

The Quality of Education – Intent, Implementation, and Impact.

Religious Studies.

Intent – what we want to achieve

The aim of our curriculum is to provide a stimulating, varied and enriching learning experience to prepare students for life in a culturally diverse modern world. We aim to encourage enthusiasm for and interest in the study of other people’s beliefs and promote mutual respect, tolerance and understanding across different cultures and communities. To this end, students study the six major world faiths as well as having the opportunity to explore alternative world views. As well as learning the key beliefs, teachings and practices of the different religions, students will consider the influence of these beliefs on the lives of adherents and apply beliefs and teachings to a range of ethical and philosophical issues. The curriculum builds on knowledge from KS2, looking at religious concepts in greater depth and introducing students to new faiths, and prepares students for further study post 16 in RS or related subjects such as Philosophy.

To create *aspirational citizens*, our curriculum is:

- ambitious and rigorous.
- accessible for all.
- contextualised to help students see the relevance and impact of religions and world views,
- focused on British values and the school ASPIRE values.

To create *successful learners* our curriculum is:

- rich in knowledge and skills.
- carefully sequenced and scaffolded to be accessible to all.
- designed to prioritise reading, develop religious literacy and oracy skills.

To create *leaders and communicators* our curriculum:

- promotes effective communication through discussion tasks and targeted questioning.
- places literacy, diversity and SMSC at the heart of planning. Students are encouraged to use religious specific terminology, and routinely encourages to think about the social and moral impact of the beliefs discussed.

Students have opportunities to:

- learn about the 6 major world faiths, as well as alternative world views.
- consider the impact of beliefs and teachings on people’s behaviour and attitudes.

Students have opportunities to:

- express curiosity about a range of beliefs and world views.
- regularly revisit and embed key concepts through retrieval practice and assessment opportunities.
- weigh up evidence, develop chains of reasoning and evaluate.

Students have opportunities to:

- develop empathy and tolerance of other people’s beliefs.
- articulate their views through oral and written work.

Implementation – how we achieve it.

- Quality First teaching is delivered by subject specialists. Routine use of retrieval practice, targeted questioning, modelling and scaffolding ensures that the curriculum is accessible to all.
- High expectations for achievement, attitude to learning and engagement.
- Effective routine use of formative assessment to ensure student understanding and progress.
- Students explore diversity both within and between religious traditions.
- Prioritise reading, using a range of primary and secondary texts, including scripture, and employing strategies such as ‘controlling the game’ and ‘choral reading’.
- Interleave content where possible to embed concepts and reinforce common themes, leading to greater depth of understanding and a more synoptic view of the curriculum.

Impact – how we know we have been successful.

- Students are confident learners and communicators.
- Students develop knowledge and skills across the curriculum and achieve well.
- Students make good progress. GCSE results are consistently above national average. In 2023, 36.1% attained grades 9-7 (national average 30.6%) and 63.9% attained 9-5 (national average 61.3%).
- Students achieve qualifications which enable them to successfully move on to the next steps in education or employment.

SMSC Statement.

Knowledge of and respect for other people’s beliefs and values, and the ability to reflect on personal perspectives (religious or otherwise) is integral to the RS curriculum. Similarities both between and within faiths are recognised and celebrated. Students consider moral codes, for example in a year 9 unit of work ‘How do we know how to behave?’ and in a GCSE unit on ‘Religion, Crime and Punishment’. Lessons regularly involve group tasks and discussion work, promoting the development of social skills.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to support students from all backgrounds. Students study the six major world faiths as well as exploring alternative and non-religious world views. We ensure that students see themselves in the curriculum, whatever their worldview. Protected characteristics are included in a range of topics. For example, in a year 9 unit ‘Does religion promote or prevent equality?’ which involves discussion of prejudice and discrimination, and GCSE Theme A ‘Religion and Relationships.’ which discusses gender and sexuality.

British Values in the Curriculum.

Tolerance and respect of different faiths and beliefs is integral to Religious Studies. Individual liberty and the rule of law are frequently discussed, for example students compare sacred and secular laws and discuss challenges arising when these conflict, such as the statement in the Highway Code permitting Sikhs to wear their turban and not a crash helmet. Individual liberty is discussed in terms of human rights, and in relation to free will and judgement/afterlife. British Values are modelled in the way the curriculum is delivered to students and the way they work in the classroom.

Careers in the Curriculum.

Religious Studies teaches important life skills; it requires empathy, understanding of and respect for other people’s beliefs, and the ability to sustain a reasoned line of argument and evaluate objectively. As these skills are taught, links are made to careers where these

would be useful. When discussing medical ethics, such as organ donation or abortion the application of ethics in medical professions is discussed. When examining the Buddhist principle of Right Livelihood, links are made to jobs which would fit with this belief.