

## CURRICULUM OVERVIEW

### INTENT

At Orange Tree, we provide a wide and varied Religious Studies curriculum across all key stages.

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and motivate pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop an understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society.

The main objective of the department is to provide varied and enriching lessons that effectively prepare our pupils for life in a culturally diverse modern world. Our department aims to promote an awareness of the usefulness of RS to everyday living, to encourage enthusiasm for interest in the study of other people's beliefs and to promote mutual respect, tolerance and understanding across different cultures and communities. To develop their knowledge and understanding of religious and non-religious beliefs, such as Atheism and Humanism as well as religious teaching, source of wisdom and authority (SOWA) including through their reading of key secular text, non-secular text, scriptures of religions they are studying especially at GCSE.

They will develop their ability to construct well developed, argued, informed, and balanced written arguments, demonstrating their depth and breadth of their understanding of the subject. Engaging with questions of belief, value, meaning, purpose, truth and their influence on human life.

Britain is a diverse society; finding out about the beliefs and lifestyles of all people makes us think about what we believe and reflect on our own choices. We believe in celebrating the diversity of British society. This helps us to develop our own ideas and opinions, and

ultimately shapes who we are. Learning to express our own beliefs and to listen to the views of others is an important life skill and this is something we value at Orange Tree School

## CURRICULUM

### Expectations/Approaches/Policies

A wide variety of teaching and learning methods are implemented to stimulate and engage pupils. At times pupils are required to work autonomously, independently, and collaboratively. Religious Studies provides students with the opportunity to debate and discuss, thereby improving their ability to articulate verbally as well as enabling them to develop their extended writing skills. Progression is embedded in the curriculum through effective differentiation of resources and questioning, verbal and written marking and feedback, and challenge for all. Students have access to key terminology and sources of wisdom to improve their religious literacy. Extended writing and literacy activities allow students to develop their use of language and vocabulary. Regular retrieval practice is in place to ensure that students are collecting and retaining the correct information

### KS3

Students are taught Religious Studies in mixed ability key stage groups. Religious Studies will be taught as a whole class lesson, so that students can benefit from the diversity of their views. By the end of Year 9, students should have an understanding of a variety of religions, non-religious perspectives, as well as the Abrahamic faiths and key figures within these faiths, Abraham, Moses, Jesus and Prophet Muhammed and philosophical ideas such as identity and the purpose of life, they should be able to explain these through Buddhist beliefs and the cosmological and design arguments. Some aspects of the philosophical debate also cover religions such as Hinduism and explores topics such as Karma and suffering. Students will also explore ideas of science vs religion and should be able to debate these ideas. The religious topics focuses on what makes a religion, students should be able to describe the components of a religion and explore more abstract religions.

**PROGRESSION:**

- Skills for progression to Key Stage 4: Developing analytical skills, understanding inference, building knowledge of religious beliefs and ideas. Students will be developing their written communications in RS lessons. Students will also build their skills on various philosophical debates.

**KS4**

In Years 10 and 11, students are taught in mixed ability key stage groups for Religious Studies. Lesson 2x50 minutes lessons per week. Lessons are organised to encourage discussion and debate in order that students can develop their own opinions and apply their opinions to exam practise. By the end of the course students will be able to describe and explain different Christian, Muslim and non- religious views on the topics being taught in KS4, as well as evaluating these views and using them to present reasoned arguments in support of their own opinion. RS is another opportunity for students to develop their literacy skills and debating skills which will help in subjects such as English, History and Sociology.

The topics for each paper are outline below:

**Paper 1- Christianity:**

- Christian Beliefs
- Living a Christian Life (Christian Practises)
- Marriage and the Family
- Matters of Life and Death

**Paper 2- Islam:**

- Islamic Beliefs
- Living a Muslim Life (Islamic Practices)
- Peace and Conflict
- Crime Punishment

The course is 100% exam- **there is no coursework element to this course.** There are two exams, which are completed at the end of Year 11. All students will follow the Edexcel B GCSE course for Religious Education (1RB0). Students sit two exams: Religion and Ethics (Christianity: Paper 1) and Religion, Peace, and Conflict (Islam: Paper 2). Each exam is 1h 45 minutes long and worth 50% of the final grade. The assessment consists of four questions, which include short open, open response and extended writing questions. The paper will assess spelling, punctuation and grammar (SPaG) and the use of special terminology and will contribute to a minimum of 5% of marks towards the overall weighting for each paper.

### PROGRESSION

When studying Religious studies pupils are encouraged to think how their studies might relate to the world of work.

Employers recognise the valuable and transferable skills that come with studying Religious Studies. Additionally, UCAS states that...

*"Knowledge of other cultures and world religious beliefs can be useful in many jobs where you are working with the public or communities. These include counselling and social services, marketing, sales and advertising, catering and hospitality, leisure, sport and tourism, retail sales and customer services, education and training, medicine and nursing, and service sector roles."*

Studying RS to GCSE CAN LEAD TO STUDENTS TAKING THE Philosophy and Ethics course at A-Level. Most students enjoy the scope the material covered in RS and the insights it provides into understanding the people and society around us. The study of RS helps learners to function effectively in complex, pluralist culture. RS is a subject that teaches students a wide range of transferable skills useful for the business industry and other professions.

Employers value the skills gained by such as communication, research, evaluation, and analysis.

Students can use these in a vast range of careers: Journalism, Law, Teacher, Lecturer and Professor, Writer, Theologian, and religious leaders.

## KS5

At Key Stage 5 students can complete an A Level in Philosophy, Ethics and Theology. There is no coursework element to this course, with assessments taking place via three written exams at the end of the course.

