

CURRICULUM VISION FOR RELIGIOUS EDUCATION 2021 – 2022

A Lakelands RE student is....

- ... curious about the world in which they live, and its faiths, religions and beliefs
- ... an independent learner, keen to explore questions and answers raised through considering the nature of existence and morality
- ... developing tolerance and understanding as they explore the lived reality and impact of faiths, religions and beliefs on people, cultures and societies
- ... a rational thinker who can make valid, reasoned, and evidenced judgements
- ... someone who understands the above skills can equally be applied to issues now and in the future, locally, nationally and internationally.

		Intent What do we want to achieve? What's the curriculum design?	Implementation What is the structure/narrative of delivery? How do we meet the needs of all?	Impact How do we prepare for GCSE / post-16? How do we evaluate the knowledge / skills they have gained?
Overall		We want to encourage curious, engaged, independent and tolerant thinkers and learners, eager to explore the beliefs and concepts that underpin the diverse ways in which people understand themselves, each other and the world around them.	A spiral curriculum is used so that key concepts are revisited over the course of the student's time in school. Each time the content is re-visited, deeper understanding is gained. Information is reinforced over time, with prior learning informing future learning. "fundamental ideas, once identified.....revisited and re-examined so that understanding deepens over time." (Howard defining Bruner in 2007)	KS3 to provide regular opportunity to develop students' skills: <ul style="list-style-type: none"> • Description • Explanation • Analysis • Interpretation • Reasoning • Investigation / enquiry • Reflection • Significance • Adaptation • Dialogue, discussion, debate • Critical response <p>Within this framework opportunities should be given to allow students to consider the importance of these skills e.g. where they might be used – this links to careers - e.g. Legal Profession, Charity Officer, Civil</p>
KS3 Progression	U*	Students to be able to <ul style="list-style-type: none"> • describe religious teachings, beliefs and worldviews accurately and in detail • Use religious vocabulary appropriately, in context, and with accurate spelling • Use relevant, accurate examples and comprehensive evidence to develop reasons • Make effective, relevant use of sources of authority to support arguments (holy books/ key figures / speeches) • Understand the links between beliefs and how people behave 	Content forms the basis of lessons – this should include DVD clips, online clips, powerpoint presentations, use of artefacts, visiting speakers, research projects and presentations to retain a freshness of delivery and complement teacher input. Each lesson should allow for a range of activities. <p>Most resources are written by a specialist teacher and shared across the department. This means that the resources are easy to adapt, amend, differentiate and improve</p>	

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	<p>as individuals, in communities and society</p> <ul style="list-style-type: none"> Identify similarities and differences within religions and between religions 	<p>Reference to available published resources ensures accuracy and reliability of information, but bespoke design allows resources to closely match the learning context of the academy.</p> <p>Differentiated resources are available to ensure students can access the curriculum and succeed. Extension activities are provided for students with HLP</p> <p>Revision resources are carefully designed to reflect lesson resources, to improve accessibility for learners and develop their expertise in the use of subject specific terminology.</p>	<p>Service, Journalist, Social Worker, Police</p> <p>KS3 should also link to students own experiences, where possible, to orientate their learning within each new module (eg, their own ‘beginnings’, festivals and rites of passage they have experience of, their non- negotiable rules for life, how food operates as a symbol at key points in their family year, why souvenirs are important, how we all use actions as symbols all the time without being conscious of the fact etc)</p>
M*	<p>Students to be able to</p> <ul style="list-style-type: none"> describe religious teachings, beliefs and worldviews accurately and in some detail Use some religious vocabulary appropriately, and accurately Use some relevant, accurate examples and evidence to develop reasons Make some use of relevant sources of authority to support arguments (holy books/ key figures / speeches) Understand the links between beliefs and how people behave Identify some similarities and differences within religions and between religions 		
L*	<p>Students to be able to</p> <ul style="list-style-type: none"> describe religious teachings, beliefs and worldviews accurately Use key religious terms accurately Use some examples to develop reasons Make occasional use of relevant quotes to support arguments Understand the links between beliefs and how people live their lives 		

