



Religious Education

Newent Community School and Sixth Form Centre

Whole School Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

RELIGIOUS EDUCATION INTENT AND IMPLEMENTATION

"The study of religious and non-religious worldviews is a core component of a well rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews to themselves. One need only glance at a newspaper to know that it is impossible to fully understand the world without understanding worldviews."¹

In RE we:

Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment by:

- Acquiring and developing knowledge and understanding of the principal religions represented in the UK;
- Appreciating the way that religious beliefs shape life and behaviour;
- Designing a curriculum that reflects the Gloucestershire Agreed Syllabus for RE's intent for students 'to 'make sense' of the religions and beliefs studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their learning and their wider experience of the world';
- Fostering a curiosity and fascination about the world and the people and faiths in it;
- Developing curious minds that extend beyond textbooks.

Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by:

- Developing the ability to make reasoned judgements about religious, philosophical, ethical and moral issues;
- Nurturing informed and resilient responses to misunderstanding, stereotyping and division;

- Offering a space of integrity and security within which difficult or ‘risky’ questions can be tackled within a safe but challenging context;
- Including in lessons skills that will be useful Post-16; problem solving, thinking skills, reasoned arguments and respect for others.

Support students’ spiritual, moral, social and cultural development by:

- Valuing the beliefs and values of all members of the school community, treating them with respect and sensitivity;
- Considering the local demographic and teaching Islam as a stand-alone unit so that students can understand more fully the faith of many of the local community.
- Enabling students to make links between their own world views and those of others in their community and in the wider world, and develop an understanding of other people’s cultures and ways of life;
- Considering moral issues (dilemmas) in lessons;
- Raising awareness of the numinous; wonder, awe and fascination with the world around us.

Support students’ physical development and responsibility for their own health, and enable them to be active by:

- Exploring the reasons why many religious people choose to be vegetarian;
- Considering the physical challenge of going on a pilgrimage or fasting as part of religious practice;
- Encouraging students to be mindful and look after their mental health in studying meditation, mandalas and nature in art.

Promote a positive attitude towards learning by:

- Using the Newent Pillars of Learning to activate prior knowledge and consolidate;
- Encouraging students to think about how our school values (HEART) are part of their learning;
- Encouraging the use of an open (growth) mindset in lessons;
- Making lessons relevant to students by using What How Why;
- Giving regular praise and housepoints;
- Introducing students to goodness, purpose and truth and give them the tools to work these out for themselves.

Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by:

- Adapting teaching strategies/styles to address students’ diverse needs;
- Recognise and welcome students’ own ideas and experiences;
- Scaffolding (but not limiting) assessment tasks.

Have a high academic/vocational/technical ambition for all students by:

- Supporting a path to allow students to access their Post-16 ambitions;
- Inspiring futures by preparing students for people orientated careers.

Equip students with the knowledge and cultural capital they need to succeed in life by:

- Encouraging students to interact with their local religious communities and visit places of worship.

Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals by:

- Ensuring that students at KS3 are given opportunities to experience a range of different religious beliefs.

Provide a broad curriculum ensuring all students are able to access the English Baccalaureate by:

- Being part of the options process at GCSE.

Develop students' independent learning skills and resilience, to equip them for further/higher education and employment by:

- Providing opportunities for reflection and evaluation and to understand that we can learn through our mistakes;
- Providing opportunities to compare and reflect on the work of others to enable students to make further improvements to their work.

KS3: One lesson per fortnight. Learning Journey; Belief in God and Non-religious worldviews in Year 7, Islam and Buddhism in Year 8 and Morality and Spirituality in Year 9 in preparation for Core RE and/or GCSE lessons at KS4. Each unit is centred around an enquiry question which reflects a 'big question' (religious, ethical or philosophical).

KS4: One lesson per fortnight for Core RE; Issues of Life, Death, Humanity and the Universe to meet entitlement to Religious Education.

GCSE option AQA Religious Studies; Beliefs, teachings and practices of two religions (Christianity and Islam), four themes (Relationships and Families, Religion and Life, Religion, Peace and Conflict and Religion, Crime and Punishment).

KS5: A Level option AQA Religious Studies; Philosophy of Religion and Ethics and Study of Religion and Dialogues.

ASSESSMENT

In KS3 RE we assess students by formative assessment at the end of each unit; at the start of Year 7 a baseline assessment is set which enables teachers to understand prior knowledge and understanding.

In KS4 Core RE there are no formal assessments by agreement since the focus is on GCSE study.

In KS4 GCSE RE we assess students by formative assessment at the end of each unit and there are additional exam style questions completed throughout each unit. The final examination is three one-hour exams; Christian Beliefs and Practices, Muslim Beliefs and Practice and Themes.

In KS5 A Level RE we assess students by formative assessment at the end of each unit and there are additional exam style questions completed throughout each unit. The final examination is two three-hour exams; Philosophy of Religion and Ethics and Study of Religion and Dialogues.

HOME LEARNING

We support home learning by using Satchel One to inform students and parents of any tasks set and set most of these tasks using Seneca.

HOW PARENTS / CARERS CAN ASSIST AT HOME

You can assist at home by giving your children space and time to complete their work. Take an interest in the work that they are doing, perhaps even give it a go yourself! Ask them to share with you what they feel is a good piece of work. Please check tasks are completed on Satchel One.

¹ *Religion and Worldviews: A National Plan for RE 2018*