



Keystage 3 RE

Policy Traded 2

Origins of the curriculum

The Raedwald Trust RE Programme of Study reflects the agreed syllabus guidelines as set out by Essex Agreed Syllabus and Suffolk SACRE. The SACRE guidelines state that to assure access for SEND pupils, the programmes of study should be taught according to the agreed syllabus 'as far as is practicable.' There is no separate curriculum, but modification of the curriculum can be done in the following ways to meet the needs of pupils;

- choosing material from earlier key stages, while being aware of age, appropriateness and progression
- maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding
- using the Suffolk Agreed Syllabus or other guidance as a resource, or to provide a context, in planning learning appropriate to the age and needs of pupils
- focusing on one aspect, or a limited number of aspects, in depth or in outline
- integrating, for pupils at the early stages of learning, religious education with other subjects and as part of their everyday activities, including routines and shared events
- accessing religious education through personal exploration and contact with a range of people
- providing a variety of learning environments/contexts in which content can be delivered.

'Religious Education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on pupils valuing themselves and others, on the role of the family and the community in religious belief and activity, on the celebration of diversity in society through understanding similarity and differences, and on human stewardship of the earth. Religious Education also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion in the local, national and global economy.'

Content and sequencing

RE is delivered through looking at various conceptual areas - Values and Commitments, Meaning Purpose and Truth and Identity, Diversity and Belonging at KS3. These three themes are taught concentrically and were selected from six available themes in the Essex Agreed Syllabus. These themes will be revisited to ensure that pupils consolidate their understanding and are able to apply this to other religions/world views. These were chosen because they relate more closely to the profile of our students. Many of our students need support in developing and expressing their own beliefs, therefore, themes focussing on the development of the pupils' PSED needs were chosen. The main focus is on Christianity and other principle religions represented in the UK, as well as giving consideration to secular world views such as Humanism.

KS3

	Week 1-3	Week 4-6	Week 7-9	Week 10-12	Week 13-15	Week 16-19	Week 19
<p>KS3</p> <p>Three themes chosen from the six identified in Essex Agreed Syllabus</p> <p>1. Beliefs, teachings and sources. 2. Practices and ways of life. 3. Expressing meaning. 4 Identity, Diversity and Belonging 5. Meaning Purpose and Truth 6. Values and Commitments</p>	<p>Values and Commitment</p> <p>Crime and Punishment</p> <p>Christianity</p>	<p>Identity, diversity and belonging</p> <p>Prejudice, Discrimination and Islam</p> <p>Islam</p>	<p>Meaning, Purpose and Truth</p> <p>Sikhism – Langar</p> <p>Sikhism</p>	<p>Meaning, Purpose and Truth</p> <p>What happens to us when we Die?</p> <p>Christianity/ Hinduism</p>	<p>Identity, Diversity and Belonging</p> <p>Wealth and Poverty</p> <p>Judaism/ Christianity</p>	<p>Values and commitment</p> <p>Environmental impact, Humanism and Christianity</p> <p>Humanism/ Christianity</p>	<p>Places of worship visit/lesson</p>

Three themes chosen from the six identified in Essex Agreed Syllabus

1. Beliefs, teachings and sources.
2. Practices and ways of life.
3. Expressing meaning.
- 4 **Identity, Diversity and Belonging**
5. **Meaning Purpose and Truth**
6. **Values and Commitments**

Coverage of specific religious & world views content:

- Christianity x 4
- Islam x 1
- Judaism x1
- Sikhism x1
- Hinduism x1
- Humanism x1

Themes begin with implicit learning; starting with the experience of the learner (learning from Religion and Experience). Regarding explicit religious material (Learning about Religion and Human Experience), when covering each study unit, it is recognised that it will not be possible to cover all religions in equal depth. In order to allow some aspects to be covered more fully, other aspects will necessarily receive briefer and less detailed treatment. It is for schools to determine what is an appropriate balance in their particular context. Please see Essex Agreed Syllabus for specific religious content. The explicit content has been designed with conscious thought to the profile of our students and what would be most appropriate. Due to this Christianity will be a focus throughout the units, with

Islam, Sikhism, Hinduism and Judaism also being covered to a lesser degree. These religions were chosen due to relatability, current issues (extremism, war, stereotypes) and previous engagement in topics.

