



## Religious Education “*A challenging curriculum to meet the needs of all*”

### **Aims**

To achieve the two main educational purposes to RE:

1. So pupils can learn **about religions** and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. This is developing their religious literacy, which is essential to understand the modern world;
2. So that pupils can reflect more deeply on their own and others’ sense of identity, meaning and purpose in life **from** their study of religion and belief. This develops their understanding of human values and mutual understanding.

To provide a curriculum that is both **rigorously academic and deeply personal**.

- Reaches pupils of any religious faith or none and of all academic abilities and social backgrounds;
- Challenges pupils to question and explore their own and others’ understanding of the world;
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others;
- Raises questions of identity, meaning, purpose and value and encourages people to reflect on experience, life-styles and opinions;
- Contributes positively and powerfully to the spiritual, moral, social and cultural development of pupils;
- Provides opportunities for pupils to develop communication skills and thinking skills;
- Teaches pupils about Christianity and other religions and world-views so that they can understand the world better and develop their own sense of place within it.

Meets the Agreed Syllabus’s four aims, enabling students to:

Religious education enables pupils to:

- Understand the nature, role and significance of religion and belief in the world;
- Pursue their personal quest for meaning, purpose and value;
- Formulate reasoned opinion/argument and handle controversial issues and truth claims;
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- Enter into meaningful dialogue with people of different beliefs and backgrounds, being able to appreciate and celebrate diversity, recognising what we hold in common and maintaining a respect for shared human values that can be experienced, expressed and responded to in diverse ways.

*These aims apply across all Key Stages. However, they develop and deepen as pupils’ progress through the Key Stage*

### ***Our aim by the time they leave us***

RE develops some of the most important skills, attitudes, knowledge, understanding and dispositions that we want for our students growing up in modern Britain. Preparing them for a future where they are able to handle the big questions and concepts of life and have understanding of people’s beliefs and ways of life. To use their knowledge and skills to contribute to their local community and transfer these to their workplace as adults.


Students know how to contribute positively to social cohesion. Providing students with the resilience they need to resist certain extremist narratives; Encouraging deep thought and personal reflection on big questions; to help foster an understanding of diversity and promote respectful attitudes.



**The RE curriculum intent is for all students to challenge themselves and others in a balanced way. To prepare students as responsible citizens in their local community with national and global awareness equipped to take their role as future citizens in a challenging world.**



- A curriculum that is academically, personally, spiritually, morally and socially challenging for everyone.
- to challenge pupils to think;
- to challenge staff why we are teaching what we are teaching so that it remains educational and significant;
- to challenge all students to reflect on their beliefs, values and attitudes and the world which they are creating.
- to prepare young people to face a challenging world equipped with the necessary skills and attitudes at local, national and global level.



How we support the School Intent



	Soundbite		How your subject area contributes to the school intent
1	Faith community		<p>How do you demonstrate all the CHRIST characteristics within your subject area?</p> <p><b>Communication</b>  <i>“Jesus drew large crowds to hear his teachings. He told stories that are relevant today and spoke sayings that are part of common vocabulary. He was a skilled communicator”</i></p> <p>RE draws from this principle as a Church of England school. The curriculum focusses on Christian communication, including religious leaders from all the other faiths to highlight the importance of communication at individual, local and national level. It uses Jesus’s teachings as a model to teach morals and values.</p> <p><b>Honesty</b>  <i>“Even when Jesus was put on trial before he was crucified he did not lie. He opted to speak the truth in love”</i></p> <p>The section of the curriculum on Easter shows students the importance of truth in any situation. In class discussions, students are encouraged to have the confidence to give their views truthfully without fear of being criticised by teachers or peers. In bullying incidents in class students are to be truthful about the incident to help the victim.</p> <p><b>Responsibility</b>  <i>“Jesus noticed and did something about people who had less than others. He fed the 5,000 and healed the sick and was trusted by many people that they left their everyday normal life and chose to follow him”</i></p> <p>The parables teaches our students the importance of the Golden rule of the 6 major religions in England.” “Treat others as you want to be treated”</p> <p>The syllabus covers food banks-Trussel trust, street pastors, Islamic Aid and Christian Aid. Through Jesus as a role model</p>

