

## Religious Education Intent Statement

### Intent

Every student is entitled to have access to the key concepts, principles and morals of religious and non-religious beliefs, whether they share these beliefs or not. To ensure that young people are literate regarding the six major world religions. To promote tolerance and respect of religious and non-religious, in line with British values.

### Goal for every student

- Religious Education is an essential component of a broad and balanced education.
- To encourage ethical debate on a range of moral issues.
- To prepare young people for the ethical issues that they might well face in their future life e.g. abortion, prison, euthanasia.
- To give young people the knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.
- To create an understanding of the world and their own personal beliefs in relation to ultimate questions and the world around them.
- Ensuring that young people encounter religious scripture and religious parables and stories that give meaning to religious and non-religious living.
- To plan a variety of encounters with the religious community around our school.
- To promote the spiritual, moral, social and cultural development of young people and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

### Implemented pace

In KS3, each topic lasts for six lessons (two lessons a fortnight), with all six of the world religions covered (an hour on each religion). Baseline assessments, GEM tasks and T4W are all intertwined with these lessons. At KS4, young people receive an hour a fortnight. In year nine, pupils encounter Christian beliefs and the AQA A short course throughout the year and are introduced to the religion of Islam. In year ten, pupils finish the key Islamic beliefs needed and study the sex/relationships element of the course for the rest of the year. Year eleven focuses on the war/peace topic and revision of the course in order to prepare them for the exam.

A clear distinction is needed regarding lessons and approaches made in KS3 and KS4 Religious Education. At KS3, lessons prepare young people for the foundations of religious/non-religious belief and the key concepts covered at GCSE, both key beliefs and ethical content and dilemmas. At KS4, age appropriate lessons are taught in line with the GCSE syllabus and the ethical questions that need to be addressed.

### Impact

In year seven, students are initially assessed at the start of the year to ascertain an overview of the year groups knowledge. An assessment is also completed at the end of the year, with one assessment halfway through the year. Year eight similarly produce two assessments throughout the year. At KS4, regular exam questions are produced as well as end of topic assessments in line with GCSE guidance.

All key stages have GEM tasks and T4W strategies peppered throughout them, as well as JPD meetings to moderate marking and assessments for all year groups. The schemes of work are updated following curriculum changes and the changing world that young people are faced with.