

Personal Development: RELIGIOUS EDUCATION Year 7

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification?

It is our intent for the Religious Education element of our PD school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Education contributes significantly to the SMSC of the whole school and enables pupils to ask deep and often searching questions about their own beliefs, and the beliefs, faiths and opinions of others. Pupils will be able to deepen their understanding of Christianity exploring beliefs and practices through a scheme of learning: What does it mean to be a Christian? Building on previous content from KS2 and looking into differences between denominations, ideas around the trinity, God, Jesus' incarnation and salvation, worship, prayer, sacraments. The teaching of RE in year 7 through Independent Learning Time makes links between the beliefs, practices and value systems of a range of faiths and worldviews studied through two thematic schemes of learning: Festivals and Founders and Leaders. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning. Religious Education in year 7 builds on learning at KS2 by looking at the diversity of Christianity and the role of the church in our society today. Exploring issues around reliability and authenticity around the Bible.

How does this curriculum respond to local and national agendas (e.g. SMSC, and BV)

SMSC is embedded when discussing and evaluating worldviews around religious festivals: how and why are they celebrated, cultural differences within religions. Founder and Leaders: looking at the differences and similarities, where are the overlaps and why, what does this mean for worldviews today. Christianity: differences in denominations with regards to beliefs around the trinity, Jesus and worship.

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>The skills focussed on are; describing, explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing.</p> <p>Timetabled lessons core focus: Christianity – opportunity to dig deep into the core beliefs and teachings and explore differences within this worldview.</p> <p>ILT – Thematic approach from a cross section of worldviews including: Judaism, Christianity, Islam, Humanism, Sikhism, Buddhism.</p>	<p>The RE curriculum is delivered using three disciplines. 1. Theology: Begin to analyse and evaluate different sources of authority and how these have shaped and formed beliefs. Begin to analyse a range of genres and interpretations of sources of authority applying knowledge of reliability of sources when enquiring into religions and worldviews. 2. Philosophy: Analyse and evaluate whether a position or argument is coherent and logical, explaining with</p>	<p>The curriculum reflects the Norfolk Agreed Syllabus 2019: Norfolk religious education agreed syllabus 2019.pdf</p> <p>Truetube: Home - TrueTube</p> <p>KS3 BBC Teach Religious Studies: KS3 Religious Studies - BBC Teach</p> <p>RE:Online Home - RE:ONLINE (reonline.org.uk)</p>

	<p>reasons any divergence of opinion 3. Human / Social Sciences: Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>NATRE: National Association of Teachers of Religious Education (natre.org.uk)</p>
<p>Feedback, assessment and progress.</p>	<p>Habits</p>	
<p>How are students assessed? How does this demonstrate progress? <i>The main focus for assessment is how well pupils are able to hold balanced and well-informed conversations about religion and worldviews? Are students becoming more religiously literate? Can they contextualise, analyse and evaluate where Christian beliefs come from? Can students comprehensively assess differences within Christianity? Can students analyse and evaluate how beliefs impact on, shape and change individual lives?</i> How do children receive feedback on their learning? <i>Verbal feedback, whole class feedback sheets through the no-pen formative marking policy, self-assessment at the end of the SOL.</i> How is feedback used to inform planning/ SoL? <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. In class AfL is used to develop future learning phases. Responsive teaching and planning.</i></p>	<p>Resilience – <i>consider ideas different to their own, look at concepts from a range of different viewpoints</i> Independence – <i>students think of their own targets, independent work particularly on extended writing tasks. Evaluating for themselves, drawing their own conclusions based on evidence presented to them.</i> Ambition – <i>students encouraged to complete high levels of challenge.</i> Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion / debate.</i> Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Thinking through alternative and opposing arguments.</i></p>	