

## Subject: Religious Studies, Curriculum staff: AAT (DOS)

**Curriculum Intention statement:** Here at the Scarborough UTC we believe that the teaching of Religious Education is an exciting and fundamental subject to give our students deep knowledge of Christianity, Judaism, Islam, Hinduism, Buddhism, not excluding humanism and atheism. Our curriculum design is based on the DFE guidelines of 2021 and the recent Ofsted Research Review, therefore students will benefit from a broad and balanced curriculum that is appropriately sequenced to ensure secure core knowledge as well as the skills. Students will have the ability to respond to philosophical and ethical questions using a range of “ways of knowing” (Ofsted Research Review) which includes studying religions through multiple disciplines such as a historical and literary lens. Consequently, students will be able to articulate informed arguments using reasoning skills and evidence in both written essays and verbal presentations. The teaching of R.E. in Year 9 will lead to an opportunity for half a G.C.S.E by completing the R.E. Short Course that begins in Year 10.

Y9 Intention	KS4 Intention (What’s the point of KS4? its purpose)
<p>Our Y9 curriculum sets out the foundational substantive and procedural knowledge that will be developed in KS4.</p> <p><b>Content and concepts</b> Do pupils know more of an expanding domain of content about religion, including non-religious traditions?</p> <p>Although contested and debated, content choices set out the ‘journey’ of the curriculum. These may be grouped in different ways, but do contain:</p> <ul style="list-style-type: none"> <li>• Knowledge that builds up pupils’ concept of what religion is</li> <li>• Specific religions &amp; non-religious worldviews, e.g: Abrahamic: Judaism, Christianity, Islam Dharmic: Hinduism, Buddhism, Sikhism NRWVS: e.g. Humanism</li> <li>• Acknowledgement of the ‘fuzziness’ between religions (the boundaries are not always fixed!)</li> <li>• Acknowledgement of diversity within religions and non-religious worldviews</li> <li>• Attention to a range of RE concepts: Concepts specific to particular traditions, e.g. ‘covenant’ in Judaism; ‘atman’ in Hinduism; ‘incarnation’ in Christianity’ Concepts which enable understanding of religion generally, e.g. ‘worship’/‘pilgrimage’ Pertinent human concepts, e.g. ‘authority’</li> <li>• Sufficient encounters with concepts in religious stories, texts, festivals, traditions, testimonies or doctrines for pupils to build ‘mental models’ of such concepts</li> <li>• Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion</li> <li>• Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. ‘salvation history’ in Judaism, Christianity and/or Islam) Remember: Ed Act 1996 Section 375(3): the curriculum should reflect the fact the religious traditions in GB are in the main Christian whilst taking into account the teaching and practices of the other principal religions represented in Great Britain.</li> </ul> <p>Students read collaboratively as a class where reading fluency is modelled by the teacher, but also independent reading for pleasure is provided for in each lesson so students get into positive ‘habits of reading’ where they can eventually actively seek out various genres etc. independently. Barriers to reading independently are tackled in this year through 1:1 bespoke Thinking Reading intervention, and through the teacher supplying students with accessible texts.</p>	<p>Aims and objectives WJEC Eduqas GCSE Religious Studies (Short Course):</p> <ul style="list-style-type: none"> <li>• develops students’ knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism</li> <li>• develops students’ knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying</li> <li>• develops students’ ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</li> <li>• provides opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</li> <li>• challenges students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community. Following this specification will enable learners to:             <ul style="list-style-type: none"> <li>• deepen their understanding of the relationship between people</li> <li>• become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed</li> <li>• demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian</li> </ul> </li> <li>• understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs, such as Atheism and Humanism.</li> </ul>
KS3 Core curriculum knowledge covered	Exam (Ks4) curriculum knowledge covered
<p>Disciplinary knowledge: methods ‘ways of knowing’ Disciplinary knowledge: ‘personal knowledge’ Scope: knowledge in RE Does the RE curriculum pay meaningful attention to ‘categories of knowledge’ in RE?</p> <ul style="list-style-type: none"> <li>▪ Substantive content and concepts (1)</li> <li>▪ Disciplinary knowledge: methods (‘ways of knowing’) (2)</li> <li>▪ Disciplinary knowledge: personal (‘personal knowledge’)</li> </ul>	<p>Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination: 1 hour 50% of qualification Candidates will study the following two themes. All questions are compulsory. Theme 1: Issues of Relationships Theme 2: Issues of Life and Death This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes</p>

