

Marshland Curriculum Overview Religious Studies

Curriculum Intent

The intent of the Religious Studies curriculum is to develop pupil's understanding of the world they live in, and the different beliefs and perspectives that people within that world have. We want pupils to develop a sense of understanding of what shapes the world, alongside developing their own responses to these and feeling confident to express those responses.

How does our curriculum build upon previous learning?

<p>KS3</p>	<p>Pupils in the majority of our feeder schools follow the Norfolk Agreed Syllabus (NAS) which sets out what pupils should have covered and how. Christianity and Sikhism are the NAS suggested religions at KS1, alongside an understanding of the connections of Abrahamic religions (Christianity, Islam and Judaism), and delivers RS as multidisciplinary, which we will continue in KS3.</p> <p>At KS2 the NAS sets out Christianity and Hinduism as its suggested religions, alongside an understanding of the connections of Abrahamic religions (Christianity, Islam and Judaism), and continues to offer RS as multidisciplinary.</p> <p>Our KS3 curriculum builds on the above by continuing to focus on Christianity as its primary religion, but also encountering all of the six world religions, as well as other world views including Humanism. It continues to focus on RS as a multidisciplinary religion, by discussing theological, philosophical and human/social sciences perspectives. It achieves this by looking at RS thematically, firstly at religious practices in Y7, before the role religion has in the wider world in Y8, and then at different perspectives on key questions in Y9. The NAS has suggested questions at KS1 & KS2 and it is possible that schools may tailor their curriculum to their own setting so the KS3 curriculum does not assume prior knowledge. Some Marshland students are from Cambridgeshire schools, who have been taught RS from the Cambridgeshire Agreed Syllabus.</p>
<p>KS4</p>	<p>The NAS does not have a core curriculum at KS4 as it is suggested that schools offer GCSE Religious Studies. As Marshland does not offer GCSE Religious Studies it seeks to continue the work of KS3 by exploring religious responses to different topics. With a key focus on Christianity, our curriculum also revisits many of the main world religions and world views studied at KS3.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<p>A key part of Religious Studies lessons is that we are not teaching pupils what to believe, but presenting them with what other people believe, and giving opportunity to reflect on those beliefs and what impact they may have on a believer. As part of this process they may reflect on their own beliefs, and develop viewpoints on those beliefs and actions.</p> <p>Students are encouraged to develop their own viewpoints or arguments, but to do this in a respectful and understanding way which reflects British Values.</p> <p>Students are encouraged to present these viewpoints, through written forms or verbally. It is hoped that developing understanding of religions and world views will develop students into more understanding human beings, preparing them for adulthood and the wider world.</p>	<p>There are a variety of methods used to secure knowledge. Most lessons contain a form of retrieval practice or reference to prior learning to develop their recall of previous knowledge. Where lessons hinge on prior knowledge, there are elements of the lesson which make references to this.</p> <p>Subject specific literacy is referenced throughout and students are encouraged to use this in their writing to secure their use of subject literacy in the long term.</p>

How does our curriculum align to the national curriculum?
<p>The Religious Studies national curriculum requires individual counties to have their own agreed syllabus. The most recent NAS was released November 2019 for first teaching September 2020 (please note the NAS references first teaching September 2019 but this is an error as the NAS was released 1st November 2019. The NAS is for all Norfolk maintained schools and covers RE provision from KS1 to KS5, setting out RE as multidisciplinary, which our curriculum aims to follow.</p> <p>The three NAS disciplines are theology (thinking through believing), philosophy (thinking through thinking) and human/social sciences (thinking through living). These disciplines are threaded throughout KS3, and while philosophy features more predominantly in Y9, there are threads of philosophy throughout the curriculum. Theology and human/social sciences feature throughout the curriculum. NAS sets out the suggested weighting of each world religion in our study. This includes an in-depth investigation of Christianity, alongside two other principal world religions, and encountering at least one other religion or worldview. It suggests a Dharmic tradition such as Buddhism, and another world religion to develop understanding of the connections between Abrahamic religions such as Judaism and Islam, as two of its principal world religions.</p> <p>Marshland RS curriculum follows a thematic approach rather than looking at religions independently of each other, but the suggested weighting of leading with Christianity is reflected. Units usually lead with Christianity then move on to the other suggestions. The curriculum places more emphasis on Buddhism as its Dharmic tradition, and focuses more on Judaism as its Abrahamic religion. We aim to follow the suggested NAS weightings, but due to the thematic nature of lessons this isn't strictly adhered to, as our curriculum is designed to develop student understanding across religions and world views. Where appropriate the origins of different religions are included, and their interconnectedness, meaning that multiple religions are contained within a lesson and that percentages aren't strictly adhered to. Weightings are followed more within Y7 & Y8 where students encounter most world views, and Y9 is focused more strongly on Christianity (with elements of Islam) before moving on to philosophy and ethics which has references to Christianity and Humanism.</p> <p>NB: Marshland refers to RE provision as 'Religious Studies' but as the NAS refers to it as RE this is how it has been referred to in the above.</p>

How do we check student understanding and monitor progress?

