

RE Curriculum Statement

The study of religious and non-religious worldviews is a core component of a well-rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible to fully understand the world without understanding worldviews."

(Religion and Worldviews: A national plan for RE 2018)

Our Curriculum Intent

In religious education, pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE enables pupils to take their place within a diverse multi-religious and multi-secular society.

At Broughton, the RE curriculum is both intellectually challenging and personally enriching. It affords pupils the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

Our intent for RE at Broughton is to provide a rigorous academic curriculum that is ambitious, challenging, enriching and inclusive. This reflects the whole school curriculum intent to encourage high aspirations in order to maximise progress and enable all pupils to experience the joy of success and **achieve together**.

Our intent for RE reflects that of the Lancashire Agreed Syllabus which is 'to support pupils' personal search for meaning by engaging enquiry into the question 'what does it mean to be human?' through exploring answers offered by religion and belief.

We provide an academic RE curriculum that enables and encourages pupils to hold balanced and informed conversations about religion and worldviews.

Religious Education enables pupils to:

- Learn about the religions and world views which have influenced millions of people and heavily influenced the development of different human cultures.
- Apply academic skills such as analysis and critical thinking, to their approach to the study of religion.
- Learn more about themselves and their place in the world through an academic exploration of religions and world views.

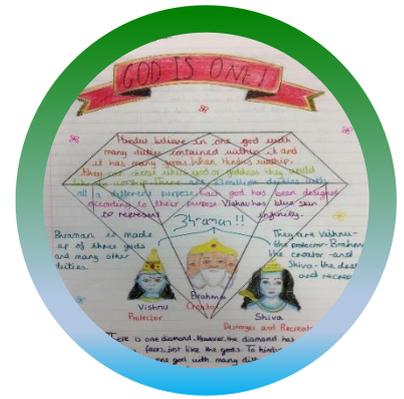
Religious Education helps pupils to:

- Understand the nature, role and influence of religion in the world.
- Formulate reasoned argument and handle controversial issues and conflicting truth claims.
- Approach sensitively and respectfully the beliefs and behaviours of others, so that they can make informed contributions to discussions about religious, philosophical and ethical issues suitable for the public sphere.

RE has an important role to play in promoting SMSC and the fundamental British Values within our school and this is built into our curriculum plans. RE contributes to pupils' personal development and well-being and to building integrated communities by promoting mutual respect and tolerance in a diverse society. Studying RE helps develop a knowledge and understanding of the beliefs and values which have shaped the world we live in and continue to have an important influence on individuals and communities. It provokes challenging questions about the ultimate meaning and purpose of human life, beliefs about God, the self, and the nature of reality, issues of right and wrong, and what it means to be human.



As part of the RE curriculum, pupils learn about the influence that religion and philosophy has had on culture. They are introduced to the best that has been thought and said through studying the work of various philosophers and through learning about the stories from religious scriptures that have influenced music, art and literature throughout the world. In this way, RE makes a substantive contribution to the development of cultural capital.



The RE curriculum is planned to develop knowledge and understanding of religious beliefs, teachings and practices. Pupils have opportunities to develop their religious literacy and to master the skills needed to analyse and interpret expressions of faith. The core beliefs and teachings of the religions studied spiral through the curriculum so that pupils develop a depth of understanding over time. The planning and delivery of RE aims to young people to understand the narrative of the religion as opposed to a collection of sayings and generalisations.

We have a clear plan for what pupils should know and be able to do in RE by the end of KS3. Pupils are expected to be able to talk and write knowledgeably about religious and non-religious beliefs and values, using subject specific language accurately and confidently. They should know how to utilise RE specific skills such as making links between beliefs, teachings and practices; analysing and interpreting religious texts and understanding symbolism in images, actions and metaphorical language. The RE curriculum is coherently planned and sequenced over 5 years to ensure that each pupil has the relevant knowledge and skills to engage in respectful dialogue about religious, philosophical and ethical issues.

Implementation of the Curriculum

Key Stage 3:

In Year 7, pupils have 2 hours per week of RE (although some of this curriculum time is used to deliver PSHE). Most of these lessons are delivered by specialist RE teachers. Where this is not possible, lessons are taught by teachers with a long experience of teaching RE and who work closely with the RE department.

In Years 8 and 9 pupils are taught by RE specialists and have 4 hours of RE over a three-week timetable (one hour per week, plus an additional hour once every 3 weeks).

The 6 main world religions and Humanism are covered in KS3 RE, but not all in the same amount of depth. The intention is that pupils will encounter the beliefs and values of the major religions and non-religious world-views at some point in KS3, but will have opportunities to revisit their learning about Christianity, Judaism, Islam and Hinduism in order to build on and deepen their knowledge and understanding of these religious traditions. Most units are taught as a discrete study of a religion; however, a small number of units are taught comparatively or thematically in order to pull together learning, revisit content in a new context and consider the bigger picture.