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		<ul style="list-style-type: none"> Identify significant similarities and differences within religions and between religions 		
KS4 Progression	U*	<p>Students to be able to</p> <ul style="list-style-type: none"> demonstrate detailed knowledge and thorough understanding of religion. describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices and ways of life interpret, draw out and explain the meaning and importance of the beliefs and practices of the two religions studied and assess the impact on the lives of believers Explain (where appropriate) how differences of belief lead to differences of religious response, actions and lifestyle Understand and use accurately and appropriately a range of specialist vocabulary. 	<p>Content forms the basis of lessons – this should include DVD clips, online clips, powerpoint presentations, use of artefacts, visiting speakers, research projects and presentations to retain a freshness of delivery and complement teacher input. Each lesson should allow for a range of activities.</p> <p>Most resources are written by a specialist teacher and shared across the department. This means that the resources are easy to adapt, amend, differentiate and improve. Reference to available published resources ensures accuracy and reliability of information, but bespoke design allows resources to closely match the learning context of the academy.</p> <p>Differentiated resources are available to ensure students can access the curriculum and succeed. Extension activities are provided for students with HLP</p>	<p>KS4 to provide regular opportunity to further develop students' skills:</p> <ul style="list-style-type: none"> Description Explanation Analysis Interpretation Reasoning Investigation / enquiry Reflection Significance Adaptation Dialogue, discussion, debate Critical response <p>Within this framework opportunities should be given to allow students to consider the importance of these skills e.g. where they might be used – this links to careers - e.g. Legal Profession, Charity Officer, Civil Service, Journalist, Social Worker, Police</p>
	M*	<p>Students to be able to:-</p> <ul style="list-style-type: none"> demonstrate sound knowledge and understanding of religion. Describe and explain the significance and impact of beliefs, teachings, sources, practices and ways of life Show awareness of the meaning and importance of the beliefs and practices of the two religions studied and be able to describe the impact on the lives of believers 	<p>Revision resources are carefully designed to reflect lesson resources, to improve accessibility for learners and develop their expertise in the use of subject specific terminology.</p>	<p>Increasingly, the KS4 content should enable students to make greater sense of the world around them as their own worldview develops based on their learning and skill development.</p>

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		<ul style="list-style-type: none"> Recognise how differences of belief lead to differences of religious response Understand and use accurately and appropriately a range of specialist vocabulary. Use specialist vocabulary appropriately 		
	L*	<p>Students to be able to:-</p> <ul style="list-style-type: none"> demonstrate basic knowledge and understanding of religion. Describe, with some explanation, the significance and impact of beliefs, teachings, sources, practices and ways of life Show some awareness of the meaning and importance of the beliefs and practices of the two religions studied Make simple connections between religion and people's lives Use some specialist vocabulary 		
<p>* N.B. - Defining a student as U,M,L should not restrain / prevent them from accessing all parts of the curriculum and giving all students the chance to aim for the highest levels. Rather, they should be seen as level descriptors which relate to potential overall achievement at GCSE.</p>				
Literacy Numeracy	U*	<p>Excellent literacy; regular, accurate use of subject specific terminology; excellent SPAG and legible handwriting</p> <p><i>[Numeracy is an occasional feature of the teaching part of the course, but is not a required feature of the exam spec]</i></p>	<p>Regular spelling tests include key subject terminology</p> <p>Green pen and peer marking</p> <p>Some longer pieces of writing specifically assessed for sp+g</p>	<p>Enhanced literacy skills will allow upper ability students to access, interpret and express content and analysis with sophistication and nuance.</p>

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	<p>M* Good literacy; use of some subject specific terminology; good SPAG and legible handwriting</p> <p><i>[Numeracy is an occasional feature of the teaching part of the course, but is not a required feature of the exam spec]</i></p>	<p>Practice questions at KS4</p> <p>As for U and M</p> <p>SEND e.g. dyslexic, slow writers, poor handwriting, scotopic sensitivity, etc. to be supported as per access arrangements</p> <p>Use of cloze tests as alternative tasks to allow focus on key terms and content.</p>	<p>Good literacy skills will allow middle ability learners to access, interpret and express content and analysis competently and effectively</p> <p>Fair literacy skills will allow lower ability learners to access, interpret and express content and analysis coherently, and with reasonable accuracy.</p>
<p>Preparation for the Future</p>	<p>U* Students develop problem-solving ability, creative thinking, digital skills, independent working, fact checked research, teamwork and collaboration skills, which can all be applied in future careers</p> <p>Students develop the ability to make reasoned moral and ethical judgements to underpin their future decision making</p> <p>Students develop literacy and numeracy skills</p> <p>Students develop 'soft' skills (confidence, motivation, self-awareness, communication, resilience, empathy)</p> <p>Students develop self- belief so that they can achieve beyond any initial perceived limitations</p>	<p>All opportunities taken to discuss relevant career routes leading from RE</p> <p>Close liaison with academy CIAG worker</p> <p>Emphasis on equality, aspiration, self-worth and self- belief</p> <p>Role models of individuals who shaped their societies, and had long term impact, regardless of socio economic/ cultural origins (Jesus, Gandhi, Martin Luther King, Eglantyne Jebb)</p> <p>Equality / social justice - recurring themes</p> <p>Roots of prejudice and discrimination analysed</p>	<p>Students are able to make informed decisions to access KS4/5 choices which prepare them for their career path</p> <p>Students are equipped with skills and attributes which allow them to adapt to new situations</p> <p>Students have an understanding of how their skills, aptitudes and interests fit opportunities in the employment market</p> <p>Students have the emotional intelligence and tenacity to succeed in a competitive employment market</p> <p>Students believe that they can aspire to play leading future roles within the economy and society</p>