Whilst studying A Level Philosophy, Ethics and Theology students are given a thorough understanding of each of the major components of the course. In Philosophy, students will learn how philosophical thought has changed over time by depth studies of classical philosophers such as Plato, Enlightenment philosophers such as Descartes and contemporary philosophers such as Swinburne. In Ethics they will explore normative ethical theories such as Natural Law and Kantian Ethics and apply these to contemporary ethical dilemmas such as euthanasia. In Theology students consider the development of Christian thought by exploring the works of key religious thinkers such as Dietrich Bonhoeffer and current movements in Christianity such as Liberation Theology.

### CULTURAL CAPITAL

- Sessions run by visiting religious professionals.
- Watching programmes, films and documentaries that celebrate religious diversity in our cultural capital  
Engagement with writers and artists that use religious ideas as part of their practice
- Visits to places of worship.
- Museum trips

### LITERACY:

Within all classes, literacy is promoted and there is a consistency across the school. Students are given keyword sheets or booklets with definitions and resources to help support their learning. Revision guides and structured resources are provided to enhance and support their learning. Sentences starters are used and then eventually will be removed when students are secure with their written responses. Exam booklet will be given to the students at the end of each topic. Wave 1 Literacy will be used in lesson this consists of speaking in full sentences, Green Pen Check and Talk, Model and Write. GEMS and MIB's will take place regularly through each half term with constructive feedback which will be in Purple Pen. WWW and EBI will be the method used when responding to written examination questions and structured marking grids. Literacy codes have been stuck in the student's book and these codes will highlight the literacy mistakes in their work. Students can use these codes to support and improve their literacy skills. Do Now will be used to recap prior knowledge.

### BRITISH VALUES:

Students have ample opportunity to discuss British Values and see the impact religion has in helping to create these values.

We are committed to promoting fundamental British values through a wide range of explicit and implicit educational activities and the articulation of, and demonstration of these values. British values are promoted through our social, moral, spiritual and cultural, (SMSC) education which permeates through the schools' assemblies, curriculum, ethos, student voice, teaching and learning and its commitment to inclusion.

Our approach to promoting fundamental British values follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

## LINKS TO SMSC:

### **Spiritual Development in Religious Education**

Students experience and search for meaning, the purpose in life and the values by which we live. In learning about different religions and why people believe, students should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.

Students are given the opportunity to be reflective about their own beliefs when studying 'What does God look like?' in Year 7, 'World Views' in Year 8, and 'Evil and Suffering' in Year 9, as well as across the topics in the GCSE course. They are also encouraged to use their imagination and creativity in their learning when practicing Mindfulness.

### **Moral development in Religious Education**

Students learn about shared and differing moral values, while debating moral dilemmas about right and wrong, good and bad, and so on. Students discuss issues such as people's responsibility towards the world and future generations. Students have the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.

Students are given the opportunity to recognise the difference between right and wrong, and readily apply this understanding in their own lives, when studying 'Should Christians be Greener' in Year 7, 'Rights and Responsibilities' in Year 8 and in the GCSE, as well as 'Peace and Conflict' at Year 9 and also in the GCSE. They are also encouraged to understand of the consequences of their behaviour and actions when learning about 'Evil and Suffering' in GCSE.

### **Social development in Religious Education**

Students explore similarities and differences in religions and cultures through which they should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively. Through the study of different religions, students are made aware of the similarities and differences they may have with other students in their class.

### **Cultural development in Religious Education**

Students learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

Students are given the opportunity to understand and appreciate of the wide range of cultural influences that have shaped their own heritage and that of others when learning about 'Multicultural Britain' in Year 8 and 'Community Cohesion' in the GCSE.





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Signs and Symbols	Beliefs	What Does God Look Like?	Sikhism	Places of Worship	Should Christians be greener?
Y8	Does God exist?	Christianity	World Views	Islam	Rights and Wrongs	Judaism
Y9	Abrahamic Faiths	The Big Philosophical Question	Buddhism	Peace and Conflict	Hinduism	Humanism
Y10	<b><u>Paper 1- Christianity:</u></b> <ul style="list-style-type: none"> <li>• Christian Beliefs</li> </ul>	<b><u>Paper 1- Christianity:</u></b> <ul style="list-style-type: none"> <li>• Living a Christian Life (Christian Practises)</li> </ul>	<b><u>Paper 1- Christianity:</u></b> <ul style="list-style-type: none"> <li>• Marriage and the Family</li> </ul>	<b><u>Paper 1- Christianity:</u></b> <ul style="list-style-type: none"> <li>• Matters of Life and Death</li> </ul>	<b><u>Paper 2- Islam:</u></b> <ul style="list-style-type: none"> <li>• Islamic Beliefs</li> </ul>	<b><u>Paper 2- Islam:</u></b> <ul style="list-style-type: none"> <li>• Living a Muslim Life (Islamic Practices)</li> </ul>
Y11	<b><u>Paper 2- Islam:</u></b> <ul style="list-style-type: none"> <li>• Peace and Conflict</li> </ul>	<b><u>Paper 2- Islam:</u></b> <ul style="list-style-type: none"> <li>• Crime Punishment</li> </ul>	<b><u>Paper 1- Christianity:</u></b> <ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Living a Christian Life (Christian Practises)</li> <li>• Marriage and the Family</li> <li>• Matters of Life and Death</li> </ul>	<b><u>Paper 2- Islam:</u></b> <ul style="list-style-type: none"> <li>• Islamic Beliefs</li> <li>• Living a Muslim Life (Islamic Practices)</li> <li>• Peace and Conflict</li> <li>• Crime Punishment</li> </ul>	REVISION EXAMS	EXAMS

