

## RE Curriculum III

### Ambition

- Subject sentence – What is the quest of your discipline?

“The RE department ensured that every student had a sound understanding of the key beliefs of the major world religions, with an in depth knowledge of key beliefs, practices and scripture within Christianity and Islam; and experience in applying beliefs to make ethical decisions.”

- How does your subject address social disadvantage by equipping students with powerful knowledge?

RE aims to ensure students can understand religions as the believers understand them. It expands to take into account not only how believers understand the religions today but also how the religions have been understood throughout history. Our approach is based on the centrality of storytelling for not only religions themselves, but also in building schema for sound understanding of those religions. Students gain an understanding of different cultures around the world and the religions they may practice and how this may influence their understanding of ethical issues and how various religions may approach these. This powerful knowledge will address social disadvantage by developing students understanding of religions and belief systems beyond their current experiences.

- What skills and cultural capital do students acquire in your subject?

Students will be able to analyse religious texts successfully, including appreciating different interpretations of those texts. They will also be able to apply their understanding of particular religions to arrive at an understanding of religious perspectives on ethical issues. Students will also know the foundational stories of Islam, Christianity, Hinduism, Judaism, and Sikhism. They will gain some understanding of Zoroastrianism, and some variants of Animism and Confucianism. They will know the beliefs and practices of Islam and Christianity in detail. Students will have experienced views of religion and ways of thinking about the world from multiple different perspectives. Students will be able to evaluate information presented to them, including religious scripture. They will be able to draw conclusions by forming balanced arguments which will allow them to express their own opinion. This will give students an understanding of different religions and cultural views, allowing them to appreciate these.

- How do you make Careers education explicit in your curriculum?

Career spotlights are used at the start of some lessons to highlight careers linked to RE. These explain specific job roles and the qualifications and skills required for the roles.

- How does your curriculum support Civic Responsibility for the local community?

The curriculum supports Civic Responsibility for the local community by giving an introduction to religions and belief systems which helps students have an open mind and understand different views and cultures. This will also help students be good citizens in the community.

- How does your curriculum approach issues surrounding race?

The RE curriculum considers a range of religions which are practiced around the globe. The race of religious figures is considered, to give an accurate understanding of the characteristics and ethnicity of these figures. For example, when looking at Christianity, students are exposed to different views on the race of Jesus and are given a more accurate representation of him.

The year 7 and 8 curriculum considers under represented world religions, including the indigenous African religion of the Yoruba people and religions such as Zoroastrianism. The unit on Judaism tackles origins of anti-Semitism, and its relation to contemporary debates on Israel and Zionism.

The KS4 unit on crime and punishment considers the disproportionate impact of the death penalty on African-Americans. When discussing certain topics such as terrorism, we consider how certain races and ethnicities are portrayed by the media and challenge these stereotypes directly. We use religious teachings from both Christianity and Islam to support with this.

- What additional experiences (including expeditions) do your students access in your subject?

Students are given a presentation where they are able to interact with a priest to gain a deeper understanding into Christianity and the role of the church.

- Where does your curriculum link with the PDS curriculum?

Year 7 C1: Our values and beliefs + Religious beliefs about discrimination + Adam and Eve breaking God's laws - Identity, discrimination and peer pressure

Year 7 C2: Key beliefs Christians may have + why Jesus broke laws - Identity + Crime

Year 7 C3: Key beliefs Muslims may have and how that plays a part in their identity - Identity

Year 8 C1: Female deities in Hinduism - Gender roles

Year 8 C2: Key beliefs of Sikhs and Jews + challenge stereotypes about religions - Identity and discrimination



Year 9 C1: Christian values and British culture - Citizenship

Year 9 C2: Natural evil e.g. earthquakes + moral evil e.g. racism - Environmental issues and discrimination

Year 9 C3: Christian Aid + Food banks and street pastors + persecution - Citizenship and discrimination

Year 10 C1: History of Sunnis and Shias - Politics and power

Year 10 C2: Stewardship + animal experiments + abortion + euthanasia - Environmental issues, politics and law

Year 10 C3: Same-sex marriage + Gender roles and equality + contraception + divorce - Relationships, discrimination (LGBT) and Gender roles

Year 11 C1: Crime and punishment - Abuse, politics, crime and law

Year 11 C2: Forgiveness + Middle East conflicts + nuclear war and weapons of mass destruction + terrorism + pacifism - Politics, friendship, middle east and violence

- How do you support personal development through House and Stretch?