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M*	<p>Students develop the ability to make reasoned moral and ethical judgements to underpin their future decision making</p> <p>Students develop literacy and numeracy skills</p> <p>Students develop ‘soft’ skills (confidence, motivation, self-awareness, communication, resilience, empathy)</p> <p>Students develop problem-solving ability, creative thinking, digital skills, independent working, fact checked research, teamwork and collaboration skills, which can all be applied in future careers</p>		
L*	<p>Students develop the ability to make reasoned moral and ethical judgements to underpin their future decision making</p> <p>Students are develop literacy and numeracy skills</p> <p>Students develop ‘soft’ skills (confidence, motivation, self-awareness, communication, resilience, empathy)</p> <p>Students develop problem-solving ability, creative thinking, digital skills, independent working, fact checked research, teamwork and collaboration</p>		

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	<p>skills, which can all be applied in future careers</p>		
<p>SMSC / Health</p>	<p>To develop student awareness of the wider world and broader humanity, together with a growing understanding of how they relate to it, locally, nationally and globally.</p> <p>To develop an acknowledgement of experiences outside our basic intellectual awareness, which inspire awe and wonder (S)</p> <p>To develop a response to the natural world and other humans (S)</p> <p>To develop a sense of moral responsibility towards others and towards the created world. (M)</p> <p>To enable students to make reasoned and informed responses to complex issues.(M)</p> <p>To enable students to explore how societies and groups function, and how they can contribute locally and to the wider world.(S)</p> <p>To support students to develop their own sense of identity and belonging, valuing themselves as well as others.(S)</p> <p>To foster an awareness of the impact that religious ideas and organisations have on society (C)</p>	<p>Opportunities to develop SMSC are woven throughout the RE Curriculum. Examples are shown below:-</p> <p>Spiritual</p> <ul style="list-style-type: none"> • Concepts of God / is there a God? • Attitudes to the created world • Mystery • Who am I? <p>Moral</p> <ul style="list-style-type: none"> • Martin Luther King and the Civil Rights Movement • Gandhi and non-violent direct action • War and Peace (Just War theory/ Pacifism/ Nuclear, Chemical and Biological Warfare) • Karma and re-incarnation • The roots of terrorism • The problem of evil and suffering • Crime and Punishment (should capital punishment be re-introduced / aims of punishment) • Human rights and responsibilities • Modern slavery / exploitation of the poor • Prejudice and discrimination (gender, race, disability, sexuality) • The Holocaust • Responses to persecution <p>Social</p> <ul style="list-style-type: none"> • Social justice • Family, society and relationships • Changing attitudes to sexuality in society and religion 	<p>Students will :-</p> <ul style="list-style-type: none"> • Become able to reflect on their own beliefs (religious or not) and worldview • Develop tolerance of, and respect for, different faiths, opinions and values • Develop a confident, open sense of fascination with the world around them and the people in it • Understand the value of imagination and creativity to the human experience • Develop a willingness and ability to reflect on the experiences of others (S) • Recognise the difference between right and wrong, and apply this understanding in their own lives • Understand the consequences of their behaviour and actions • Investigate and be able to offer reasoned views about moral and ethical issues, and appreciate

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	<p>To explore issues within and between faiths, developing an understanding of the cultural contexts which inform these standpoints and issues.(C)</p>	<ul style="list-style-type: none"> • Reasons for crime • Status of women in religion • The responsibilities of wealth • Charity <p>Cultural</p> <ul style="list-style-type: none"> • Festivals • Signs and symbols • Naming ceremonies • Actions as symbols of belief • Food laws eg kosher/terefah • Places of Worship and their evolving roles within the community • Pilgrimage 	<p>viewpoints which diverge from their own.(M)</p> <ul style="list-style-type: none"> • Develop a range of social skills which can be applied in different contexts • Show willingness to contribute to the school and local community, and to life in modern Britain • Be able to resolve conflict effectively • Engage with British values of democracy, law, individual liberty and mutual respect and tolerance of those with different faiths / beliefs(S) • Understand and appreciate the cultural influences that have shaped their own lives, and the lives of others • Understand and appreciate the range of different cultures in the school and further afield • Be able to recognise, and value, commonalities across cultural, religious, ethnic and socio-economic communities • Show willingness to participate in, and respond positively to, artistic, musical,
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				<p>sporting and cultural opportunities</p> <ul style="list-style-type: none"> • Demonstrate interest in improving their understanding of different faiths and cultural diversity, locally, nationally and globally (C)
Transition	<p>KS3 to KS4 transition is facilitated by increased use of tasks requiring consideration, construction and justification of differing arguments, as a foundation for use of the IFAC structure at KS4 Clear explanation of the GCSE course structure and content allows for informed decision option selection in Year 9.</p> <p>KS4 to post 16 transition is facilitated by the development of key and independent learning skills, familiarity with extended written tasks and encouragement to explore the range of very different syllabi offered by local post 16</p>	<p>Implementation is through schemes of work, explanation of GCSE structure and content, possible career routes, Guided Choices and Parents Evening discussions,</p> <p>Implementation is through schemes of work, visits to Post 16 providers, open days and evenings, careers event, taster days, liaison with academy careers adviser, discussions with parents/carers, signposting to subject specific websites which discuss RE and future careers</p>	<p>Consistent take up for GCSE RE, despite its omission from the EBacc.</p> <p>Numbers of students pursuing RE beyond Lakelands at A level</p>	