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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Religious Studies** | | | | | | | | | |
| **Key Stage 4:**  AQA | | | | | **Key Stage 5:**  OCR | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 2 lessons per week | 2 lessons per week | | 2 lessons per week | 2 lessons per week | | 2 lessons per week | 6 lessons per week | | 6 lessons per week |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **H. Austin** | | Curriculum Leader | | | **A. Danqaah** | | | Teacher | |
| **J. Fezjulahi** | | Teacher | | | **T. Ahmed** | | | Teacher/ Subject Lead - Psychology | |
| **M. Roberts** | | UL Trainee | | | **J. Kristiannsen** | | | Intervention Group Teacher | |

**Intent: what are we trying to achieve with our curriculum?**

**Within RS lessons we aim to promote community cohesion by helping students to understand and value diversity, whilst also promoting shared values. Through great teaching, students are engaged and motivated to succeed within school and beyond.**

It is our intention in Religious Studies that all students make excellent progress through experiencing excellent teaching which engages and motivates them to work hard and succeed. All students have the opportunity to continue studying RS at GCSE and A-Level, and will have been prepared well so that they are ready and able to succeed following a strong foundation established in their KS3 study. We aim to create global citizens equipped to assess received opinion and make independent judgements, who are aware of the past, present and future of the world around them.

**Implementation: how do we deliver our curriculum?**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | The Old Testament | The New Testament | Judaism: Beliefs and Teachings | Judaism in the Modern World | Islam: Beliefs and Teachings | Islam in the Modern World |
| **Year 8** | Hinduism: Beliefs and Teachings | Hinduism in the Modern World | Buddhism: Beliefs and Teachings | Buddhism in the Modern World | The History of Christianity | Christianity in the Modern World |
| **Year 9** | Philosophy (1) | Philosophy (2) | Ethics and Religion | The Messiah (1) | The Messiah (2) | The Messiah (3) |
| **Year 10** | Paper 1: The Study of Religions- Christianity, Beliefs and Teachings | Paper 1: The Study of Religions-Christianity, Practices | Paper 1: The Study of Religions-Islam, Beliefs and Teachings (1) | Paper 1: The Study of Religions-Islam, Beliefs and Teachings (2) | Paper 1: The Study of Religions-Islam, Practices (1) | Paper 1: The Study of Religions-Islam, Practices (2) |
| **Year 11** | Paper 2: Thematic Studies- Religion and Life (Theme B) | Paper 2: Thematic Studies- Religion, Peace and Conflict (Theme D) | Paper 2: Thematic Studies- Religion, Crime and Punishment (Theme E) | Paper 2- Thematic Studies: Religion, Human Rights and Social Justice (Theme F) | Revision of all taught content | Public Examinations |
| **Year 12** | Development of Christian Thought: Augustine and Human Nature, Death and the Afterlife  Ethics: Natural Law | Development of Christian Thought: Knowledge of God's Existence, The Person of Jesus  Ethics: Situation Ethics | Development of Christian Thought: Christian Moral Principles and Action.  Ethics: Kantian Ethics | Philosophy: Ancient Greek Influences, The Soul  Ethics: Utilitarianism | Philosophy: Arguments for the Existence of God, God and the World  Ethics: Applied Ethics - Euthanasia | Philosophy- The Problem of Evil  Ethics: Applied Ethics - Business Ethics |
| **Year 13** | Philosophy- Nature of God  Ethics- Metaethics | Philosophy- Religious Language  Ethics: Conscience | Development of Christian Thought: Gender and Theology, Pluralism,  Ethics:  Sexual Ethics | Development of Christian Thought: Gender and Society, Liberation Theology | The Challenge of Secularism | Public Examinations |

The RS curriculum builds the foundations for success early on. Key skills of explanation, evaluation and scriptural analysis are introduced from Year 7, and are developed throughout Key Stage Three into Key Stage Four and Five. The focus on academic rigour and religious literacy is paramount, with curriculum objectives on developing a strong knowledge and skills base which will give students a firm foundation for further study.

Frequent formal and informal assessments allow pupils to know how they are progressing and allows the teachers to plan according to the specific needs of their classes and individual students. We believe that a traditional approach to knowledge and skills development allows pupils to have the best possible chance to feel confident in their own abilities and will offer a springboard to success for further study.

Students are encouraged to lead their own learning. Wherever possible, pupils are encouraged to seek out information themselves, through fieldwork outside of the classroom, and through group investigations using teacher guidance. In every lesson, pupils are encouraged to ask questions, and have the opportunity to discuss with other students. They deepen their understanding of how and why the world is the way it is, and how it could change in the future. The classroom is a safe space, where enquiry is welcome, and where tolerance and acceptance of all viewpoints is embraced.

Our remote learning catch-up programme is focused on scaffolding and modelling of extended writing. For this, techniques from The Writing Revolution (*Hoffman and Wexler*) are being used to break down aspects of extended and evaluative writing and modelled for students as a class. Our curriculum has been carefully constructed at Key Stage 3 within the Church of England Statement of Entitlement, to allow for recap of lost learning during the Covid-19 pandemic, whilst providing a strong foundation for further study at GCSE and A Level.

**In Religious Studies, the curriculum will:**

* Cover five of the six main world faiths (excluding Sikhism). Christianity, in line with the Christian values and ethos of the school, is studied in all years throughout all Key Stages.
* Develop a deep theological understanding of worldwide religious beliefs.
* Ensure progress for every student through clear lesson objectives and appropriate differentiation.
* Encourage the student’s passion for Religion, Philosophy and Ethics, and provide super-curricular opportunities across all Key Stages.
* Promote student religious literacy, critical evaluation, and actively seeking answers within religious texts themselves.
* Each lesson with start with a Do Now, in line with The Bacon’s Way, with a focus on Daily Review from Rosenshine’s Principles of Instruction.
* Be updated regularly and will adapt to changes nationally, in the locally agreed syllabus, the Church of England statement, and the exam structure.
* Allow students to question, express, and challenge their own opinions, as well as their peers.
* Develop oracy skills, through discussion, debate and listening.
* Embed opportunities for assessment, both informal and formally.
* Give students high quality and time feedback, in line with department policy of Fast Feedback. Feedback will promote progress and encourage students to develop their work independently, with a critical eye.

**Impact: what difference is our curriculum making to pupils?**

Through questioning, investigation and critical thinking, Bacon’s students are exploring their place in the world, as well as their own values and their responsibilities. They are investigating issues affecting the world and people’s lives, in the past, now and in the future. They are given the tools to make sense of a complex and dynamically changing world, at all different scales.

Students will be able to express themselves (written and verbally) fluently and analytically, embedding religious literacy throughout their work. Students will understand the importance of acting on feedback, and improving their work based on the EBI they have helped to create. Students will understand that work, or even class contributions, are not expected to be perfect first time, but they are expected to work to improve. Students will even seek their own feedback, asking “how can I improve this?”.

Through the high expectations of the department, students will have high expectations of themselves.  Student books should demonstrate pride and ownership of their own learning, and behaviour will reflect this.

Students will enjoy their lessons, contributing in a positive manner. Students will understand they will be challenged, and will have to challenge each other. RE students will be independent, both in their learning, tackling challenging tasks, and in the way students think, and view the world.

Implementation of these ideas has seen a gradual improvement in results with 72% students achieving a grade 4+ at GCSE in 2019. In 2020, three A-level students went on to study Philosophy at universities including the University of Durham.

**The quality of our provision was recognised in the SIAMS Report of 2019 which categorised the College as ‘Outstanding’.**

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**