assessment and then 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.
- Good AS and A level exam results.