

Religious Education Curriculum Statement

King's Academy Binfield and King's Academy Oakwood

This document sets out the Religious Education curriculum that we have selected as most appropriate for our students that will support them to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage'. This document has been created with close reference to the Pan Berkshire Agreed Syllabus 2018-2023, ensuring that the required beliefs systems and expected outcomes are considered.

Intent

In line with the Humanities department, the religious education curriculum at King's Academy Binfield and Oakwood holds two key aims. Firstly, we aim to teach students to operate academically as theologians and philosophers. Secondly, we want students to become participatory British and global citizens, who are able to contribute to their communities in a knowledgeable and effective manner.

The curriculum draws on a number of strands of academia, including Theology, Philosophy and Sociology. It also operates within the framework of the Humanities department, so that students' Historical and Geographical knowledge is both informed by and informs their learning in RE. The curriculum is built on the three key ideas drawn from the Agreed Syllabus:

- Believing - key beliefs that underpin worldviews.
- Belonging - communities that are formed between those who share beliefs.
- Behaving - how beliefs and worldviews shape people's behaviour.

The curriculum initially focuses on key knowledge about specified religions, before moving through a series of key questions that enable students to explore the experience of others' beliefs, communities and practices, before considering their own. In this way, students are able to both learn **about** a range of religions and worldviews, as well as being able to learn **from** these perspectives. They are also actively exposed to religious texts and philosophical ideas so that they can draw their own interpretations and form their own answers to these.

Students are exposed through the curriculum to the diversity of perspectives on life, spirituality and purpose. This comes both through the placing of beliefs in a local and global context. Students are shown beliefs in a local context so that it is meaningful and relatable for them, as well as giving them the tools and locations to explore different beliefs themselves. Students are also shown a diverse range of perspectives from elsewhere in the world, so that they are better prepared to understand and relate to those from contexts different to their own.

Finally, the curriculum allows students to develop as learners, placing emphasis on critical thinking and communication, especially oracy. The way in which the curriculum is both structured and taught, enables students to progress in these areas, as they come across increasingly complex problems and encounter different belief systems. The opportunities given to students by the curriculum allows them to acquire skills which are transferable not

only to other areas of the curriculum, but can also be applied to challenges that they will come across in their future.

Implementation

EYFS

During their time in our nursery and reception classes, students are taught about many important religions and religious festivals such as Christmas, Easter, Diwali, Eid and more. Learning in EYFS is matched to the EYFS framework and RE teaching ensures that it strengthens the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

During EYFS RE teaching is experiential and thematic linking to many areas of the EYFS curriculum and meets the 'Understanding of the World' ELG of: " Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ."

KS1 and KS2

R.E. is taught weekly, in Ks1 lessons are 60 minutes and in Ks2 lessons are 80 minutes in length. High quality teaching and learning which constantly links back to prior learning ensures that students learn subjects in sufficient depth and remember what they have learnt.

Our RE curriculum map is detailed and allows staff to ensure that they are covering key learning during their RE topics in their medium term planning and lessons. Staff have a clear understanding of what comes before and after their year groups as this is evidenced on the curriculum map with detailed and sequenced learning so that pupils develop secure long-term understanding, building on what they have learnt before.

Students are also aware of what they have learnt before through 'do now' tasks used at the start of every lesson which link back to prior learning, skills and vocabulary and also because constant links are made to previous topics within lessons. At the start of their RE learning for the term, the students have a front sheet in their book outlining the key skills and knowledge they will be taught as part of the topic.

Students are assessed on key questions and concepts throughout their learning, while being expected to draw on key knowledge to support their reasons. After each topic, students will be assessed against the key skills and knowledge listed on the curriculum map and will be supported with intervention to sessions to plug any gaps in their knowledge. In addition, formative assessment and feedback is a crucial part of lessons, with students' being assessed through questioning, regular low stakes testing and feedback on their work.

Trips are organised to different places of Worship dependent on the learning of each year group.

KS3

Students are taught for 2x 50 minute lessons every week. Throughout their lessons they will engage in enquiry led learning, with students using knowledge and thinking from a series of lessons to answer questions posed around the big questions within the Agreed Syllabus.

Units are sequenced..... So that students first build knowledge about key religions. They not only learn about practices, but the beliefs that underpin these. The sequence then moves students to considering a big question, which allows them to apply their understanding about the religious beliefs they are learning about, before having time to reflect and draw their own conclusions on the topic.

