

Personal Development: RELIGIOUS EDUCATION KS4

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification?

RE at KS4 builds upon student's experiences at KS3 and prepares them for life in a world where controversy over beliefs, faith and values is prevalent. Students need religious knowledge to make informed decisions whatever their own family background and personal beliefs and practices. Curriculum is fit for 21st century by giving students a balanced understanding of the world in which they live. Religious literacy is at the heart giving students the ability to hold balanced and well-informed conversations about religions and worldviews.

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 is about enabling students to become free thinkers, critical participants of society, who can make informed judgements about important matters of religion and belief and shape the global landscape.

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

SMSC is embedded throughout the RE curriculum. At KS4 we focus on Medical Ethics and different responses to controversial and sensitive topics. Within this phase of learning students think about the inclusion and impact of all SMSC both for them as an individual, for people around them and the local community, society and worldwide. British Values again is inbuilt to all topics within this phase of learning.

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>The skills focussed on are; explaining, recognising, predicting, demonstrating, assessing, analysing, identifying, comparing, justifying, discussing, summarising, debating.</p> <p>The main content at KS4 is reflecting on their own beliefs and values and comparing them to differing points of view. By using Medical Ethics as a focus students engage with varied ideas and challenge their own thinking. Emphasis is placed on religious literacy to give students the tools to further their ideas and build on their abilities to express themselves.</p>	<p>The RE curriculum is delivered using three disciplines The first being thinking through believing. Students ask questions that believers would ask and requires students to explore questions and answers that arise from inside religions and worldviews. The second is thinking through thinking. Asking questions that thinkers would ask. Students explore questions and answers raised through considering the nature of knowledge, existence and morality. The third is thinking through living. Asking questions that people who study lived reality would ask. Students explore questions and answers raised in relation to</p>	<p>The curriculum reflects the Norfolk Agreed Syllabus 2019, but does not follow a specific exam board. Skills and content reflects that of a unit of learning similar to a unit from GCSE OCR Religious Studies, however it is non-examined / accredited.</p>

	the impact of religions and worldviews on people and their lives.	
Feedback, assessment and progress.		Habits
<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 beliefs come from? Can students comprehensively assess whether a range of positions or arguments are coherent and logical? Can students analyse and evaluate how beliefs impact on, shape and change individual lives?</i></p> <p>How do children receive feedback on their learning? <i>Students are marked on extended writing tasks, including SPaG, their level of explanation and justification of opinion. Verbal feedback from peers and members of staff.</i></p> <p>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.</i></p>		<p>Resilience – <i>safe classroom environment where student can express their ideas without fear of judgement or criticism and explore beliefs and practices.</i></p> <p>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></p> <p>Ambition – <i>students encouraged to complete high levels of challenge.</i></p> <p>Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion.</i></p> <p>Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Thinking through alternative and opposing arguments.</i></p>