			<p>students learn about duty to others irrespective of race, colour or creed.</p> <p><b>Initiative</b>  <i>“Jesus was creative in the way he led his team of disciples, and in the decisions he took. He led people into living a different way and was prepared to take risks in doing this”</i>  <i>Through the example of Jesus and other religious faith leaders, students are taught about leadership in faith communities. Historic faith leaders, such as Martin Luther King who followed Jesus’s example of non- violence versus those who took the violent option. Through these examples it helps students understand they always have options. It teaches students about taking informed risks and following the right leaders in terms of friends, people in the community and those they will meet in the future.</i></p> <p><b>Tolerance</b>  <i>“In a society where people who were different as outcasts, Jesus triumphed the cause of the downtrodden. He epitomises someone who treats everyone with equality and fairness”</i>  <i>Jesus’s teaching is shown relevance in today’s society as students look at historic cases of genocide (Rwanda, Holocaust) They understand the importance of tolerance and the key concept of love they neighbour. Students understand that the first step in applying equality and fairness is at school, with friends, and in the community</i></p>
2	<p><b>Broad and Balanced Education</b></p>		<p>How do you ensure you teach a broad and balanced education? How true is it that your subject is ‘grounded in the National Curriculum’? How is this evident?</p> <p><b>Following the National curriculum and SACRE</b></p> <p>The national requirements for Religious Education are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act.  <i>“Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain”</i>  <b>Christianity should have more time devoted to it than the other religions taken together</b>  <b>SACRE</b>5% of curriculum time across each Key Stage is provided to enable quality learning to take place</p> <p>The law requires that local authority RE agreed syllabuses and RE ‘must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain. Our curriculum meets this requirement for ages 11-19This means that from the ages of 5 to 19 pupils The curriculum is designed to include</p>

			Christianity and recognising the diverse religions and worldviews,
3	Well-rounded individuals		<p><b>How does your subject contribute to developing 'well-rounded individuals'? (inc. extra-curricular)</b></p> <p>RE plays a key role in enabling pupils to achieve and prepares them for the opportunities, responsibilities and experiences of life in modern Britain and the wider world (SACRE)</p> <p>RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate to develop well-rounded individuals.</p> <p>The curriculum supports Inclusive spiritual development that supports good mental health. There are opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education offers the opportunity for students to engage with a diversity of people.</p> <p><b>Areas include:</b></p> <ul style="list-style-type: none"> <li>• Curriculum units on identity and belonging.</li> <li>• The value of prayer, worship and reflection.</li> <li>• How different spiritualities can help us to find meaning and purpose in the things we value.</li> <li>• How faith can bring hope and healing in times of suffering and loss.</li> <li>• How a sense of the beyond can change a person's understanding of who they are, their relationship to others and the world.</li> </ul> <p><b>Extra-curricular</b></p> <ul style="list-style-type: none"> <li>• Lunch time club to create RE magazine on world issues</li> </ul>
4	No barriers to success		<p><b>What do you do as a subject area to remove the barriers to success some students such as PP, SEND, EAL have?</b></p> <p>Following -The Agreed Syllabus: The entitlement of all pupils supports the principles of inclusion as set out in the National Curriculum:</p> <ul style="list-style-type: none"> <li>• setting suitable learning challenges;</li> <li>• responding to pupils' diverse learning needs;</li> <li>• overcoming potential barriers to learning and assessment for individuals and groups of pupils. As the subject matter of RE sometimes raises sensitive issues, it is important that teachers are aware of, and are sensitive to, the background and personal circumstances of the pupils and therefore before topics are taught they should be aware of any issues that might disadvantage any student.</li> </ul> <p><b>PP strategies</b></p> <p>Individualised strategies by class teachers based on analysis of assessments. KS3: End of Unit analysis KS4: unit tests, Mock exam analysis, Student evaluation of assessments</p> <p>Lessons are inclusive, catering for all students</p> <p><b>Outcomes</b></p>

			<p>To provide teaching in line with student needs          To enable students to maximise their potential and progress          To ensure students participate in their evaluation and take responsibility for their progress along with teacher</p> <p><b>Resources</b>          Differentiated, material designed by RE team          Exam papers          Mark schemes</p>
<p><b>5</b></p>	<p><b>Ambitious yet appropriate career pathways</b></p>		<p>How do you make sure that the careers links in your subject area are evident to students?</p> <p><b>RE-Core</b>          Although RE is compulsory, we support students in their post 16 choices. This is via induction day and one to one student conversations.</p> <p>We have a careers advisor in school, and we display information on our display board about RE as a subject</p> <p>In Year 11 students are advised that they need to be disciplined readers for the course and they need to obtain a 5/6 at GCSE level. This is important as we do not want to set students up to fail, ensuring they have looked at their skills and aptitude to ensure success.</p>
<p><b>6</b></p>	<p><b>Meets local need</b></p>		<p>How is your curriculum specifically tailored to meet our cohort's needs? 2/3 boys, 70%+ EAL, high SEND K, low cultural capital...</p> <p>Our school's context is boy heavy (66% boys to 34% girls) due to the amount of girl only schools in the area. This challenge is met with careful tracking of the higher ability as data shows some low level attainment. This is supported by a variety of strategies in the curriculum, stretch and challenge in challenge.</p> <p>We work closely with the school policy of identifying these boys and through department data tracking</p> <p>Our revised curriculum at KS3 now includes challenging ultimate and key questions which is designed to ignite more interest for this group</p> <ul style="list-style-type: none"> <li>● <b>70%+ EAL, High SEND K, Low literacy/oracy</b> <ul style="list-style-type: none"> <li>● Our T&amp;L meetings look at this cohort and lessons addresses this by making our PowerPoints visualising stimulating to aid this category. We also use the school policy that directs us to strategies.</li> <li>● Assessments have starter sentences and model answers to aid this group</li> <li>● Oracy is developed through group and paired discussions</li> </ul> </li> </ul> <p><b>A Christian school in a diverse community (see last page)</b></p> <p>The data clearly shows how Slough and Eton represents local, national international community. The curriculum caters for this diversity, covering all religions whilst specialising in the two most dominant religions at the school at KS4 doing the AQA GCSE specification. This is continued at KS5 with Christian development thought and every alternative year we offer Islamic development.</p>