<p>(3) Does the RE curriculum develop pupils' knowledge about the ways in which knowledge of religions is formed? Pupils will encounter a range of different claims from within religion (e.g. 'the Qur'an was revealed to the Prophet by the Angel Jibril' in Islam) or about religion (e.g. 'Europe is becoming more secular'). The curriculum ought to equip pupils with:</p> <ul style="list-style-type: none"> <li>• Knowledge of how claims came about (e.g. on the basis of an interpretation of a holy book? On the basis of an historical account? On the basis of tradition? On the basis of family or social customs?)</li> <li>• Knowledge of different scholarly methods for studying religion (e.g. logical argument in philosophy; qualitative analysis in the social sciences; interpretation in theology). The subject content will require the right 'tools for the job'. Knowledge of these 'tools' is knowledge of methods</li> </ul> <p>When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions.) The curriculum ought to build:</p> <ul style="list-style-type: none"> <li>• Pupils' self-knowledge (selfawareness) of the assumptions they bring when they think about religion. (e.g. when studying 'loyalty' and 'duty' in Hinduism, contrasting the assumptions pupils have about loyalty and duty with how they appear in Hinduism).</li> <li>• Pupils' personal knowledge of their own position (e.g. pupils who consider themselves 'notreligious' can consider the ways they embrace secularism or humanism.) Note: This is NOT the same as pupils sharing opinions uncritically</li> </ul>	<p>Component 2: Study of Christianity Written examination: 35 minutes 25% of qualification Candidates will study the beliefs and teachings of: Christianity This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content</p> <p>Component 3: Study of a World Faith Written examination: 35 minutes 25% of qualification Candidates will study the beliefs and teachings of one world faith from the following list: either Option 1: Buddhism or Option 2: Hinduism or Option 3: Islam or Option 4: Judaism or Option 5: Sikhism.</p> <p><b><i>For 2024, our cohort will focus on Judaism.</i></b></p>
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<b>Mutually beneficial curriculum connections</b>	<b>Mutually beneficial curriculum connections</b>
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<p>Religious studies supports English and PD as well as the Humanities Wider reading improves reading ages and thus benefits all disciplines.</p>	<p>Religious studies supports English and PD as well as the Humanities Wider reading improves reading ages and thus benefits all disciplines.</p>
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<b>How and where specifically this subject's curriculum contributes to the 'wider' development of learners?</b>			
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Subject Specific Skills	Wider Learning Skills	Personal Attributes support learning	Preparation for Adult Life
<ul style="list-style-type: none"> <li>• Knowledge of how claims came about (e.g. on the basis of an interpretation of a holy book? On the basis of an historical account? On the basis of tradition? On the basis of family or social customs?)</li> <li>• Knowledge of different scholarly methods for studying religion (e.g. logical argument in philosophy; qualitative analysis in the social sciences; interpretation in theology). The subject content will require the right 'tools for the job'. Knowledge of these 'tools' is knowledge of methods</li> </ul>	<p>Develop memory and sequential links amongst disciplines and sequences of study in order to see the bigger picture. Develop metacognition through activities that engage and challenge thinking and tackle complex problems.</p>	<p>Understanding of social movements and the impact on people and place through time to help them understand and appreciate the British Values and Protected Characteristics.</p>	<p>Teaching of writing and speaking evaluatively. Orally weighing up arguments.. Teaching the importance of understanding audience, purpose and format. Work on the use of rhetoric to enhance compositions needed for employment as well as public speaking. Explaining how the cultural literacy gained can be used to promote social mobility.</p>
Cultural Capital	Disciplinary Literacy	British Values	Promotes the Equality Objectives
<p>Speak Out workshop to develop oracy. Trips around the local areas to places of worship. Speakers from a range of faiths to visit. Additional stretch and challenge lectures each term.</p>	<p>Bespoke vocabulary anthologies covering both tier 2 and 3 vocabulary relevant to each learning phase. Also, further plans to reintroduce word of the week using Geoff Barton's 100 word list. Use of 'speak/write like a scholar' and 'say it in five'. Modelling reading fluency with plans to consider 'echo reading'.</p>	<p>All 5 values are referenced in the SOL, particularly Respect and Tolerance. All Protected Characteristics are addressed through the lenses of differing faiths, especially Sex, Sexual orientation, Gender Reassignment</p>	<p>Our curriculum promotes a curiosity in how religions and faiths have and do reflect society, challenge ideas, and offer alternative ways of seeing the world. It promotes that all. Through the rigour of teaching the 4 modalities of the discipline, we give everyone a chance to be critical thinkers and convey their ideas in an array of compositions, including spoken. This means that everyone can be a religious scholar and use it to shape the world around them.</p>