Assessment is a key part of students' learning with summative assessments being built on all of the curriculum work being outlined above. Students are taught tested on key questions and concepts, while being expected to draw on key knowledge to support their arguments. Assessments do not follow a particular model but are suited to the particular unit which students are studying. Following summative assessments, students are given careful guidance in how to develop as a RE student. In addition, formative assessment and feedback is a crucial part of lessons, with students' being assessed through questioning, regular low stakes testing and feedback on their work.

Along with the structure of the curriculum, the department's pedagogy is a key way in which our intent is implemented:

- Low stakes testing. To aid with this chronology and knowledge building, knowledge recall activities are an important part of our implementation, with students being asked to regularly recall knowledge through quizzes, timelines and recall activities. This allows teachers and learners to reflect on the progress being made in the classroom.
- Homework. Along a similar theme, students are given regular recall homework which develops students recall and improves their application in lessons.
- Vocabulary. Students will be taught key vocabulary and this will be revisited over time, so that their understanding of concepts and terminology can be developed. Students will also be given 'the language of the discipline' so that they can begin to create their own historical arguments.
- Opportunities. Students will be given opportunities within the classroom to experience the diversity of their planet, including analysing a range of locational problems and hearing a range of experiences. Teachers plan and support tasks in a way that allows all to be enriched by these experiences.

Finally, the department approaches students' development in RE in a holistic manner. We value trips and speakers as crucial in helping students 'see' religion and worldviews in a meaningful way, allowing them to pose questions, gain valuable cultural experiences and see a range of ways in which spirituality can be practiced. Students are encouraged to participate in the faculty's clubs which help develop critical thinking, rationale arguments and wider awareness of the world around them. The department also runs RE specific events and uses further reading lists so that RE is a key part of Academy life and students have opportunities to explore the breadth of religion and worldviews outside the classroom.

KS4

Students are given the opportunity to study GCSE RE and are taught in 6 lessons per fortnight.

Students who choose GCSE RE will study the AQA qualification. This has been selected so that students are both able to compare and contrast two of the country's most significant religious groups (Christianity and Islam), as well as see the value of religion in British society. In addition, students will be able to look at a number of pertinent and contentious issues in society, analysing a range of religious and non-religious perspectives, before drawing their own conclusions. This allows students to become informed and reasoned thinkers, who can contribute effectively to wider society.

Alongside their study for the GCSE examination, students will be provided with plenty of opportunities to 'learn beyond the exam'. Direct links to learning at KS3 are made, which is important, as the GCSE only requires the study of 2 religions, but to be effective members of society, students must be aware of a range of religious opinions. In addition, students are provided with further reading and watching resources to enhance their learning.

Homeworks are used to support students' learning, as they focus on recall of material, using notes, knowledge organisers, quizzes and online platforms. In addition, they are used to consolidate students' learning through examination practice.

As well as our GCSE RE offer, all students will continue with their study of RE in compulsory, non-assessed RE lessons. These are taught by a specialist and are carefully planned so that students continue studying a range of worldviews, with a particular focus on issues facing the modern world. This continued study of RE not only allows students to continue their religious and moral development, but also be further prepared to be active citizens once they leave the academy.

Impact

Learners complete the relevant key stage with a keen interest in religious practices and philosophical thoughts, as well as a deeper understanding of a range of worldviews and perspectives. They are able to recall key knowledge from their study and also apply it to a number of theological and philosophical questions, which is measured through both assessments and through the regular low stakes retrieval practice. Learners have also developed the skills and thought processes that allow them to reflect on their own views on a number of important issues.

At the end of each key stage, students are fully equipped with the skills, knowledge and understanding they need to embark on further study, whether in a theological, philosophical or sociological context. They have shown progress in the key concepts, which is measured through a range of formative and summative assessments.

By the end of KS4, students are prepared for successful study at A Level, as well as achieving good progress in their national assessments. Students are also prepared and able to express their own perspectives on important issues, as well as listen and engage with the perspectives of others.

Finally, the department also expects to see students engaged in learning outside the classroom. Whether this be through the trips offered at each key stage, external speakers, clubs or wider reading, the department will be able to see an impact in the engagement with these extra opportunities. There will be a range of groups represented in these opportunities to help all access the richness of the world around them.