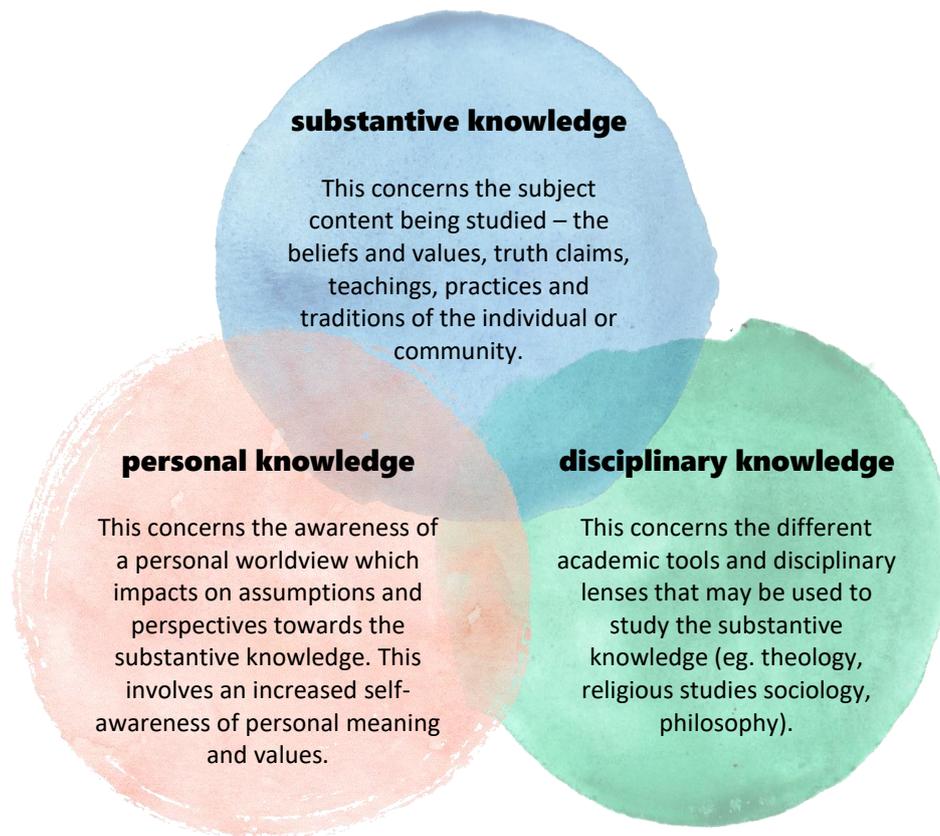
We have made the decision to have smaller blocks of time for topics in years 7 and 8 in order to chunk learning and allow opportunities to revisit key concepts at another point in order to develop retrieval of knowledge over time. In year 9 we have some longer units to allow for in depth study of a particular aspect of RE.

In Key Stage three, curriculum planning and delivery is in line with the Lancashire Agreed Syllabus field of enquiry. Each unit is centred around an enquiry question which reflects a big question (religious, philosophical, ethical or sociological). Pupils are encouraged to develop their own world views and values through reflecting on their own personal meaning, purpose and truth.

We intend for curriculum to be knowledge rich, including both substantive and disciplinary knowledge. Substantive knowledge is the subject content of RE – the beliefs of a religious community, the sacred texts, places of worship, key concepts and values etc. Disciplinary knowledge is viewed as the tools and methods used to explore a particular subject. In RE, this includes the different approaches that may be taken in an academic study of religion and worldviews, including those used in theology, philosophy and social science. This helps to frame learning and encourages pupils to develop scholarship in RE.

The RE curriculum provides numerous opportunities for pupils to consider and reflect on their own beliefs and values. RE should develop an awareness of a personal worldview or 'personal knowledge' through an exploration and discussion of the substantive knowledge.

These three strands of knowledge are not artificially separated from one another. The curriculum is planned and delivered so that pupils learn the disciplinary and personal knowledge within the context of learning the substantive knowledge.



Key Stage 4:

All GCSE classes are taught by subject specialists and have 2 hours a week in Y10, 3 hours in Y11 or vice versa.

This model means that pupils receive 5% of curriculum time in KS3 and that the GCSE course meets to minimum requirements of 120 hours of teaching time in order to deliver the specification.