A mixture of low stakes tests and more formal ways of understanding progress. Most lessons begin with retrieval tasks where teachers and students can monitor progress. Pupils also complete longer knowledge tests once a term and complete a Trust assessment once a year. In addition, there are opportunities throughout the year to complete written tasks as a way of checking understanding through live marking. In the summer term pupils complete a piece of extended writing.

Curriculum sequencing

Year	Autumn	Spring	Summer
7	World Religions and Rule Systems, including Christianity, Humanism, Islam and Buddhism.	Rites of Passage, including birth ceremonies in Sikhism, Judaism, Christianity and Humanism, and coming of age in Judaism and Christianity	Festivals and Holy Books - including Easter, Pesach, Wesak and Vaisakhi. Holy Books including the Bible, Torah, Qur'an and Guru Granth Sahib
8	Prejudice and Discrimination, including looking at Christianity and discrimination, antisemitism, the caste system, Islam and Buddhism.	War and Peace, including Christian attitudes to war, pacifism, Islam and Sikhism	The Environment, including looking at Christianity, Judaism and the environment, plus Hinduism, Jainism, Buddhism and Humanism.
9	Crime and Punishment, including looking at good and evil intentions, Christian attitudes to lawbreakers, religious attitudes to suffering, punishments and the use of the death penalty.	Philosophy - discussing questions and topics including: <ul style="list-style-type: none"> ● How did Plato see the world? ● How did Descartes see the world? ● What is God's role in the world? ● Belief in God and Evolution ● Religion in the 21st Century 	Ethics - discussing questions and topics including: <ul style="list-style-type: none"> ● What are ethics? ● How should we live if God is dead? ● Utilitarianism ● What should we do with the runaway train? ● Banality of Evil ● Artificial Intelligence ● Speciesism

Curriculum sequencing			
Year	Autumn	Spring	Summer
10	<p>While RS becomes a part of PSHCE in KS4, we seek to ensure that RS remains distinct from the other components of this subject. In Y10 and Y11 it has a specific term dedicated to it, where lessons are clearly referred to as Religious Studies to have a distinct identity. With a clear religious viewpoint, teachers are encouraged to make frequent references to the lessons as being RS focused. While lessons may contain PSHE themes such as abortion or marriage, these are not the only areas of the curriculum where pupils have encountered these topics (for example abortion will have been taught about in Y9 in RSE lessons). Therefore, the lesson has a RS perspective, once a refresher of the key knowledge is taught.</p> <p>While lessons are distinct, as RS provision they do carry on the theme of 10 which is about developing pupils' sense of safety and understanding of themselves as individuals, and their opinions.</p> <p>The theme for Y10 is 'Birth, Life and Death' and encounters the following topics:</p> <ul style="list-style-type: none"> ● Fertility, pregnancy and birth ● Relationships - marriage and divorce ● Families ● Discrimination and Racism ● Global Conflict - protests, riots and terrorism <p>Death - what happens when you die (includes references to euthanasia)</p>		
11	<p>Please see Y10 explanation of how RS is taught distinctly as part of PSHCE. The RS theme for Y11 continues with 'preparing for life in the wider world' but contains distinct lessons with an RS focus. This includes:</p> <ul style="list-style-type: none"> ● Racism ● Treatment of women ● Global poverty ● Medical Ethics ● War and Peace 		

<p>Rationale for this sequencing</p>	<p>Y7 provides a foundation to support the three-year programme. When first encountering a religion there is usually a short refresher of the origins, as some pupils will not have encountered the religion at KS1/2. The second two units are based on religious practices, first by looking in the second term at how people are initiated into religions, and then in term three looking at how they practise their faith and what is important to them, such as holy books and festivals.</p> <p>It is important that Y7 is spent looking at the foundations of each religion, at key teachings, how people ‘become’ a part of that religion, then important practices and sources of understanding of those religions. Pupils lay the foundations of what it means to be a part of that religion, which supports their understanding of Y8 topics looking at how those religions have an impact on the wider world.</p> <p>Y8 looks at the impact of religion in the wider world, starting with prejudice and discrimination issues in the wider world and the religious response, then revisits key Y7 themes including developing rule systems. Moving onto war and peace, themes are revisited, for example Ghandi features in both units.</p> <p>The environment theme looks at how some human choices can impact others, linking back to Y7 and revisiting Buddhist precepts.</p> <p>It is important for pupils to cover Y7 foundations of religions, then Y8 religion in the wider world to prepare them for Y9 where they start to question the role of religion.</p> <p>In Y9 pupils are encouraged to debate more about what role religion has in the wider world. Looking first at crime and punishment, pupils are encouraged to question different approaches, especially through the introduction of sharia law. They are also encouraged to discuss moral standpoints on topics like evil and forgiveness, which prepares them for terms two and three.</p> <p>Skills developed in term one feed into term two and three’s debates regarding ethics and morals, and students use their learning from previous years to debate the future of religion and how other people see the world. Some learning is revisited, for example, the principle of utility.</p>
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How does our curriculum prepare students for the transition to post-16 pathways?

The Y11 Religious Studies curriculum ties in with our wider PSHCE plan to prepare pupils for the wider world, developing their understanding of different topics and their place within it.