			<p>As a Christian school we teach predominantly Christianity as directed by the Locally Agreed syllabus but include the other major faiths in the country.</p> <p>At KS4 we have selected Islam and Christianity as our options due to the large number of Muslim students at the school so it represents a syllabus designed for the local community and faiths.</p> <p>At KS5 we have selected Christian development thought to reflect our Christian school ethos.</p> <p>We have rewritten our syllabus to cater for the high % of boys to provide more challenging and engaging topic questions.</p>
7	<b>Learning is revisited</b>		<p>How do you ensure the development of knowledge in your subject area through revisiting learning?</p> <p><b>A variety of techniques used</b></p> <ul style="list-style-type: none"> <li>• Do now tasks. This can be from HW set and feedback given</li> <li>• Quizzes on definitions or concepts</li> <li>• Overview diagrams to show connections and aid retrieval and understanding(Revision clock)</li> <li>• Intermediate tests</li> <li>• Peer quizzing</li> </ul>
8	<b>High quality teaching</b>		<p>How consistent are you as a subject area in implementing the teaching and learning framework?</p> <p><b>The weekly meeting for teaching and learning focusses on the elements necessary for successful delivery of the T&amp;L framework</b></p> <p><b><u>Challenge</u></b>  Challenge is evident in each lesson plan for all abilities. This is discussed in our weekly T&amp;L planning meetings. SEN students have help sheets and sentence starters for students who are struggling.</p> <p><b><u>Explanation</u></b>  Teacher knowledge is sound to help students. However non-specialists have the lesson plans which help them with explanations  PEEJ is a model which the students are familiar with as it mirrors the English department’s model.</p> <p><b><u>Modelling</u></b>  The visualizer is key to classroom modelling.</p> <ul style="list-style-type: none"> <li>• Showing model exemplar models of past papers,</li> <li>• Class work during lessons to aid those who are struggling</li> </ul> <p><b><u>Deliberate Practice</u></b>  Students have to do the purple pen activity to improve their assessments  Staff focus on the key areas students are showing weaknesses in (12 markers)</p> <p><b><u>Questioning</u></b>  Assessment style questioning is key to meeting assessment and exam style questions  Challenging questions for higher ability, sequencing questions in order of ability to whole class</p> <p><b><u>Feedback</u></b></p>

			<ul style="list-style-type: none"> <li>• A bespoke feedback sheet is in place for all key stages.</li> <li>• Oral feedback during the lesson by the teacher as students are doing their work</li> <li>• Group/ paired work where students are taught how to feedback from their discussions teaching them the value of feedback.</li> <li>• Bespoke feedback ensures that students have a record of their feedback and can check if they acted on it in the next assessment.</li> <li>• Peer marking as a tool helps students to learn from work of others, to have a sense of pride in their own work and to learn the art of giving feedback in the form of WWW/WBI</li> </ul>
9	Literacy and oracy promoted		<p>How are lessons planned to develop literacy and oracy skills?  <b>RE curriculum provides students with religious literacy. This is the ability for our students to hold balanced and well-informed conversations about religion and worldviews</b></p> <ul style="list-style-type: none"> <li>• Staff across the whole school have had training on literacy and been made aware of the importance of teaching tier 2 and tier 3 words in RE.</li> <li>• The agreed syllabus for KS3 has a bank of Tier 2 and Tier 3 words</li> <li>• KS4 concepts and definitions are developed by using on line platforms such as Seneca and Quizlit</li> </ul>
10	Guided to suitable courses		<p>How do you support students in making the best subject choices for them?  <b>RE-Core</b>  Although RE is compulsory, we support students in their post 16 choices. This is via induction day and also one to one student conversations.</p> <p>We have a careers advisor in school, and we display information on our display board about RE as a subject</p> <p>In Year 11 students are advised that they need to be disciplined readers for the course and they need to obtain a 5/6 at GCSE level. This is important as we do not want to set students up to fail, ensuring they have looked at their skills and aptitude to ensure success.</p>

### How our curriculum is planned

*What are the key strands of knowledge and skills that you identified as a team that are the vertical 'warp' that goes through the years of your curriculum?*

