

Curriculum core purpose. Intent	Year: 9 RE	
<p>How does this curriculum fit into the OBHS Curriculum Specification? <i>It reflects some of the different religious beliefs of the 6 main religions of the 21st Century in regards to End of Life.</i></p> <p>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. <i>Students from KS2/3 should have a firm understanding of Christianity and should also have an appreciation of different religions. The topics are chunked into both thematic and by specific religious knowledge (Islam).</i></p> <p>How does this curriculum respond to local and national agendas (e.g. SMSC and BV). <i>It follows the Norfolk Agreed Syllabus and incorporates the two main aims both learning about religions and learning from religion through application and analysis.</i></p>		
Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>Succinctly summarise the subject content and skills which students will study. <i>Looking at how different religions deal with End of Life and the practices and ceremonies that go alongside it. The focus is on the 6 main religions of the 21st century.</i></p>	<p>Describe the subject-specific pedagogical approaches which are used. <i>Tasks are designed to encourage empathy towards differing viewpoints. Students are required to demonstrate knowledge and understanding, application and analysis.</i></p>	<p>How is the curriculum resourced to make sure it is personalised to the needs of learners? <i>Smart questioning is implemented by teaching staff using Blooms Taxonomy to encourage higher order thinking skills.</i></p>
Feedback, assessment and progress.		Habits
<p>How are students assessed? How does this demonstrate progress? <i>Assessments are formative and are both inclusive of subject specific knowledge and skills e.g. describe, explain, discuss, evaluate, create.</i></p> <p>How do children receive feedback on their learning? <i>Verbal feedback during circulation and whole class discussions. Written feedback and NS on formative assessments, Success criteria and peer/ self marking.</i></p> <p>How is feedback used to inform planning/ SoL? <i>In-class AFL used to adapt duration focus and discussion based tasks. Scaffolding, 3 levels of challenge with personal choice, stretch and challenge in addition to the core. Differentiated task sheets for HAPs and LAPs.</i></p>		<p>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year.</p> <p><i>Creativity – looking for meaning and purpose through religion through different approaches.</i></p> <p><i>Resilience – open minded, challenging misconceptions and stereotypes.</i></p> <p><i>Collaboration – participate actively in group discussions, develop active listening skills and being empathic towards differing viewpoints.</i></p>

OBHS Curriculum Specification

Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	‘Tapestry curriculum’