



## Religious Education Curriculum Intent

### Hilbre High School

What do students study for each Key Stage?

#### Key Stage 3:

##### Year 7:

- An Introduction to Six World Religions
- Hinduism: Beliefs and Practices
- Abraham and His Descendants: The Founders of Three Monotheistic Faiths
- Buddhism: Beliefs and Practices

##### Year 8:

- Judaism: Beliefs and Practices
- Islam: Beliefs and Practices
- The Life and Ministry of Jesus

#### Key Stage 4:

GCSE Option Groups: OCR Religious Education (9-1)

- Judaism: Beliefs and teachings & Practices
- Christianity: Beliefs and teachings & Practices
- Religion, philosophy and ethics in the modern world from a religious perspective (Christianity)

Core RE:

##### Year 9:

- An Introduction to Ethics - Medical Ethics & Marriage and Relationships
- An Introduction to Philosophy - Arguments for the Existence of God

##### Year 10:

- Prejudice & Equality - Racism, Truth and Reconciliation - Apartheid
- Religious Intolerance - Anti-Semitism, Genocide, Resistance - The Holocaust
- Poverty & Wealth - Human Rights, Child Exploitation - Absolute Poverty
- War & Pacifism - Just War, Relative and Absolute Pacifism and Conscientious Objectors
- Medical Ethics - Genetic Engineering and Euthanasia/the right to die

##### Year 11:

- Education & Aspiration - as a route to challenging prejudice and discrimination, poverty and crime.
- Crime & Punishment - Capital Punishment and the Sanctity of Life
- Human Rights/Rights of the Child - Civil War, Child Soldiers, Conflict Diamonds

## **What we think is important about our subject?**

In a world where religious literacy is now a vital skill in all walks of life, it is important for young people to acquire a better understanding of the role that religions play in today's pluralistic society.

The need for such education will continue to grow as different cultures and identities interact with each other through travel, commerce, media or migration.

Although a deeper understanding of religions will not automatically lead to greater tolerance and respect, ignorance increases the likelihood of misunderstanding, stereotyping, and conflict. It is clear that in Britain today, we need to develop a better understanding of different faiths and beliefs so that we build more cohesive communities.

Religious Education at Hilbre provides accurate and balanced information about the array of different world views that make up modern Britain, and aims to protect students from being at risk of ignorance that might lead to misunderstanding or even bigotry.

With information and opinion so freely available on social media and other online sources, pupils need to be taught to differentiate between sources that are reliable and reputable and those that are more likely to lead to religious discrimination and hatred.

Our curriculum is designed with the intention that students base their knowledge, understanding and opinions on sources that are accurate, and that they are empowered to challenge misleading stereotypes, prejudices and falsehoods if they surface in the classroom and the world beyond.

## **The Curriculum**

Our curriculum is delivered by subject specialist teachers who have a wealth of knowledge and experience, and provide a range of learning activities to meet the needs of all students.

Learning activities include reading and discussion work, video clips, film extracts, short and extended writing tasks, critical thinking activities, debates, creative tasks, individual and group work, and field visits e.g. visiting a synagogue, Auschwitz Visit.

Resources are differentiated to support the least able and to provide stretch and challenge for the most able. In addition to factual knowledge about the beliefs and practices of different religions, students learn to compare and contrast different traditions both within a faith and between different faiths. They learn to critically analyse information and to structure balanced and well evidenced arguments. They also have an opportunity to reflect on their own beliefs, values and traditions, and to present their own views in a tolerant and respectful manner.

The students themselves say that Religious Education/Religious Studies helps them to think and learn about the world and the society we live in.

## **What are your assessments?**

In their first lesson in September, Year 7 students sit a Baseline Assessment comprising a range of short answer general knowledge style questions about the six major world religions. This assessment gives us an idea of the range of topics they have studied at primary school, and a starting point from which to measure progress.

In Years 7 and 8 each Unit of Work is delivered over the course of approximately one term, with an Extended Writing Assessment during the unit and a Knowledge Exam at the end. Students are also tested on Key Words Spellings in order to support improvements in Literacy.

In Years 9 - 11 GCSE Religious Studies students are assessed using GCSE exam questions, completed under exam conditions, at the end of each topic - at least once each per half term for Beliefs & Practices and Philosophy & Ethics. Core RE students complete an Extended Writing Task once per term, at the end of each topic.