<ul style="list-style-type: none"> <li>• To help pupils understand the world they live in by developing their religious literacy;</li> <li>• To help them to develop skills in recognising, handling and analysing the big questions and concepts that arise from experience and help make sense of life;</li> </ul>	<ul style="list-style-type: none"> <li>• To contribute to the school's ethos and values;</li> <li>• To develop a sense of community and belonging;</li> <li>• To build positive relationships for learning and behavior.</li> <li>• To help local the community and society to grow, share, understand each other</li> </ul>
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<ul style="list-style-type: none"> <li>• To provide opportunities for and develop their ability to reflect on experience;</li> <li>• To develop debating, reasoning, self-expression, relationships and self-understanding;</li> <li>• To help students with their literacy, creativity, personal development and critical thinking;</li> <li>• To help students in their understanding of identity and their search for meaning, purpose and value.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to deal with controversy, learn to disagree whilst living together in community</li> <li>• To explore meaning and truth and live by values</li> <li>• Understand and respectfully challenge and be challenged by people of different lifestyles, beliefs and practices.</li> </ul>
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***In all Key stages***

- Religious account and interpretation.
- Religious Practices.
- Religious objects and buildings.
- Religious symbols and symbolism.
- Ethical teachings.
- Theological beliefs.
- Philosophical enquiries

***Sequenced through each year group***

- *Looking at the Key skills and knowledge at each stage and building these in every year*
- *Looking at core strands*
- *KS3 Belief, belonging, and then matching these with the core content at KS4*
- *Looking at the skills gap and knowledge that would give our students an advantage at KS4 but also offering a curriculum of balance, challenge and breath*

***Rational***

We follow the locally agreed syllabus and the local context. *The sequence will provide students with the breath and balance of knowledge they need to prepare themselves for KS3, KS4,KS5*

***The big ideas that show a coherence and development of skills and knowledge over time***

The curriculum has been designed around Big questions that shows coherence at every key stage, with a ladder that develops skills and knowledge to lead to deeper understanding of two important key concepts.

The curriculum has been designed to is build bridges between pupils’ own beliefs, experience and background and those of the faiths/beliefs being studied

**Theology-** This is about thinking through believing

- It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews
- Theology addresses the ways in which beliefs shape how humans understand themselves, each other and the world around them. It looks at the concepts that provide people with a framework for understanding life, the universe and everything.
- It is an enquiry enquiry that explores the beliefs and concepts that underpin the diverse ways in which people understand the world around them. This might include investigating where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It considers questions of authority, authenticity, reliability, interpretation and adaptation

**Philosophy-**thinking through thinking.

- It requires students to think like philosophers, or to look at concepts through a philosophical lens. They will explore questions and answers raised through considering the nature of knowledge, existence and morality.



- Philosophy asks questions about what humans can know and how they can know it. It explores how people have tried to define and demonstrate what is real and examines how people make sense of the world in which they live. It asks questions about what it is reasonable to believe, and it explores ethical issues of right, wrong, good and evil.
- The curriculum is designed to use dialogue, discussion and debate to refine the way in which pupils think about the world and their place in it. It takes seriously questions of reality, knowledge and morality, and encourages students to develop their capacity for reasoning

### ***Rational***

- This Agreed Syllabus is built around a vision of education in which the core purpose is human development
- In an increasingly complex and diverse world, we needed to do justice to the context in which children and young people are growing up. The curriculum caters for students to develop a deepening understanding of non-religious views and Humanism as they progress through their education
- To providing a balance by including units from both western and eastern traditions and significant local beliefs and world-views. Cultures and faiths represented locally was also a focus for our planning.
- At KS3, the RE curriculum must comply with the locally agreed syllabus, which requires systematic teaching of key concepts and practices within Christianity, covering the 6 religions throughout secondary school, as well the school's choice from a range of thematic units.
- At KS4, we selected Islam as our second religion as most of our students are Muslim. The themes were chosen firstly looking at the challenge it would present our students with and secondly whether all students could access the knowledge.

