

## RE & Ethics Curriculum Intent

Religion Studies is a well-regarded academic subject at Vyners School, which is taken by all students in Year 9. All students are entered for the GCSE AQA Short Course in Religious Studies. All students in Year 10 will take the public exam for Religious Studies in the summer. The GCSE Short Course focuses on studying and critically analysing the religions of Christianity and Islam, as well as other religious and non-religious perspectives. This highly accessible GCSE also allows students the opportunity to debate and discuss philosophical issues in modern day society. A Level in Religious Studies and Philosophy is something that we hope to offer soon. Our curriculum ensures that it follows the Locally Agreed Syllabus for Hillingdon, and by doing this, contains the study of a broad range of beliefs – reflecting the diversity in our student body and local community. At Key Stage 3, students are introduced to fundamental knowledge about belief systems; how they originate, how similar they are and the impact they have on individuals. Students are encouraged to continually reflect on their own beliefs and develop vital British values such as tolerance and respect for others.

<p><b>Years 7 and 8</b></p>	<p>Year 7 and 8 Religion and Ethics ensures students have a baseline knowledge of core concepts that are fundamental to the study of Religion and Ethics. The aim of the curriculum is to provide a solid foundation of knowledge that will fully prepare students for the rigour of the subject, whilst also enhancing their social and personal awareness of religion and ethics. Students are given time during lessons for personal reflection, and to develop their own sense of identity through the concepts they learn about and from. By the end of Year 8, students will be familiar with critical ideas across different religions and worldviews and will be able to confidently analyse and draw comparisons where necessary. The cross-curricular skills developed during their studies, give students the tools they need to understand the complexity of different worldviews.</p>
<p><b>Year 9 Transition Year</b></p>	<p>All students in Year 9 study this subject. They all begin the GCSE Short Course in Religious Studies. This is a two year course and all students will sit their GCSE public examination at the end of Year 10.</p>
<p><b>Years 9, 10 and 11</b></p>	<p>At GCSE Level, students will apply the core conceptual knowledge they have gained in Year 7 and 8, to the AQA Religious Education GCSE Syllabus. Only one paper will be taken in the Religious Studies Short Course. This paper includes the study of Christian and Muslim beliefs. The thematic studies included in this paper will be, Relationships and Family, and Peace and Conflict. Students are given the opportunity to understand religious and non-religious beliefs that are held in modern day Britain, and how these beliefs can impact how people live their lives. By the end of the course, students will understand the similarities and differences between Christianity, Islam, Humanist, and non-religious beliefs by applying their views to moral and ethical issues. In addition to gaining beneficial knowledge about the world they live in, students will build their understanding of others around them - aiding them to become tolerant, respectful, and well-rounded citizens.</p>
<p><b>Year 12 and 13</b></p>	<p>Coming soon</p>

## Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p>Philosophy for Children</p> <p>Students firstly begin to look at their own beliefs and those that are different to their own. They begin to look at the issues surrounding the existence of God and some philosophical ultimate questions.</p>	<p>Beliefs and practices.</p> <p>Students consider the different sources of beliefs. From studying how religious texts can be interpreted, to the impact of upbringing and experiences in later life, such as Love miracles and unanswered prayer.</p>	<p>How did it all begin? Different beliefs on creation?</p> <p>Students will study the key concepts in different religions. They will then consider the range of similarities and differences these belief systems have in their origins and creation.</p>	<p>How much do religious books differ?</p> <p>Students will study the key concepts in different religious books. They will then consider the range of similarities and differences in different events and stories in each religious book.</p>	<p>Religious festivals and celebrations.</p> <p>Students will understand the importance of remembering events in the past and recognising the significance of them today. They will also identify the symbolism of the rites of passage.</p>	<p>Morality - where does it come from?</p> <p>Students will identify where each religion's moral compass comes from and where they get their moral authority from.</p>
<b>Year 8</b>	<p>Walking through the Holy Books of the Abrahamic religions.</p> <p>Students will begin looking at the Creation story in more detail focusing more on the fall of Adam and the consequences.</p>	<p>Key prophets in the Abrahamic religions</p> <p>Students begin to learn more about the key religious figures in history and their impact and symbolism</p>	<p>Key events in the Abrahamic religions.</p> <p>Students begin to understand the impact of some events in religious history.</p>	<p>New Testament.</p> <p>The study of Jesus begins. His birth, baptism and His temptations. The divinity of Jesus is identified and reconciling the prophecies from the Old Testament.</p>	<p>The ministry of Jesus.</p> <p>Students study Jesus ministry from the Sermon on the Mount, His miracles, signs and wonders.</p>	<p>The Passion.</p> <p>Students study the lead up to the most historically significant event on the Christian calendar. His death and resurrection.</p>