The RE curriculum supports personal development through House and Stretch by supporting the understanding of certain topics which may be delivered during house morning meetings.

## Rationale

- How is your curriculum designed?

The year 7 curriculum is designed to understand key stories within Christianity and Islam. This is to support them in understanding concepts and the origins of concepts at KS4. Year 7 focusses on stories in the Old Testament, Life of Jesus and Key stories within Islam. This supports students understanding of these religions and in correcting misconceptions associated with these religions. The year 7 curriculum also includes the topic 'Problem of Evil'. This supports students understanding of poverty in the world and the beliefs different religions have on suffering and its origin. The year 8 curriculum is designed to give students and understanding of different world religions and the practices they may involve. The KS4 curriculum is designed to develop an understanding of the main religious beliefs, teachings and practices of Christianity and Islam. It is also designed to support students in applying these teachings to ethical topics and other world issues.

- What content do you cover and how is this delivered over time?

Year 7: At the start of cycle 1, we focus on the academy values and how different religions support these values. Cycle 1 of year 7 focuses on stories of the Old Testament. We look at how Christians may interpret and be influenced by these different stories in the Bible. Cycle 2 focusses on the life of Jesus. We focus on the different parts of his life from his birth to his death and why each part of his life was significant. Cycle 2 and 3 also covers the religion of Islam. Within this topic we focus on the life of the Prophet Muhammad (pbuh) and the stories behind the different pillars in Islam. We also cover important females within Islam and the rights of females within Islam. We introduce students to the sectors of Sunnis and Shias to correct any misconceptions students may have regarding these groups, before covering them during KS4. Cycle 3 also focusses on the topic 'Problem of Evil'. This is to support students understanding of suffering and why different religions believe people suffer and how they may respond to this suffering. During this topic we introduce students to Buddhism and Greek mythology.

Year 8: Cycle 1 focusses on the religion of Hinduism. The study of this religion focusses on the understanding of the different denominations in Hinduism and the idea that Hinduism can be described as a monotheistic religion. This topic also includes key stories within Hinduism and how these influence different festivals and practices. The topic also looks at the belief of reincarnation after death and how this may influence Hindus today. Cycle 1 and 2 also focusses on the religion of Sikhism. This topic looks at the how Sikhism was founded and why equality is a key concept for this religion. We also consider festivals and practices of this religion. Cycles 2 also focuses on the religion of Judaism. This topic focuses on the key beliefs of Judaism and how followers of this religion may live their lives. We focus on practices Jewish people may have and the reasons behind this. Cycle 3 includes the topic of world religions. This includes religions which may be under represented. This is to give students an understanding of religions people of various cultures may have. This topic looks at the religion and beliefs of Buddhism, Jainism, Confucianism, Zoroastrianism and the indigenous religion of Yoruba people. Cycle 3 also introduces students to ethical issues including animal experiments, death penalty and Just and holy war.

Year 9: Students will cover the topics Christian beliefs and teachings, Christian practices and Islamic beliefs and teachings as part of the AQA Religious Studies specification.

Year 10: Students will cover the topics Islamic beliefs and teachings, Islamic practices, Religion and life and relationships and families as part of the AQA Religious Studies specification.

Year 11: Students will cover the topics crime and punishment and peace and conflict as part of the AQA Religious Studies specification. The remainder of the year will focus on revision based on gaps identified.

- Which content don't you cover (that others might)? Why?