## Curriculum

Belief		Belong		Behave	
	Year 7		Year 8		Year 9
	<p><b>How do I decide what to believe in, belong to, and how to behave?</b></p> <ul style="list-style-type: none"> <li>- <u>Belief</u> truth / faith / credibility</li> <li>- <u>Behave</u> Ethics Source of authority Moral decision Holy books / 10 commandments</li> <li>- <u>Belong</u> Community Places of worship</li> </ul>		<p><b>What is 'belief', 'belong' and 'behave' from a Buddhist perspective?</b></p> <p>Buddha – enlightenment, suffering Dharma – 8 fold path, 5 precepts Sangha – monks, Wesak</p>		<p><b>Do philosophical arguments successfully prove God's existence?</b></p>
Chr Is	<p><b>Does God exist, and if so, why follow him?</b></p> <ul style="list-style-type: none"> <li>- Nature of God (omnis)</li> <li>- Christianity – trinity / Nicene creed</li> <li>- Islam – tawhid</li> <li>- An argument – P+P=C</li> <li>- Humanist perspective</li> </ul>		<p><b>Why are there different groups within religion?</b></p> <p>Denominations Christianity / Islam Sunni / Shia - 5 Roots of usul ad din / six articles of faith Protestant / Catholic</p>	Chr Is Hum	<p><b>How should religious people respond to evil and suffering?</b></p> <p>Human rights Types of suffering Rwanda Reconciliation</p>
Chr	<p><b>What is the best way to worship God?</b></p> <ul style="list-style-type: none"> <li>- Set Prayer – The Lord's Prayer</li> <li>- Worship</li> <li>- Liturgical / non-liturgical / charismatic</li> <li>- Private / public worship</li> </ul>	Chr Is Hum	<p><b>How do religious communities work to prevent social injustice?</b></p> <p>Worldwide church etc – persecution Christian Aid and Islamic relief ?? Trussell Trust</p> <p>Prejudice and discrimination</p>		<p><b>What makes something 'holy'?</b></p> <p>Items - Sacraments – Holy Communion Places – Pilgrimage People – saints / prophets Celebrations – festivals</p>
Chr Is Hum	<p><b>To what extent do beliefs affect a sense of responsibility towards the planet?</b></p> <ul style="list-style-type: none"> <li>- Creation stories</li> <li>- The fall – original sin</li> <li>- Stewardship / dominion</li> <li>- Sanctity of life</li> <li>- Environment</li> </ul>	Chr Is	<p><b>Why is Jesus' birth, life and death so controversial?</b></p> <p>The fall – original sin Life of Jesus (incarnation, crucifixion, resurrection) Salvation Isa</p>	Chr Is Hum	<p><b>Should we interfere with the beginning and end of life?</b></p>

	Is	Does Islam need all five pillars? Shahadah	Chr Is	How does belonging to a religious community change lifestyles? Work of church and mosque in society look at places of worship are being use in the community Street pastors	Chr Is Hum	Do animals have rights?
		How do you demonstrate you belong to a religious family? Families Rites of passage Bar and bat mitzvah Aqeeqah Wedding Birth Coming of age ceremonies	Chr Is Hum	How does a belief in 'living forever' influence behaviour?		Start of GCSE – Christian beliefs

#### KS4

At Key Stage 4, students follow an external examination syllabus, The AQA RE GCSE. Our students in the HUB follow the AQA short modular course.. Pupils should study Christianity and Islam and 4 other Themes.

Component 1	Component 2:
<p>The study of religions: beliefs, teachings and practices</p> <hr/> <p><b>Christianity / Islam</b></p> <ul style="list-style-type: none"> <li>➤ Beliefs and teaching</li> <li>➤ Practices</li> </ul>	<p>Thematic studies</p> <hr/> <p><b>Theme A: Relationships and families</b></p> <p><b>Theme D: Religion, peace and conflict</b></p> <p><b>Theme E: Religion, crime and punishment</b></p> <p><b>Theme F: Religion, human rights and social justice</b></p>

### *The strands of knowledge and linking through time (i.e. link to the colours used etc.)*

There are 3 strands in RE. The colours show how each strand is built and developed through the key stages. Challenging questions are used to combine knowledge with skills needed as students' progress through the key stages. Knowledge of key religions and concepts are covered as guided by the Agreed syllabus.

Knowledge has been selected to cater for the knowledge required at key stage 4, which will raise aspirations as students are confident and competent to meet challenging content at KS4.

### *The development of skills over time*

*The skills below are built over time according to age. Students start with low level skills and build skills throughout the key stages. The key skills below are skills all students should be competent in at the end of their school journey*

**Investigate, explain and evaluate** the differing impacts of religion and belief on individuals, communities and societies, considering the challenges and tensions of practising faith in the contemporary world;

- **Analyse and explain** how religious beliefs and ideas are transmitted by people, texts and traditions;
- Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- **Analyse and compare the evidence and arguments** used when considering issues of truth in religion and philosophy, reflecting on the relationship between beliefs, teachings and ultimate questions, developing their own ideas and using reasoned arguments;
- **Discuss and evaluate how** religious beliefs and teachings inform answers to ultimate questions and ethical issues, reflecting on the significance and value of religion and other world views on human relationships personally, locally and globally;
- **Apply a wide range of religious and philosophical** vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;
- **Interpret and evaluate** a range of sources, texts and authorities, from a variety of contexts, reflecting on how these influence beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment;
- **Interpret a variety of forms** of religious and spiritual expression.

