

## **Religious Education at Croft Community School**

### **Curriculum intent**

At Croft Community School the Religious Education curriculum is designed to allow students to gain knowledge and understanding of religion, critical thinking and enable personal reflection.

At **Key Stages 1 and 2** Religious Education is delivered alongside the International Primary Curriculum where pupils celebrate their own similarities and differences and discover what the key beliefs, authority, expression of belief and impact of belief are for five main world religions. The pupils will follow the Durham Agreed Syllabus 2020.

The majority of pupils will access content within their appropriate year groups; however, this may be adapted accordingly.

At **Key Stage 3** students will experience a breadth of study in line with the Durham Agreed Syllabus programs of study which gives them opportunities to explore religious questions, such as, why do some people believe in God? And compare religions.

The curriculum is structured around the following themes and is intended to start with more basic concepts and progress in its complexity over the three years:

**Year 7**– Establishing knowledge and understanding of the basics in a bridging unit, a comparison of Christianity, Judaism and Islam, expressing belief through religion, what it means to live as a Jewish person in the North East and should religious people get involved in wars?

**Year 8** – Debating skills and answering difficult questions, such as, what is it like living in a religiously diverse country, why might people belong to a religion? Is death the end? Can religion and science mix? What does it mean to live as a Muslim in Britain today? And why is Israel significant to believers today?

**Year 9** – Reasoning skills. What are the beliefs of Christians and what impact does this have on society today? How and why do some people with faith get involved in politics? How does faith effect moral decisions? What does justice mean for a person with faith? How does the media portray religion? And is religion relevant in our world today?

The exception to this curriculum model is for our discrete SLD class who follow the ASDAN Transition challenge and will repeat some of the concepts taught in primary.

Lessons are differentiated according to the need of the student and support from Teaching Assistant means that all students are given the opportunity to access a broad curriculum.

Skills developed throughout Key Stage 3 will be utilized and developed further at Key Stage 4 to gain a Beliefs and Values ASDAN qualification.

#### **At Key Stage 4**

Pupils follow the Beliefs & Values ASDAN accreditation.

Unit Awards are offered to our SLD students who require more support. This accreditation is available at a number of levels which means it can be tailored to specific needs and abilities. Unit Award can be completed in a less pressurized environment which reduces stress for our students whilst allowing them to be successful.

The beliefs and values ASDAN short course accreditation offers students the experience a wide range of interesting challenges whilst engaging them in independent learning and group work.

Positive feedback is given constantly to promote a sense of achievement and reflection is encouraged to develop resilience.

Questioning and discussion and debate are encouraged to allow the students to explore their understanding.

The subject lead and other teachers of Religious Education/Beliefs & Values meet to reflect on the content and delivery of the scheme of work, adapting lessons as needed for different ability groups whilst allowing all students to access the curriculum.

The review and evaluation of work and response to feedback is taught throughout key Stage 3 and becomes a key part of the Key Stage 4 curriculum.

Independent learning is encouraged throughout both Key Stages in preparation for adulthood.

#### **Implementation – How our curriculum is delivered**

Teaching and Learning in religious Education/Beliefs & Values uses a variety of techniques in its delivery with class discussion, debate, practical activities, independent work and feedback being key to establishing learning outcomes.

Students enjoy their lessons which can be evidenced through the low levels of behaviour incidents in these lessons.

Students are constantly given verbal feedback so that they can meet lesson objectives and targets.

## **Impact – The difference our curriculum is making**

Prior to 2018 Religious Education was not fully embedded into the secondary curriculum at Croft Community School meaning that the vast majority of students had no exposure to Religious Education as a subject or qualification.

All students in Key Stage 3 and 4 now study Religious Education (Beliefs & Values) in preparation adulthood and the wider world.

At Key Stage 4 the 2019-20 cohort will be the first to fully complete the two year ASDAN qualification.

For our SLD students the opportunity to gain Unit Award certificates means they can also gain qualifications.