<p><b>Year 9</b></p>	<p>GCSE: Theme 1 Relationships and family</p> <p>Students will begin to understand Christian teachings on family life. Understand changing attitudes to the roles of men and women in the family. Understand Christian views on marriage outside of Christianity. Understand attitudes towards cohabitation and sex outside marriage.</p>	<p>GCSE: Theme 1 Relationships and family</p> <p>Understand the purpose of marriage. Understand attitudes to divorce. Understand attitudes to contraception. Understand attitudes to homosexuality. Understand attitudes to homosexuality. Understand the role of women in religion and wider society.</p>	<p>The Nature of God</p> <p>Students will conduct extensive study on the Christian idea of God. Beginning by looking at the complex idea of the Christian Trinity. Creation and incarnation.</p>	<p>The Nature of God</p> <p>Students will continue to study Jesus' crucifixion, resurrection, Heaven and Hell as well as sin and salvation.</p>	<p>Muslim Beliefs</p> <p>Preparation for the end of year exam. Year 10 exam.</p> <p>Understand the key features of Islam. Understand the similarities and differences between Sunni and Shi'a Muslims.</p>	<p>Muslim Beliefs</p> <p>Understand the six articles of faith within Sunni Islam. Understand the five roots of religion for Shi'a Muslims. Understand the nature of Allah.</p>
<p><b>Year 10</b></p>	<p>Muslim Beliefs</p> <p>Understand and explain why prophets are important in Islam. Understand the life of the Prophet Muhammad. Understand the role of angels in Islam. Understand the importance of holy books in Islam. Understand Islamic beliefs about Akhirah. Understand Muslim beliefs about the afterlife, God's divine plan and free will.</p>	<p>GCSE: Theme 2 Peace and Conflict</p> <p>Students will be introduced to violent protests and terrorism. Reasons for war, nuclear war and weapons of mass destruction.</p>	<p>GCSE: Theme 2 Peace and Conflict</p> <p>Students will identify what the Just war theory is. Holy war and religion as a cause of violence. Pacifism and peace making. Students will also look at a religious response to victims of war.</p>			

<b>Year 11</b>	RE is delivered through tutorial time, PSHE and shared assemblies	RE is delivered through tutorial time, PSHE and shared assemblies	RE is delivered through tutorial time, PSHE and shared assemblies	RE is delivered through tutorial time, PSHE and shared assemblies		
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Subject		FUNCTIONS OF ASSESSMENT		
RE/Ethics KS3				
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individual students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TIME SCALE</b>	<b>Annually</b>	Year 7 will complete a Baseline Assessment which acts as a starting point from which staff are able to gauge what religious knowledge and understanding students have as well as staff being able to form judgements to aid ongoing formative assessment.  For Year 8 the use of previous year 7 data can be used by staff in order to make formative judgements of students' performance and understanding.	Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed. This usually covers the last topic taught, but includes all the skills, concepts and terminology learnt over the year.  Data is used to evaluate performance against the projected banding.  Students will be able to utilise a tracker sheet to evaluate their own progress over the course of the year. This will be stuck inside the front of their exercise books.  Students will be given a model answer after their test, along with the mark scheme to identify areas that need additional support.	Throughout KS3, peer and self-evaluation are used alongside more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and students to help them aspire to improve.