We do not teach Humanism and Buddhism as whole topics. The religion of Buddhism is covered during year 7 and 8 which introduces students to this religion. We do not teach Humanism as a topic as this may not be considered a religion. When covering GCSE content we may mention humanism where relevant.



- How many lessons do students have per week, for each year group?

Year 7 and 8 have one lesson per week. Year 9, 10 and 11 have two lessons per week.

- Which exam board do you use? Why?

KS4 focusses on the AQA A Religious Studies specification. Content includes; Christian beliefs and teachings, Islamic beliefs and teachings, Islamic practices, Christian practices, Religion and life, Relationships and families, peace and conflict and crime and punishment. This exam board gives students the opportunity to develop their understanding of Christianity and Islam but also be able to apply these teachings to ethical issues.

## Concepts

- How is your subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?

Students are expected to write down new key terms into their book at the start of most lesson. These are then used during the lesson to ensure students are able to understand key concepts in RE. Students complete 'Do Now' quizzes at the start of every lesson. These are then reviewed in the lesson to understand if students have been able to retrieve key knowledge. The 'Do Now' quizzes may be key knowledge from the previous lesson or may be on a previous topic to ensure students are able to retrieve this knowledge.

- How do you intelligently sequence your curriculum so that new knowledge and skills build on what has been taught before?

KS3 focuses on the foundational stories and concepts within different religions, including Christianity and Islam and the Problem of evil. During KS4 this content is developed on to understand the origins of the different concepts within Islam and Christianity. Year 8 content focusses on Hinduism, Sikhism, Judaism and other world religions. When completing these topics, student will understand different concepts within these religions and the origins of these concepts. KS4 also focuses on topics including religion and life, relationships and families, crime and punishment and peace and conflict. KS3 focuses on stories and concepts within different religions. KS4 focuses more on the origin of the different concepts and the application of these concepts to ethical issues. The curriculum is planned to be delivered this way to help students understand different concepts through learning stories. This also shows the progress made by students and allows students to apply different concepts to ethical issues.

- What end points is the curriculum building towards?

Students will be able to analyse religious texts successfully, including appreciating different interpretations of those texts. They will also be able to apply their understanding of particular religions to arrive at an understanding of religious perspectives on ethical issues. Know the foundational stories of Islam, Christianity, Hinduism, Judaism, and Sikhism. They will gain some understanding of Zoroastrianism, and some variants of Animism and Confucianism. They will know the beliefs and practices of Islam and Christianity in detail. Have experienced views of religion and ways of thinking about the world from multiple different perspectives. They will where possible have heard different faith leaders discuss their religions, and visited places of worship from at least two religions.

- How do you use spaced practice / retrieval practice?

Retrieval practice is completed at the start of every lesson during the Do Now activity. This may be based on the previous topic to revisit previous content. Students also complete retrieval practice during morning meetings.

- How does your subject use homework to support learning?

KS3 and KS4 RE homework is set using 100% sheets. 100% sheets for each cycle are based on a topic covered in lesson time. Students may be given 12 mark questions for homework in Year 10 and 11.

- How is reading and mathematical fluency prioritised in your subject?

Reading is priorities by using reading reconsidered during lessons. Key terms are explained at the start of the lesson so can be used when students are completing work and answering questions during the lesson. We encourage the use of high level vocabulary in lessons. Mathematical fluency is prioritised when looking at the chronology of different religions and the life of key religious figures.

## Implementation

- Subject leadership – What are the roles and responsibilities for staff in your department?

APA (HOD) – Creating and updating LTPs and SOW for Year 7-11. Creating resources used for home learning. Creating resources for RE to be used in school including brain dumps and morning meeting questions. Planning intervention for Year 11 students.

JLA (SLT) - Adapting lessons for individual RE groups. Delivering academic morning meeting for Year 11 students. Year 11 RE intervention. SLT role – Assistant Vice Principal.

FST (History HOD) – Non specialist for RE. Teach and adapt lesson for individual RE group.

- Subject knowledge – What are the staff specialisms? What has been the impact of staff training?

