

RELIGIOUS EDUCATION

Curriculum Intent: Through the curriculum, students will investigate the foundations of world religions and analyse and evaluate their beliefs and practices. Every student continues their study of RE across the 5 year curriculum to ensure a broad understanding of the diverse world we live in. The value of such study is reflected by all students taking the short course GCSE. At the end of their studies, students will have considered the view that if there is not a thorough investigation of the foundations of religions, there will be no peace between the nations and no peace between the religions.

Religious education is integral to the College's FABRIC as we equip students with the knowledge and skills to investigate beliefs and practices which is integral to culture, time and place. RE is inclusive of all pupils including those with SEND who are supported to follow the same curriculum

How the curriculum fits into the College's FABRIC

Focused: The RE Department is focussed on the curriculum and its continued development. Staff are ambitious and constantly strive to refine and develop the curriculum, informed by regular student and staff voice as part of the QA cycle and triangulated against progress data. The curriculum is focussed on the core knowledge looking at the strands of philosophy, theology and the application of religious beliefs in society.

Appropriate: The 5-year curriculum covers the National Curriculum requirements and the Norfolk agreed syllabus for RE, each year, to build cumulatively. Knowledge is recalled in both formative and summative assessment across the 5-year curriculum. Both formative and summative assessment is carefully planned to ensure all students make progress, including those with SEND. In lessons, teachers use a range of formative assessment, such as questioning, analysis, evaluation and recall. The schemes of work build progressively to in class checkpoint assessments, these are scaffolded writing tasks, to build student confidence and test the knowledge and skills of the unit so far. Teachers provide written feedback and directed improvement time through green pen activities, allowing students to respond to their targets and make improvements. At the end of a unit summative assessment is used to assess the knowledge and skills of the unit. They are given specific targets and time to respond and improve their work.

Broad and balanced: The 5-year curriculum covers a broad and diverse range of themes starting with a foundational exploration of both Western and Eastern religions which includes the strands of philosophy, theology and social issues. All students from year 9 follow a GCSE short course in Religious Studies and the optional world religion which is studied is Islam. At A Level students study units on the philosophy of religion, religion and ethics and the development of Christian thought.

Rigorous: All students, including those with SEND are challenged to access the curriculum, through scaffolding and regular recall practise. The ambitious curriculum is delivered consistently by a highly qualified team, with teachers having the autonomy to adapt to the needs of their students, including those with SEND. Rigorous CPD, national and local networks, supports teachers to continue to develop both subject and pedagogical knowledge.

Integrated

Each year covers core knowledge of religious beliefs and practices, and each year group will be introduced to the strands of philosophy, theology and applying beliefs in society.

Coherent: Each year builds upon prior knowledge and the curriculum is planned to cover all the Eastern and Western religions and a study of philosophical and ethical concerns seen in society and the world. The students are encouraged to look for links between religions and to be able to enhance their skills of analysis and evaluation.

How we assess learning	Key Vocabulary
<i>In lessons, teachers use a range of formative assessment methods and verbal feedback to check students understanding including cold calling, recall quizzes, contributions in class discussions, peer and individual work in class. Teachers give verbal feedback to address misconceptions.</i> <i>Each unit contains checkpoint assessments, these are scaffolded tasks, completed by students in their exercise books and marked by teachers. The checkpoint assesses the knowledge and skills of the unit and build towards the final assessment. Students are provided with written feedback and complete green pen work to respond to their targets.</i> <i>Formal assessment take place at the end of a unit and assess the key knowledge and skills from the unit, as detailed on the Curriculum Map.</i>	<i>The students are introduced to key words and their definitions and encouraged to be able to make use of this language in their writing and debates.</i> <i>The need for clear analysis and evaluation needs the students to be able to make use of key words.</i> <i>At GCSE the students are examined on their understanding of key words and their application.</i> <i>At A level the need for a high proficiency in the use of technical language is a key skill.</i>
Enrichment	Careers Education prepares our students to make informed choices about their futures
<i>Trips are organised to allow the students to visit a variety of places of worship.</i> <i>Year 12&13 students are given the opportunity to apply for places to attend Lessons from Auschwitz.</i> <i>Year 12&13 students are given the opportunity to attend revision lectures where distinguished scholars engage with the students.</i>	<i>Students understand that the RE curriculum prepares them for a broad range of careers.</i> <i>A number of past students who studied A level have written about their career choices such as Jeff Keeling becoming a resident philosopher at Google HQ.</i>

- *The year 13 students become the editors for the department magazine.*
- *The department runs a debating/philosophy club to encourage intellectual debate.*

Our curriculum is underpinned by our values and are expressed through our curriculum

Pride: students are encouraged to take pride in all aspects of their work.

Passion: teachers share their passion for Religious Studies and Philosophy through the ambitious curriculum and the diverse range of texts/authors.

Positivity: students are taught to respond to their work and make improvements. Oracy is embedded into the curriculum so that all students can participate.