

# RE Curriculum Intent



Through RE, students:

1. **Understand** the influence that religion and belief has on the world – historically, geographically, sociologically, culturally, politically, ethically
2. **Empathise** with the many people they do and will encounter who have differing religious and ethical beliefs
3. **Evaluate** ideas effectively and assess the strength or weakness of claims
4. **Articulate** ideas clearly and effectively in speaking and writing
5. **Achieve** great outcomes at GCSE and A Level
6. **Experience** joy in their own successes and in connection with others

# What Students Should Know and Be Able To Do

## Entitled to Powerful Knowledge

The RE curriculum provides students with knowledge about religion, philosophy and ethics. This knowledge allows students to engage with the core beliefs and practices of world religions and make connections between their learning and the world. Students also develop the skills to express their knowledge and ideas articulately in speaking and writing.

## Knowledge is Diverse, Inclusive and Representative

RE provides students with ‘windows’ and ‘mirrors’. ‘Windows’ are fundamental in RE as they take students beyond their own experience in the form of learning about other religions and beliefs, people and places. ‘Mirrors’ allow students to see themselves in the curriculum, regardless of religious belief, sex, and ethnicity. This inclusion of all students is not tokenistic, but essential for students to see that religious belief impacts all of us in some way.

When studying religions, we don’t just ‘name the parts’, but explore religious belief within the context of real people and real communities. This means that although some generalisations are inevitable, we address diversity within individual religions and are careful to use qualifying terms like ‘all/many/some’ when talking about religious believers.

We study religious belief as objectively as possible, not putting forward any one religious belief over another. Religious figures and ethical codes are studied within the context of specific religious belief and not held up as aspirational for all.

## Education With Character

In RE, students experience joy and connection. Students feel successful in RE through being supported to make, and then reflect on, progress. Regular opportunities for discussion and debate allow students to connect with one another. Students are curious about religious belief and philosophy and ethics. In this way, RE nourishes both the head and the heart.

Students reflect on key ethical and philosophical questions, and debate and discuss these issues together. Students consider arguments for and against big questions and learn to evaluate the strengths and weaknesses of truth claims and arrive at their own conclusions. Students consider what is ethical and unethical today.

## How Students Acquire This Knowledge

*”The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”*

## Coherent Whole

The study of religions is sequenced so that students understand the development of world religions and how they are influenced by other faiths. Additionally, the study of each religion is sequenced to build from origin stories and core beliefs to core practices. There are ideas and practices which run (in some way) through most major religions, e.g. prayer, places of worship, beliefs about God and the afterlife.

RE both ‘looks at’ and ‘looks through’ religion. ‘Looking at’ religion is foundational as it gives students the understanding of key religious beliefs and practices. ‘Looking through’ religion then involves students exploring philosophy and ethics while applying religious belief to these topics: ‘What might a Sikh think about X? What might many Muslims believe about Y?’

## **Acquire and Apply**

Students are explicitly taught the knowledge in the curriculum. This knowledge is systematically revisited in future lessons, future schemes of work, and future academic years so that students can develop schema and link prior learning with new learning. Students learn how to become more articulate in the way they demonstrate understanding of their ideas through speaking and writing and are given opportunities to do this each lesson.

## **Adapt and Improve**

RE Curriculum is a live document and an ongoing process; just because the curriculum looks one way on year, this does not mean it remains this way. There is no perfect way to teach about religion, philosophy and ethics, and therefore changes can be made year on year.

**Adapt what is taught**

**Adapt when it is taught:**

**Adapt how it is taught:**

**Improve:**