

Intent statement Religious studies

Principal aim of religious education is to explore what people believe and what difference this makes to how they live so that pupils can gain the knowledge, understanding and skills to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Leicestershire Agreed Syllabus for RE 2021 – 2026.

Religious Studies is the study of Religious beliefs and Practices and how these beliefs influence their followers. The study of PRE is an essential component of a broad and balanced curriculum. By developing student's knowledge and understanding of a range of religious beliefs and practices, traditions and their influence on individuals, communities and societies, it empowers our students to consider and respond to a range of questions related to their own spiritual development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

At the Cedars Academy, we want our pupils to be the best they can be. Religious Studies gives opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs of others as well as reflecting on one's own experiences.

We study a variety of issues over a 5-year curriculum. A religious studies pupil at Cedars Academy will develop skills to evaluate and debate, discuss and analyse, question and discover, and learn more about the world in which they live. What could be more exciting than this? In addition, the purpose of Religious Studies is to promote the spiritual, moral, social and cultural development and to prepare all students for the opportunities, responsibilities and experiences of the present and their future.

Implementation:

In Religious Studies, we believe in equipping our students with the knowledge to confidently tackle philosophical and ethical questions. To do this we focus on teaching a knowledge -rich curriculum which develops student's knowledge of key concepts to develop informed debate and analysis of key issues. Our teaching is responsive to the needs of our students, ensuring that students have secure knowledge and understanding of key concepts. Our curriculum offers opportunities to develop and practise knowledge and understanding. This secures their learning, ensuring students can make connections between existing and new knowledge. We are developing our teaching to be underpinned by metacognitive behaviours, encouraging and facilitating all students to take ownership of their own learning. This is done through modelling, metacognitive talk, appropriate challenge, effective use of vocabulary and feedback, questioning, independent practice and retrieval.

Our curriculum follows a cohesive timeline so the flow is logical and builds on prior knowledge in a coherent way. There is also a planned approach to the connections and links that can be made between subjects, particularly those within Humanities.

Key Skills

Explanation	Discussion	Enquiry	Evaluation	Analysis
Being able to clearly explain key ideas using evidence and reasoning. A key part of the end of topic assessment is explanation.	Critically analysing key ideas and sharing them with the class in a clear manner. Debating different viewpoints on current affairs and wider issues.	Examining concepts and ideas. Asking probing questions. Investigating Key themes from different religions. Reflect on the three strands from the LAS, believing,	Assessing both sides of the argument and reaching a clear conclusion. Considering different points of view and critiquing the arguments.	Breaking down concepts into their component parts. Analysing key texts from Religions. Analysing sources.

		expressing and living.		
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Curriculum Overview

Year 7	Topic 1 How did we get here? – 6 Lessons The start of creation seems like a great place to start our learning! A study into theories of creation, both religious and scientific in order to launch an investigation into whether science and religion are in conflict	Topic 2 Should we care for the World? – 6 Lessons Building on the previous topic we investigate the role of humans on earth from a variety of religions. Students will study how these religious beliefs are practiced. This will then lead to a study of ethical and philosophical debate around religious responsibility towards a sustainable world and towards the care of animals.	Topic 3 How should we treat other people? – 12 Lessons After considering the role of humans on earth this topic will consider how this stewardship transpires to other humans. We will look across the religions to consider different teachings and practices which encourage kindness and equality and how these are practiced within religion.	Topic 4 Core Values and Beliefs - 12 Lessons Abrahamic Religions. The objective of this topic is to identify key religious beliefs of the Abrahamic Religions. To find similarities and differences between Abrahamic Religions and evaluate the commonalities between the Abrahamic religions.	
Year 8	Topic 1 Politics – Government and Democracy	Topic 2 Judaism	Topic 3 Financial Literacy	Topic 4 Drugs and Alcohol Education	Topic 5 Rites of Passage
Year 9	Topic 1 Does God exist?	Topic 2 Sex and Relationships	Topic 3 Medical Ethics	Topic 4 Britain is a Diverse Society – British Values.	
Year 10	Topic 1 Britain – Diverse Society	Topic 2 Crime	Topic 3 Relationships	Topic 4 Work places and Work placements.	
Year 11	Topic 1 Britain a Diverse Society	Topic 2 College Applications and CV's	Topic 3 CV's	Topic 4 Relationships	

Timetabling

All Year groups have – 2 lessons per fortnight.

Key Stage 3

Our curriculum is taught with a mixture of linear and thematic learning, giving students the chance to learn, use and compare new concepts as well as enhance their understanding and skills in the wider worlds. These transferable skills will support study of the discipline at Key Stage 4.

Key Stage 4

Learners should be aware that Britain has a diverse range of religious and non-religious traditions and beliefs. At Cedars our pupils' study philosophical issues and students are encouraged to engage and reflect with their own beliefs and those which differ with deep respect. They are expected to make rigorous comparisons between beliefs to facilitate a greater tolerance for beliefs which differ from their own. Students are also expected to make historical and cultural connections between religious viewpoints and their origins which shows how these beliefs are interconnected. Learners are provided the opportunity to analyse the validity of viewpoints and how persuasive they find them. They are asked to justify their viewpoints on ethical dilemmas showing that they have considered a variety of religious and non-religious viewpoints.

Year 10 will understand:

- Britain's diverse society.
- Crime
- Relationships.
- Work and work placements.

This builds on the work carried out by tutors in the Tutor periods for PSHE and SMSC, and this is not an examined course. It builds on topics covered at KS3 whilst also preparing students for the next steps post-16.

Year 11 will understand:

- British Diversity, building on previous years learning.
- How to complete a College application and write a CV.
- Relationships and peer on peer abuse.

This builds on the work carried out by tutors in the Tutor periods for PSHE and SMSC, as this is not an examined course. It builds on the topics covered at KS3, whilst also preparing pupils for the next steps post-16.

Assessment

RS at Key stage 3 and 4 students are assessed every half term and in line with the Cedars marking and feedback policy, which is reported to parents through the data snapshots. KS4 students are given an effort level, which reflects their attitude and approach to their lessons and out of classroom learning. At Key Stage 3, students are given both an effort grade and an attainment level. The attainment level is based on the 'Beginning, Working Towards and Secure' model and reflects the student's attainment levels within the topics covered. Students are assessed against criteria relating to understanding a range of religious beliefs and practices, traditions and their influence on individuals, communities and societies as well as responding to a range of contentious issues.

Intended Outcome

In Religious Studies we define success as 'being ready to take on the world'. Because it is a rigorous and demanding academic subject, it engineers critical thinking and rigour in our students. Our curriculum creates opportunities for our young people to develop their skills of dialogue, interpretation and analysis in a coherent context. All these are vital skills in a modern workforce where communication, cooperation and collaboration are core skills.

In Religious Studies, students learn to respect themselves and understand their own identity, to respect others and learn the rights of others as well as the rights and responsibilities of people within our society. At a time when



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communities are becoming more diverse there is a need for religious literacy to move towards a more tolerant society.

An education in Religious Studies opens doors to students. It may offer the opportunity to specialise in a specific field of religious studies such as political science, philosophy and the law which lead to a wide range of industries such as business, government, medicine, non-profit, counselling, careers within the law and lecturing.