### Curriculum connects to the Key Stages before/after it

- Our curriculum follows the Agreed syllabus
- KS2 curriculum knowledge before KS3 is designed
- KS3 is designed to start the journey to KS4
- Each year the skills and the knowledge are built on
- Students at end of KS3 are competent to taking the challenge of KS4

## Following SACRE's guidance for each Stage

### 5.5 Age-related expectations

Pupils will be 'emerging', 'achieving' or 'exceeding' or similar judgements according to school policy. This is for summative assessment, taking an overview of a pupil's work and achievement over time and where appropriate specific assessment tasks/tests.

KS1	<p>Pupils can retell stories from different religions and traditions, and explain what they think it teaches people.</p> <ol style="list-style-type: none"><li>They recognise some religious phenomena and can say what religion these are from and say something about their meaning.</li><li>They can recognise that religions share things in common and have real differences.</li><li>They can talk about what is important to themselves and others and give a reason why.</li><li>Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.</li></ol>
LKS2	<ol style="list-style-type: none"><li>Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</li><li>They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</li><li>They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.</li><li>They recognise who and what inspires themselves and others and say something about how this affects their behaviour.</li><li>They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.</li></ol>
UKS2	<ol style="list-style-type: none"><li>Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</li><li>They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</li><li>They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.</li><li>They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.</li><li>They can discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples.</li></ol>
KS3	<ol style="list-style-type: none"><li>Pupils use religious and philosophical language and concepts to explain religions, beliefs, practices and values, including differences within religions and similarities shared across religions and non-religious worldviews.</li><li>Pupils can explain and interpret different forms of religious and spiritual expression.</li><li>Pupils explain different interpretations of religious and non-religious beliefs and research different perspectives on issues and ideas.</li><li>Pupils consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other faith and non-religious worldviews, arguing their own views in the light of this.</li><li>Pupils explain some challenges of living in a multi-faith and belief society and the impact of commitment on the lives of individuals and communities.</li></ol>
KS4	<ol style="list-style-type: none"><li>Pupils use a wide range of language, ideas, approaches and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society.</li><li>Pupils can pull together evidence and insights from religion and other disciplines to explore what it means to be human.</li><li>Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and values.</li><li>Pupils relate a wide range of perspectives from religions and non-religious worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them.</li><li>Pupils arrive at independent conclusions based on research into &amp; evidence about religion and belief and their impact, positive &amp; negative, on communities &amp; society.</li></ol>

#### Knowledge of prior learning

*SACRE knowledge- Following the Locally agreed syllabus and using this we designed the curriculum.*

#### KS2: Exploring religions, experience and beliefs

- Throughout Key Stage 2 pupils learn about **Christianity** and **two** of the other principal religions (**Hinduism and Islam** are strongly recommended). Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts

#### KS3: Engaging with ultimate questions arising out of experience

- Throughout Key stage 3 pupils extend their understanding of Christianity and **two** of the other principal religions (**Buddhism and Sikhism** are strongly recommended) in a local, national and global context.

The curriculum allows pupils to revisit constantly and build upon prior learning. Frequent retrieval activities, a spiral curriculum and a consistent focus on key concepts.

Knowledge of Progression through the KEY STAGES

## 5.2 Progression through the aims of the Agreed Syllabus (puts KS learning into context)

Aims	Key Stage 1 pupils	Lower KS2 pupils	Upper KS2 pupil	KS 3 pupils	KS 4 pupils
To understand the nature, role and influence of religion pupils:	Show basic knowledge and understanding of Christianity and at least one, at most two, other faiths, exploring similarities and differences between religions.	Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life.	Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.	Analyse religious teaching and practice to identify responses to ultimate questions; Relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations; Reflect on the benefits and challenges of living in a multi-faith and diverse society.	Analyse and think critically about religious and other beliefs and practices and different interpretations of these.
To pursue personal quest for meaning, purpose and value pupils:	Reflect on personal experience and say how it is linked to feelings and opinions.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and non-religious beliefs about meaning, purpose and value.	Raise and explore the ultimate questions which are contained in religious beliefs and practices; Develop personal responses to ultimate questions in the light of their own and others' experiences and beliefs; Relate a range of textual sources to beliefs, practices and ultimate questions, showing understanding of different interpretations.	Reflect on their own and others' responses, religious and secular, to ultimate questions and the impact these can have in the world.
To formulate reasoned opinion and argument pupils:	Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behavior; Express and justify their own beliefs and opinions and listen sensitively to those of others; Distinguish between valid and invalid arguments.	See things from other peoples' perspective; Build valid arguments using questions, interpretation, reasoning and justification; Analyse strengths and weaknesses in arguments/stances to arrive at independent conclusions.	Evaluate the impact these responses can have in the world considering the strength or otherwise of different views and responses; Hypothesise about the impact that different beliefs, attitudes and lifestyles might have on others and the world.