The RE department is staffed by two subject specialists.

- Equitable delivery – How do you support disadvantaged students and students with SEND?

Disadvantaged students are supported using double staffing in year 11. A high quality curriculum is also used to understand stories and concepts in RE to support disadvantaged students. SEND students are supported by having a clear structure in understanding



concepts from Year 7. Students are introduced to concepts gradually through the use of stories, supporting SEND students. Students are also supported using a consistent structure for exam questions and by taking INIPs into consideration when delivering lessons. Students with SEND and disadvantaged students, not making a good level of progress, are identified on intervention and prevention documents completed after cycle assessments. Staff in the department work to fill and gaps in knowledge for these students and tailor intervention to ensure students are able to make a good level of progress in lessons and at the next cycle assessment.

- Planning the progression model – How does a certain topic (e.g. algebra / language analysis) progress across the key stage(s)?

Progression in understanding beliefs:

Year 7 – We focus on stories and key concepts of Christianity and Islam.

Year 8 – We focus on stories which explain the origins of key concepts within the religions Hinduism, Sikhism and Judaism.

Year 9 – We focus on the origin of concepts within Christianity and Islam, based on the stories previously covered in year 7. We then use this knowledge to apply to different concepts and ethical issues. This allows us to focus on exam questions based on how Christians may be influenced by religious beliefs.

Year 10 – We focus on the application of concepts from Christianity and Islam to ethical issues.

Year 11 – We focus on non-religious arguments for ethical issues and compare these to the concepts from Christianity and Islam.

- Breadth and depth – How do your LTPs / SoW demonstrate extent of knowledge and skills coverage and depth?

The curriculum at year 7 and 8 is designed to give students an understanding of the key beliefs, practices and festivals of a range of religions. It is also designed to introduce students to ethical issues. The curriculum at year 7 and 8 gives students the opportunity to develop their skills in interpreting religious texts and scripture. This will support students in year 9 to 11 as they will have a clear understanding of the exam rubric and will be able to give different interpretations of the same religious texts. The curriculum prepares students for the GCSE exams sat at the end of year 11 by focusing on exam skills throughout all 5 years in RE.

- Assessment – How do teachers assess across the unit / term / cycle / year / key stage?

Students complete two assessments in the year. Year 7 and 9 complete assessments in Cycle 2 and 3. Year 8 and 10 complete assessments in cycle 1 and 3. Year 11 complete a mock examination during the December mock period which consists of two papers. Students are given feedback throughout the year based on exam questions they complete in lessons.

- Covid - Based on identified gaps in skills and knowledge, how have you adapted the curriculum due to the pandemic?

Students in year 7 complete reading reconsidered during lessons to develop their understanding of stories and to support them with comprehension tasks. Based on identified gaps in year 8, we have adapted the curriculum to give students more opportunity to explain and evaluate religious scripture. Another gap in skill highlighted for students in year 8 is the ability to complete exam style questions. Students are supported when completing short exam questions using structured sentence starters and key terms.

The curriculum has been adapted to include more opportunities for students to complete extended exam questions in year 9 and 10, as this has been a gap in skill identified. To overcome gaps in knowledge, revision lessons before assessments are completed and Do Now's at the start of lessons have been focused to overcome gaps in knowledge. Academic morning meetings and DEAR for year 11 are used to cover content which was completed during the lockdown period. The department has identified gaps in knowledge for content studied for paper 2, therefore during revision lessons for year 11, we will focus on Paper 2 content.

- Covid - How have you integrated remote learning plans with your school curriculum?

Remote learning follows the RE Long Term Plans. Booklets and worksheets have been created for Year 7 to 10 which follows the schemes of work as part of the curriculum. These allow students to complete work from home independently. These include comprehension and exam questions to support students with their learning. Year 11 have revision guides which supports students with their remote learning. Students are informed of the learning which needs to take place and are directed to the pages in the revision guides which supports them with this. They are also emailed adapted PowerPoints to support them with their learning.

*Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.*

*Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*

