

Intent

Our RS curriculum aims to engage students on to a 7-year spiralling continuation in their learning journey, of both knowledge and understanding of: religion, culture and worldwide issues. We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start. We aim to teach our students to enquire and learn about religion in an interactive way. We aim to use low stake quizzing, feedback, collaboration and student-centred resources to close any gaps that our students may have from ks2. We aim to ensure that our KS3, KS4 and KS5 curriculum enables all students to build on prior knowledge and understanding of beliefs and practices in world faiths, ethical issues and philosophical questioning. We aim to build student's subject specific vocabulary and to embed literacy and reading into every lesson. We aim to build opportunities for extended writing into our units. We aim that this will enable our students to fully explore ideas and improve literacy skills and subject vocabulary. We aim to build more time into lessons for students to reflect on their learning and their own personal beliefs. We aim to use big questions to build on students' current knowledge and understanding of world issues and the varying views surrounding them.

We aim to promote British values and to embed kindness and empathy. We aim for our curriculum to be rich in more than just knowledge. We aim for learning to take place through art and music. We aim for students to experience our curriculum.

We aim to teach students to be knowledgeable and respectful of the content that we cover. We aim that students will choose to put this in to practice both in the community and in society. We aim for students to be passionate about the subject, enjoy lessons, and know that they are constantly making progress. We aim that our KS3, KS4 and KS5 curriculums give our students the tools, knowledge and confidence to carry on their learning journey into later life.

Implementation

Year 7 We implement our KS3 curriculum through 9 units of work across year 7, 8 and 9. Each unit has a scheme of learning that includes further details of aims, learning objectives and justifications for sequencing. These are stored in the department shared area. Each lesson has a power point aiming to facilitate an engaging and thought provoking lesson. All resources are stored on a shared area that all teachers of RS and designated members of SLT have access to. The aim is for students to progress through a unit per term. This is flexible and the sequencing of the curriculum has taken this in to account. We aim for students to spend 13 weeks on each unit. This is reviewed throughout the year and can be adjusted based on student progress and engagement

Year 7

1 The Island

2 Islam

3 Judaism

Year 8

1 Christianity

2 Sikhism

3 Hinduism

Year 9

1 alternative religions

2 Humanism

3 Buddhism

Year 10 and Year 11

We follow AQA Religious Studies without textual studies, route A.

We teach themes A, B, E and F.

Year 12 and 13

We follow OCR Religious Studies A Level which includes sections on moral philosophy, philosophy and developments in Christian Thought.

IMPACT

We measure the impact of our curriculum through feedback and evaluation. Students are given the time to explore and honestly reflect on their learning. They are given the opportunity to demonstrate and monitor their progress of our curriculum aims. Collaboration is used to ensure that data is accurate in terms of student progress. The impact of this is that students' progress and behaviour for learning in RE are usually good. We are reactive to student's needs. Our students know that we are there for them at the points in their learning journey when they need us. We know that our curriculum is having a positive impact because of pupil, teacher and parent voice. This feedback shapes our curriculum. Our curriculum isn't a person. However, it is living. It is experienced by our students every day and for that reason, it is reviewed and changed every day. We follow our whole school feedback policy. Below are some of the strategies that we use in religious studies to evaluate the impact of our curriculum

- Observation
- Verbal feedback
- Questioning
- Vocabulary
- Low stake quizzing
- Whole class live marking
- Presentation reminders
- Book looks
- Whole class feedback
- Live marking
- Deep mark formal assessment
- Parental engagement
- Teacher voice regarding RS curriculum and its implementation
- student voice
- Teacher reflections
- Teacher voice
- School policy
- Government policy
- Parent voice
- Natre
- Collaboration
- Data
- Learning walks

Teachers will use a combination of factors including book looks, low stake quizzing, verbal questioning, pupil voice and engagement in lesson to form a teacher judgment as to whether that pupil is on track against the learning objectives for that unit and their target grade