

Religious Studies



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

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Intent:

The Religious Studies department at Hutton Grammar is dedicated to helping students understand the world around them. Building on the rich Christian heritage of our school and our Christian ethos, we aim to deepen their knowledge and understanding, primarily of the Christian faith in KS3, but inclusive of all major world faiths. By KS4 Christianity and Islam is studied in depth at GCSE standard, with an option to further their Religious Studies at A Level.

We aim to equip all students with the ability to think for themselves as they study philosophical, theological and social issues. To be open minded to other points of view and to identify and challenge misconceptions and prejudice. To listen to each other and not be afraid of making their own voice heard, justifying their viewpoint with reasoned consideration. We aim to encourage students to be critical thinkers and develop their literacy ability in order to debate controversial issues without causing offense to others.

We want students to be inspired by Religious Studies, motivated to make a positive difference in the lives of those around them. Religious Studies aims to give them confidence to be courageous advocates for those who suffer injustice and discrimination.

We want all students to aim high and progress to be the best they can be, whatever their situation or starting point. Academically, by reaching and surpassing their expected banding or grade. Personally, by becoming good, respectful and

caring individuals we would be proud to call 'Huttonians', who will continue to be hard working, decent, honest young adults who are well placed to leave the school and make a positive contribution to society. This is at the heart of the school's mission, taken from Colossians 3:23 'whatever you do, do it with all of your heart' and also in the Religious Studies scripture, "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Matthew 7:12.

Religious Education Programmes of Study: Key Stages 3 & 4

The Importance of Religious Education

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

It develops students' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to the ultimate questions. It offers opportunities for personal reflection and spiritual development. It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence and impact of religion on individuals, families, communities and cultures.

Religious Education encourages students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. Through Religious Education students are encouraged to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. It challenges students to reflect on, consider, analyse, interpret and evaluate issues of faith, truth, belief, and ethics and to communicate their responses.

Religious Education has an important role in preparing students for adult life, employment and lifelong learning. It enables students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice.

The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE

As a member of the Blackburn Diocesan family of schools Hutton Church of England Grammar School follows the Diocesan's 'Illuminating Pathways' syllabus

Aims

The aims of Religious Education in church schools and academies, as informed by the Statement of Entitlement for Religious Education, are:

- to enable students to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- to enable students to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- to develop understanding of religious faith as the search for and expression of truth;
- to contribute to the development of students' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

The outcomes for students at the end of their education in church schools or academies are that they are able to:

- think theologically and reflect critically on ultimate questions;
- reflect critically on the truth claims within religions and beliefs;
- analyse, interpret and apply sacred texts, particularly the Bible;
- recognise that faith is commitment to a particular way of understanding and responding to God and the world;
- analyse and explain the varied nature and traditions of the Christian community;
- make a well-informed response to Christianity;

- respect those of all religions and beliefs in their search for meaning;
- reflect critically on shared and diverse beliefs and practices*

* DBE Services Framework for Religious Education revised 2018

Assessment Objectives

Church schools and academies will deliver Religious Education through two assessment objectives, these are based on the recommendations from Ofqual (The Office of Qualifications and Examinations Regulation) for the teaching of religious studies, at GCSE. However, these are recommended for use within Key Stage 3 for the development of key skills in Religious Education. <https://www.gov.uk/government/publications/assessment-objectives-ancient-languages-geography-and-mfl/gcse-as-and-a-level-assessment-objectives>

The assessment objectives for Religious Education set out the knowledge, skills and understanding that students of differing abilities are expected to achieve.

There are two assessment objectives for Religious Education, each supporting the aims of the subject. The two assessment objectives are sometimes distinct in planning, but interwoven in good teaching:

AO1 Demonstrate knowledge and understanding of religion and belief including:

religious beliefs, practices and sources of authority, the influence of religion on communities, individuals and society and the similarities and differences within and/or between religion and beliefs. Students shall be enabled to develop their knowledge and understanding of their own and others' beliefs and how they relate to each other. It also includes the study of the nature and characteristics of religion. It involves enquiry into, and investigation of, beliefs, teachings and ways of life, sources, practices and forms of expression as well as the skills of interpretation, analysis and explanation. Students learn to communicate their knowledge and understanding using specialist vocabulary and identify and develop an understanding of ultimate questions and ethical issues.

AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence:

Students shall develop their skills of application, interpretation, analysis and evaluation of what they learn about religions. As a result, students will learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and

truth, and values and commitments, further developing students' reflection on, and response to, their own and others' experiences in the light of their learning about religions.

The Illuminating Pathways Programme of Study, as linked to the DBE Services Framework, recognises the extensive changes that have taken place in relation to assessment criteria and assessment of pupil progress. As a result, many schools have taken the decision to move away from level descriptors and replace with 'I can' statements or another system. However, there have been a number of suggested strategies for use in Religious Education. There are some examples of how assessment criteria have been expressed in Religious Education can be found, in the DBE Services Appendix 7 and the 'I can assessment statements' within this programme.

Religious Education is most effective when these two assessment objectives are closely related in the learning experience.

Curriculum Map:

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
7	Does God exist?	What does it mean to belong?	Where in the world is Christianity?	What does it mean to be a person of faith? Judaism	What does it mean to be a person of faith? Christianity & Islam	What does it mean to be a person of Faith? Hinduism
8	How does society and the media portray Islam?	How does society and the media portray Islam?	Is it fair?	How do sacred texts help people in times of crisis?	How do sacred texts help people in times of crisis?	What does it mean to be a Sikh in modern day Britain?
9	Is there an afterlife? (Buddhism)	What does it mean to be a good steward in the 21st century?	Why should we commemorate the Holocaust?	Does God exist?	Does God exist?	What is the value of revelation?
We follow the AQA GCSE Specification A						
10	Islamic Beliefs and Teachings	Christian Beliefs and Teachings	Religion, Crime & Punishment	Religion, Peace & Conflict	Islamic Practices	Islamic Practices
11	Christian Practices	Christian Practices	Religion & Life	Religion & Life / Exam Preparation		

We follow the Edexcel A level specification						
12	Philosophy of Religion New Testament Studies	Philosophy of Religion New Testament Studies		Philosophy of Religion New Testament Studies	Philosophy of Religion New Testament Studies	Philosophy of Religion New Testament Studies
13	Philosophy of Religion New Testament Studies	Ethics New Testament Studies		Ethics New Testament Studies	Ethics Exam preparation	

For additional course & curricular information please see:

A Level: Sixth Form Course Booklet (Sixth Form Course Booklet Tab