	<p><b>Interim</b></p> <p>Could be termly or half termly</p>	<p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of literacy based work are completed. The 'Tracker Sheets' illustrate the various topics and tasks which students will cover and how they shall be assessed.</p> <p>Whole Class Feedback Activity - Summarising the strengths and misconceptions of students in each class in particular assessments.</p>	<p><b>6 formal assessment points across each year at the end of each unit (half termly). Levels based upon the KS3 banding and written feedback. Students will be given the opportunity to ReACT to their assessments, and responses should be evident.</b></p>	
			<p><b>YEAR 7</b></p> <p><b>Aut 1</b> – Baseline Assessment</p> <p><b>Aut 2</b> – GCSE exam style question on evil and suffering.</p> <p><b>Spr 1</b> – Comparing religious views on creation</p> <p><b>Spr 2</b> – What happens when we die?</p> <p><b>Sum 1</b> – What are the importance of religious festivals and why are they celebrated?</p> <p><b>Sum 2</b> - How do we determine between right and wrong?</p>	<p><b>YEAR 8</b></p> <p><b>Aut 1</b> – GCSE exam style question on the Binding of Isaac</p> <p><b>Aut 2</b> – GCSE style question on Moses.</p> <p><b>Spr 1</b> – Trinity and Jesus' early life.</p> <p><b>Spr 2</b> – Jesus' Biography: Was Jesus more than just a man?</p> <p><b>Sum 1</b> – Social justice.</p> <p><b>Sum 2</b> - Skills for Learning and Life Presentation</p>
	<p><b>Weekly</b></p>	<p>Homework tasks</p> <p>Lesson ready tasks (flipped learning) where research is needed</p> <p>Quizzes</p> <p>Retrieval practice - last week, last term, last year.</p> <p>Debates and reflections</p>		
<p><b>Hourly</b></p>	<p>To meet the lesson outcomes:</p> <p>Every lesson the lesson outcomes are met using the following strategies:</p>			

		<ul style="list-style-type: none"> <li>• Focused questioning/targeted questioning</li> <li>• Tiered verbal questioning (Bloom's taxonomy)</li> <li>• Mini quiz and plenaries.</li> <li>• Use of keywords and learning word wall throughout lessons.</li> </ul>	
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Subject		FUNCTIONS OF ASSESSMENT		
<b>RE GCSE KS4</b>				
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individual students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TI ME SC AL E</b>	<b>Annually</b>	<p>For Year 9 the use of year 8 and on-going data can be used by staff in order to make formative judgements of students' performance and understanding.</p> <p>Year 9 End of Year Exams act as an end point from which judgements can be made to aid future formative assessment.</p>	<p>Year 9 will sit a GCSE RE paper for their End of Year Exam to measure progress and outcomes.</p> <p>Year 10 will have an in class trial exam in December which will be internally marked.</p> <p>Year 10 will have their Short course GCSE exam in May which are externally marked by AQA. Results in August.</p>	<p>Throughout KS4, peer and self-evaluation is completed every lesson and used in all class tasks.</p> <p>The RE department tracks and evaluates summative assessment performance across KS4 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>
	<b>Interim</b>  Could be termly or half termly	<p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and</p>	<p><b>YEAR 9/10</b> 5 formal assessment points across the year at the end of each half termly unit.</p> <p><b>YEAR 9</b> Aut 1 – GCSE style question on Christian teachings on divorce Aut 2 – End of unit test Relationships and family Spr 1 – GCSE style question on the Nature of God. Spr 2 – GCSE style question on the Trinity.</p>	

		<p>tasks which students will cover and if/how they shall be assessed.</p> <p>Whole Class Feedback Activity - Summarising the strengths and misconceptions of students in each class in particular assessments.</p>	<p>Sum – End of year exam YEAR 10 Aut 1 – GCSE style question on Muslim Beliefs Aut 2 – In class trial exam. Spr 1 – GCSE style question on Peace and conflict Spr 2 – On going tests for revision. Sum – RE GCSE Short course Public exam</p>
	<p><b>Weekly</b></p>	<p>A number of different strategies would be used by staff including:</p> <p>Low stakes testing on different topics, multiple choice questions and keywords.</p> <p>Online Kerboodle resources Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work Homework practice exam questions. Find and fix Six degrees of separation Retrieval practices</p>	
	<p><b>Hourly</b></p>	<p>Meeting the lesson outcomes</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>● Focused questioning/targeted questioning</li> <li>● Tiered verbal questioning (Bloom's taxonomy)</li> <li>● Mini quiz and plenaries.</li> <li>● Use of keywords and learning word walls throughout lessons.</li> </ul>	