## 5.4 Transition across the Key Stages

EY	Pupil's context and starting point	Learning experiences	Learning skills
EY	Me and my family and home. Experience and feeling	<ul style="list-style-type: none"> <li>Play (role play; home corner);</li> <li>Talk about and share experiences;</li> <li>Visitors.</li> </ul>	Tell; recall; recognise; list; name; ask simple questions
KS1	Me, my friends and groups. Experience and feeling Focus on feelings, how they arise from experience, how they relate to the basic concepts and how they are expressed.	<ul style="list-style-type: none"> <li>Visits and visitors;</li> <li>Using senses and reflecting on experience;</li> <li>Reflection and creativity;</li> <li>Sharing ideas, beliefs, feelings and experiences;</li> <li>Use of ICT.</li> </ul>	Explore; talk about meaning; compare; identify importance of; explore ways of expression; suggest meanings; give a reason for; reflect on feelings; predict; decide
KS2	Me in my community(ies). Thinking about experience Focus on concepts relating to beliefs, authority and rituals and how these influence the lives of individuals and communities.	<ul style="list-style-type: none"> <li>Encountering religious places and communities;</li> <li>Structured discussions;</li> <li>Reflecting on experience, feelings, beliefs and insights;</li> <li>Creative expression of feelings, beliefs and insights;</li> <li>Exploring local and global religion through ICT.</li> </ul>	Describe; relate; apply; recommend; interpret; verify; define; contrast; 'what if'; judge; debate; devise; arrange; predict; order; combine; justify; rank; reflect; examine; classify; give evidence for; reflect on questions; respond with reasons

<b>KS3</b>	<p>Me in the world. Challenging experience</p> <p>Focus on ultimate questions and concepts pertaining to meaning, purpose, truth and value and how these relate to human experience and ethical issues in both religious and secular contexts.</p>	<ul style="list-style-type: none"> <li>• Visits and visitors (people with a range of beliefs);</li> <li>• Structured evaluative discussions of arguments and issues;</li> <li>• Developing reasoning skills;</li> <li>• Creative conceptual understanding and expression;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	<p>Discuss; explain; relate; assess; argue; define; hypothesise; refer to; reasoned response; respond in light of; empathise; prioritise; organise; reflect; propose; justify; reflect on meaning/interpretation</p>
<b>KS4</b>	<p>Our world, our future. Analysing experience</p> <p>Focus on analysis of religious and secular beliefs and evaluation of the impact of faith on the world and how it is put into action, positively and negatively, in local, national and global contexts.</p>	<ul style="list-style-type: none"> <li>• Visits, visitors and original sources;</li> <li>• Analytical discussions of arguments and issues;</li> <li>• Developing evaluative skills;</li> <li>• Assessing concepts;</li> <li>• Using ICT to enhance their understanding of religion.</li> </ul>	<p>Distinguish; compare; locate; suggest interpretations from different perspectives; organise concepts; respond from view of; plan; design; reflect; compare; evaluate; reflect on significance</p>
<b>Post 16</b>	<p>My place in the world. Integrating and assimilating experience</p> <p>Focus on religious and secular philosophies and the extent to which they provide coherent understandings of what it means to be a person.</p>	<ul style="list-style-type: none"> <li>• Visits and visitors and original sources;</li> <li>• Conceptual analysis of philosophical arguments;</li> <li>• Analyse and criticise arguments and concepts;</li> <li>• Present critiques of arguments and concepts;</li> <li>• Using ICT to enhance their philosophical research.</li> </ul>	<p>Explore structure; perceive internal conceptual inconsistencies; internalise; synthesise; conceptual analysis; reflect on coherence</p>

### ***A curriculum that prepares students for the next stage of their education***

*Curriculum looks at the well-developed individual. Reflecting on self and others students are able to prepare themselves for the next stage of their education. Character education is part of RE helping all students to develop the qualities that they will need for the next stage. Transitional skills are developed to enable students to adapt easily to next stages of educations.*

### **Our curriculum supports all students**

#### ***Meeting the needs of SEND K students***

All teachers will broadly need to follow the three core principles outlined below:

- Be sensitive to and meet the needs of the individual student
- Set challenging tasks, but have realistic expectations of what they can do and celebrate their responses.
- Make the pupils' experience of RE meaningful, taking account of their ability and special educational need
- 

### **Professional judgement and personal knowledge of the pupils will inform practice for all students**

#### ***Curriculum tailored to meet the needs of EAL students***

Many EAL learners come from families where a religious tradition, whether Muslim, Christian or Hindu, is highly valued. This should mean that they also bring to RE plenty of personal experience of a faith tradition on which they may build a more academic understanding of their own and others beliefs and experiences. Creating classrooms that have displays and openness to their backgrounds, include experiences of faith that the learners can recognise as similar to their own.

RE teachers to draw on three areas of the field of Enquiry – Traditional Belief Systems, Shared Human Experience and Individual Patterns of Belief. The emphasis on 'Shared Human Experience' should mean that all learners should start by drawing on their experiences as human beings.

