

The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life.

To deliver our mission we:

- Stick to our sentence: *“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.”*
- At Trinity, RE is the study of religions. At first, it aims to ensure students can understand religions *as the believers understand them*. Later, 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 pedagogical approach is based on the centrality of storytelling for not only religions themselves, but also in building schema for sound understanding of those religions. Conceptual understanding of the religious supervenes on the stories of those religions.

When our students leave us, they 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.

In order to achieve deep subject knowledge, topics have been intelligently sequenced:

- There are currently two members of staff within the RE department. The Head of Department, Aatika Patel, and Assistant Vice Principal, Jim Lauder.
- Both members of staff in the department have extensive subject knowledge of the topics delivered. Both specialise in the beliefs and practices of the religions Christianity and Islam. Both are able to apply these beliefs to ethical topics which allow students to draw their own conclusions on these.
- 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.
- 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.
- KS4 focusses on the AQA A Religious Education 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.
- The RE curriculum considers a range of religions which are practiced around the globe. The race of religious figures is also considered, to give an accurate understanding of the characteristics and ethnicity of these figures. This represents religion fairly and gives an accurate representation of world religions.
- 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. The curriculum has been adapted due to gaps in skills, since the pandemic. The department has identified gaps in each year group and these will be addressed by completing revision lessons through the year, Do Nows focussed on the gaps, academic morning meetings and DEAR for Year 11 and afterschool revision session.
- 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. Year 11

WTD

Curriculum Principles



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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.

We will deliver social mobility through...

- 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 exam questions and by taking INIPs into consideration when delivering lessons.
- Career spotlights are used at the start of some lessons to highlight careers linked to RE.
- The curriculum supports Civic Responsibility for the local community by giving an introduction to religions which helps students have an open mind and understand different views and cultures. This will also help students be good citizens in the community.

The personal development of students is supported by...

- 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.
- The RE curriculum links with the PDS curriculum by looking at social issues in different topics.
- 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.

Delivery overview:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per week	1	1	2	2	2
Exam Specification			AQA	AQA	AQA