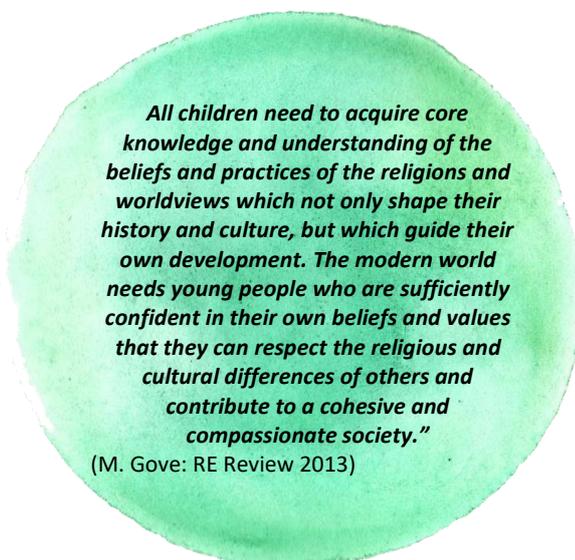
RS is an optional GCSE subject for years 10 and 11. Pupils who do not opt to study RS at GCSE level have a combined RE/PSHE (RESPECT) lesson once a week throughout KS4. This reflects our commitment to ensuring that all pupils receive their entitlement to RE, including those who do not opt to study it as a GCSE.

The KS4 core RE curriculum is delivered as part of a combined RE and PSHE programme entitled 'RESPECT'. This curriculum is carefully planned to ensure that all pupils continue to build on and deepen their knowledge and understanding of religions and world views. This curriculum makes a significant contribution to the teaching of British Values, Citizenship, cultural capital, social cohesion and literacy. This course aims to enable pupils to understand some of the religious, philosophical and ethical issues in contemporary society. As in KS3, the core RE programme includes opportunities for pupils to encounter other religious and non-religious world-views to provide a broad and balanced curriculum for all.

Ambition for all

The RE curriculum at Broughton High School is wholly inclusive, providing all pupils with opportunities to 'achieve together' and enjoy academic success. There is an ethos of high ambition for all.

All pupils, including those with SEND, experience the full RE curriculum, with additional support and adaptation where needed, to enable them to achieve their very best. Pupils with SEND might be supported through the use of word banks, writing frames, scaffolding of tasks into small steps and through one-to-one support from a learning support assistant.



All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture, but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society."

(M. Gove: RE Review 2013)

Impact

Religious Studies has been both a popular and successful GCSE at Broughton. Outcomes in RS have historically been excellent and well above national averages. RS results at Broughton continue to be considerably higher than national and local averages. Many pupils enjoy the GCSE course and want to study it further.

Feedback from the most recent pupil voice survey indicates that the curriculum intent is successful. Pupils said that they enjoyed learning 'lots of new facts' in RE and 'getting involved in debates'. They feel that they make good progress in RE and that this is evident through teacher feedback, improved test score and 'being able to take part in a discussion and know what you're talking about'. Pupils feel that they have an opportunity to speak and express an opinion without fear of ridicule or any sense of embarrassment. One of the strengths of RE lessons at Broughton is the quality of class discussion, reflection, deep thinking and respectful dialogue in all lessons.

COVID curriculum

Impact of lockdown on the RE curriculum March 2019 – 2021

year	curriculum amendments
7	We decided that the unit on Hinduism which should have been taught in the summer term might be too complex for pupils to study at home. We replaced this with a thematic unit that would normally be taught at the end of Y8 (people inspired by faith). This has then given us additional time in Y8 this year to spend on teaching about Hinduism and catch up on what would have been taught in Y7.
8	We did not teach the unit on 'The philosophical problem of Evil and Suffering' during the first lockdown as we felt that some pupils might find this a difficult and emotive topic and would be better taught when there were opportunities to follow up learning with classroom discussion. We replaced this with the Y9 unit on Buddhism. The Problem of Evil unit was then taught to Y9 in the Autumn term of this academic year. On reflection, we have decided that the curriculum is better structured in this way and it is a change we intend to keep.
9	Y9 - The 'flying start to GCSE' was helpful and gave a sense of purpose to work set. We do not feel any pupils who opted for GCSE were unduly disadvantaged by the lockdowns. Pupils engaged with the work and some used this time to extend their knowledge through additional reading.
KS4 core RE	KS4 core RE – During the lockdown from Jan-March 2021 we took the decision not to deliver the intended unit on Attitudes towards death. We replaced this with a unit from NATRE on anti-racist RE.

Apart from these amendments, we taught the intended curriculum. Where units were felt to be inappropriate for remote learning they were moved to a later date when we would be back in school. By the end of the academic year 20-21 all pupils should have covered the intended curriculum.

A key concern for all years is the impact on standards of literacy, learning vocabulary and reading.

Reading, writing, and drilling of vocabulary is a key part of success in RE lessons. We recognise that some pupils did not do this as well at home. We are using strategies from 'The Writing Revolution' to help pupils get back on track with writing and literacy skills. Vocabulary checks will be a key part of retrieval practice and testing for all years. Guided reading is frequently used in both KS3 and 4 to encourage pupils to get back into good reading habits and illustrate the importance of reading and comprehension of text for success in RE.