This coincides with the first principle of EAL pedagogy : Activation of prior knowledge. This is particularly important in the context of some RE where much of the material is based on Christian teachings – and those of other faiths and none need to be reassured that this lesson is for their learning.

Ways that Religious Education Teachers can enable EAL learners to develop their use of English as they develop their knowledge and understanding of the subject.

### **Religious account and interpretation**

Underpinning much Religious Education are religious stories or accounts. These may tell learners about recent believers' lives or may be drawn from the texts that are part of the religious tradition.

### **Religious place, practice and ceremony**

Accounts of religious place, practice and ceremony can also be a reasonably accessible area within RE. These can be effectively presented with clear illustration. (Photographs and video may be quite hard to interpret whereas a purpose



drawn line drawing or diagram may be more effective). Such accounts tend to be full of new language for religious items limiting the number of new specialist terms used for objects or actions.

## Language Challenges

To develop subject specific vocabulary and to develop writing skills to makes causal links between believers' ideas and actions. Students develop their ability to comment on and explain similarities and differences.

## Support PP students

RE Departmentally Agreed Pupil Premium Strategies: 24<sup>th</sup> February 2020

Department of RE		
Strategy details	Intended outcomes	Resources needed (from current dept budget)
<p><b>1. Individualised strategies</b> by class teachers based on analysis of assessments</p> <p><b>K53:</b> End of Unit analysis</p> <p><b>K54</b></p> <ul style="list-style-type: none"> <li>unit tests</li> <li>Mock exam analysis</li> <li>Student evaluation of assessments</li> </ul> <p>Lessons are inclusive, catering for all students</p>	<ul style="list-style-type: none"> <li>To provide teaching in line with student needs</li> <li>To enable students to maximise their potential and progress</li> <li>To ensure students participate in their evaluation and take responsibility for their progress along with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated, material designed by RE team</li> <li>Exam papers</li> <li>Mark schemes</li> </ul>
<p><b>2. Upper ability-</b> To challenge students to improve to reach their MEG or above</p> <p>Time based tests</p> <p>Modelling</p>	<p>To develop motivation and resilience to achieve MEG</p> <p>To equip students to deal with the demands of tests</p>	<ul style="list-style-type: none"> <li>Revision books for upper ability</li> <li>Bespoke RE resources for upper ability- How to get a Grade 9 model</li> </ul>
<p><b>3. Lower</b></p> <ul style="list-style-type: none"> <li>Identify key knowledge that will enable them to progress, e.g. Key words</li> <li>1/2/3 mark questions</li> <li>Modelling</li> <li>Visitors to school- explain religious teachings</li> </ul>	<ul style="list-style-type: none"> <li>To ensure student attain their MEG</li> <li>To equip them with the skills to master the lower end questions and part of the challenge 12 marker</li> </ul>	<ul style="list-style-type: none"> <li>Revision books for lower ability</li> <li>Writing frames</li> <li>Revision guides</li> </ul>

## Challenge for HPA students

- *HPA students are challenged by the content and skills acquisition in all key stages*
- *Lessons have challenge*
- *Extended written work if they do not meet the requirements*
- *Oral and verbal feedback for assessments and classwork*

**Pupils with Educational and Behavioural difficulties** will have short concentration spans and so will not cope with extensive reading, research and writing. The department follows the guidance set out by the school for strategies to deal with these students. Teaching more active and varied lesson help these pupils gain from their experience of RE.

## Curriculum connects to other subject areas

The curriculum provides many opportunities to develop and explore language, the expressive arts, thinking and contributes significantly to a range of learning contexts in school and beyond.

- SMSC (Spiritual, Moral, Social and Cultural development of pupils [including British values])
- Thinking skills and philosophical enquiry
- Social/community cohesion
- Citizenship
- Global issues
- Creativity
- Communication and language
- PSHE and well-being

*All subjects but in particular (for example sociology, history, psychology) that consider the lived reality of religion and the impact that a person's worldview has on the way in which they engage in the world and relate to others.*<sup>9</sup>

The human/social sciences investigate the ways in which religion and beliefs impact on human living. They explore the diverse ways in which people express and practice their beliefs, within and between religions. The human/social sciences consider the impact of religion and beliefs on individuals, communities and societies.

***Amended curriculum so that the teaching of knowledge/skills is sequenced in a way that is best for all***

We sequenced learning about key concepts designing a curriculum that allows pupils to revisit constantly and build upon prior learning.

Frequent retrieval activities, a spiral curriculum and a consistent focus on key concepts.

We identified the key knowledge, concepts and tier 3 vocabulary it needs to deliver through the RE curriculum by referring to the locally agreed syllabus.

We also taken account SACRE Guidance s that underpin RE delivery and has built these into its curriculum.

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Links

Church of England entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Agreed syllabus link

<https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/sacre/>