2q

Robyn Langdon

Southchurch High School

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – RE

Intent, Curriculum Map & Curriculum



Contents

[Whole School INTENT 1](#_Toc203508193)

[INTENT, IMPLEMENTATION & IMPACT 1](#_Toc203508194)

[CURRICULUM MAP 2](#_Toc203508195)

[KS3 Links and Intent 3](#_Toc203508196)

[KS4 Links and Intent 3](#_Toc203508197)

[END OF COURSE EXPECTATIONS 3](#_Toc203508198)

[NATIONAL CURRICULUM LINKS 4](#_Toc203508199)

[SMSC CURRICULUM LINKS 5](#_Toc203508200)

[Equality, Diversity and Inclusivity Links 5](#_Toc203508201)

# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

|  |
| --- |
| Intent:   * Our RE curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence, through contributing to society in their adulthood. It teaches the knowledge and skills which equip them for the opportunities and challenges of life, including decision making and finding their own personal views and attitudes on a range of different issues that are continuously contemporary. |
| **Implementation**  • Sequencing of the curriculum into themes  • Adaptive teaching (to take into account what is happening in the area that needs to be addressed)  • Extending opportunities for extracurricular and professional speakers |
| **Impact**  • All students will be equipped to make a positive contribution to society |

# CURRICULUM MAP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | **Christian Beliefs**  An introduction into the fundamentals of Christian beliefs  **Assessment -end of unit test** | **Christian Beliefs**  An introduction into the fundamentals of Christian beliefs  **Assessment -end of unit test** | **Christian Practices**  An introduction into the fundamentals of Christian Practices  **Assessment -end of unit test** | **Christian Practices**  An introduction into the fundamentals of Christian Practices  **Assessment -end of unit test** | **Judaism**  An introduction into the fundamentals of Jewish beliefs  **Assessment -end of unit test** | **Judaism**  An introduction into the fundamentals of Jewish beliefs  **Assessment -end of unit test** |
| **Year 8** | **Hinduism**  An introduction into the fundamentals of Hindu beliefs and practices  **Assessment -end of unit test** | **Hinduism**  An introduction into the fundamentals of Hindu beliefs and practices  **Assessment -end of unit test** | **Sikhism**  An introduction into the fundamentals of Sikh beliefs and practices  **Assessment -end of unit test** | **Sikhism**  An introduction into the fundamentals of Sikh beliefs and practices  **Assessment -end of unit test** | **Religion and Art**  A unit to explore how religion can be expressed in art and where it can not  **Assessment -end of unit test** | **Religion and Art**  A unit to explore how religion can be expressed in art and where it can not  **Assessment -end of unit test** |
| **Year 9** | **Islamic Beliefs**  An introduction into the fundamentals of Islamic beliefs  **Assessment -end of unit test** | **Islamic Beliefs**  An introduction into the fundamentals of Islamic beliefs  **Assessment -end of unit test** | **Islamic Practices**  An introduction into the fundamentals of Islamic Practices  **Assessment -end of unit test** | **Islamic Practices**  An introduction into the fundamentals of Islamic Practices  **Assessment -end of unit test** | **Evil and Suffering**  A unit to explore the key concepts behind evil and suffering and how it can affect peoples belief in God  **Assessment -end of unit test** | **Evil and Suffering**  A unit to explore the key concepts behind evil and suffering and how it can affect peoples belief in God  **Assessment -end of unit test** |

# KS3 Links and Intent

* [**Key Stage 3 National Curriculum Topics**](https://www.thenational.academy/teachers/programmes/rshe-pshe-secondary-ks3-l/units)
* The KS3 RE curriculum at Southchurch principal aim is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The content includes the recommendations from SACRE Southends Religious education curriculum development team.
* The SACRE document can be found on the RE shared area and here. https://southendlearningnetwork.co.uk/Article/71611
* Three key areas are studied these are; Believing, Expressing and Living
* Year 7 study Christianity, and Judaism
* Year 8 study Hinduism, Sikhism and religion and art
* Year 9 study Islam, Evil and suffering looking at Christian, Islamic, Jewish and Buddhist views.

# KS4 Links and Intent

GCSE RE curriculum specification

https://www.eduqas.co.uk/media/wpojjvm0/eduqas-gcse-rs-spec-full-from-2016-e-14-05-2020.pdf

**KS5 Links**

[A-Levels (Philosophy and Ethics)](https://www.aqa.org.uk/subjects)

* Key Stage 5 Students would go on to study Philosophy and Ethics A Level.

# END OF COURSE EXPECTATIONS

The aims and objectives of the PSHE are to enable students to:

* Know about and understand a range of religious and non-religious worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
* Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.
* Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
* Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can: explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.
* Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
* Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can: investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
* Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people’s lives.

# NATIONAL CURRICULUM LINKS

|  |
| --- |
| **Purpose of Study**  RE is a necessary part of all pupils’ education and is an important part of student’s lives. PSHE is not an assessed subject but has a high expectation to cover a range of different topics to address any issues that are raised. RE’s principal aim is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. |
| **Aims of Study**  SACRE aims to ensure that all pupils know:   * Do we need to prove God’s existence? Religious and nonreligious worldviews e.g. Humanist * The Buddha: how and why do his experiences and teachings have meaning for people today? * Does living biblically mean obeying the whole Bible? * What is so radical about Jesus? * Is death the end? * Why is there suffering? * How can people express the spiritual through the arts? * How are Sikh teachings on equality and service put into practice today? * What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? * Should happiness be the purpose of life? * Does religion help people to be good? |
| **Religious Education National Curriculum Links**  [**Agreed Syllabus for Religious Education**](file://vm-srv-file02/Staff_Folders$/cgrover/Downloads/RE%20Syllabus%202018-2023%20Extract.pdf)  [**Religious Education in English Schools: Non-Statutory Guidance**](https://assets.publishing.service.gov.uk/media/5a7adb3ce5274a34770e7953/DCSF-00114-2010.pdf) |

# SMSC CURRICULUM LINKS

|  |
| --- |
| **Spiritual development**  Through the topics we study, students learn about a variety of different faiths and their belief systems and are taught how to respect these. We explore the impact of conflict from disagreements over religions and cultural practises which are embedded. Students are encouraged to respect others' beliefs and cultures regardless of difference. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative. |
| **Moral development**  Pupils are faced with moral decisions throughout the RE curriculum, through the topics that are covered. Students are encouraged to understand and accept the different viewpoints of others and understand when they are wrong and the consequences as a result of their actions. Within the classroom and the wider community, the pupils are expected to show respect to others and take responsibility for their own actions and for those around them. |
| **Social development**  Pupils are asked to share their thoughts and feelings with others in RE lessons. Students are also asked to share these with the rest of the class to form the basis for  discussions and debate in the classroom. This promotes oracy skills and builds students’ confidence to express themselves. |
| **Cultural development**  Pupils are taught that their RE work, and opinions should be sensitive to the needs and beliefs of others to ensure they do not cause offence, which is structure and advised in lessons. Pupils must consider how their actions and opinions can impact the world around them. Students are encouraged to understand that culture encompasses different aspects of people's lives and that diversity should be celebrated where applicable. We study many religious cultures and examine how they are different to our own. |

# Equality, Diversity and Inclusivity Links

|  |
| --- |
| **Aims**  Within the different topics on the RE curriculum, we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. This is embedded throughout the curriculum and have included topics to ensure that issues are addressed, and students feel included. We study all 6 of the worlds main religions and non-religious views.  During lessons, we ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students, religion, ethics and the wider world around them. |