Omissions

At Alderwood Academy, students are on a temporary and short-term placement. Each placement on the Haven pathway is commissioned by the LA and the length of the pathway will vary dependant on time out of school before a new school is identified. Students will attend sessions with Raedwald staff for 3 days a week. Our students have a variety of SEND needs and careful thought has been put into what is most appropriate to teach. Therefore, we are unable to teach the whole curriculum and have made deliberate and conscious decisions on what to omit:

- Buddhism
 - o It was not possible to fit in all major religions and heavily weight Christianity in the short time we have each student. Results from the 2011 Census states that the religions with the least predominancy within the East of England was Buddhism and Sikhism. We decided to omit Buddhism in favour of Sikhism because their use of Langers would provide an essential teachable moment regarding responses to poverty.
- Beliefs, teachings and sources taught as a discrete theme
 - o We have found that many of our students have not yet developed their own beliefs and identity and therefore, it is harder for them to learn about what others believe. Students learn about different religious beliefs, teachings and sources through comparing their own beliefs and values with other religions in a range of topic areas.
- Practices and ways of life taught as a discrete theme
 - o As above, our students typically have not yet found their own place in the world, we focus on exposing the students to a range of ideas and beliefs so that they are able to integrate into their local community. Different world view/religious practices are taught through the other themes to a lesser extent.
- Expressing meaning taught as a discrete theme
 - o Expressing themselves is a skill that many of our students find difficult. Students have daily PSED lessons so that they can learn how to express their emotions and beliefs in a positive way. Therefore, it is harder for our students to learn about how other followers of religions and world views express the meaning of their beliefs. We have chosen to omit this theme in favour of the other three themes, where students are able to develop their own identity, beliefs and sense of community.

Assessment and outcomes

The Programme of Study encompasses two main attainment targets. Learning about Religion, which is concerned with the investigation of the nature of religions and identifying and developing an understanding of ultimate questions and ethical issues and how individual religions relate to one another. Learning from Religion is concerned with developing pupils' ability to reflect on and respond to their own and others' experiences in the light of their Learning about religion and belief. Ongoing assessment for learning will take place throughout lessons and teachers will make judgements about students' progress by assessing them against lesson learning objectives linked to "knows" and "dos". These will then support identification of pupil need and success. Pupil outcomes will be recorded and used to inform future planning. Gaps in learning and misconceptions are addressed rapidly.

Our aim within the subject is that Religious Education should provide pupils across The Raedwald Trust opportunities to learn details about religion and belief systems and learn messages from religion and belief systems.

- Acquire knowledge and understanding of Christianity and other principal world religions.
- Develop an understanding of how beliefs affect the lives of believers.
- Develop the ability to reflect on the relevance of religion to contemporary moral and social issues within society.
- Enhance their own spiritual, moral, cultural and social development.
- Develop a positive attitude towards people who hold different values and beliefs.

Whilst a specific level of knowledge and understanding of key religious world views is central to the teaching of Religious Education, it is also understood that the development of attitudes in relation to ‘self’ and ‘other’ are essential. These are set out as four essential attitudes in the Suffolk SACRE agreed syllabus as self-awareness, respect, open-mindedness and appreciation and wonder. In addition to this Religious Education has a central role to contribute to developing the spiritual and moral education of students across the curriculum. Therefore, the “knows” and “dos” we have chosen to assess are:

Meaning, Purpose and Truth
Know: That some questions have no answers.
Know: That different faiths have different answers to Ultimate Questions
Do: To be comfortable with ambiguity in relation to world view studied.
Do: Be aware with what has formed our own views
Values and Commitment
Know: That there are different responses to Moral/Ethical Truth in Society and be able to relate it to faith studied
Do: They will be able to understand and evaluate different responses to truth.
Do: They will be respectful of others opinions, beliefs and actions.
Identity, Diversity and Belonging
Know: Another of the different faith groups in UK society.
Know: They will know how it feels to be in a minority group through study of the faith group identified.
Do: Be able to recognise what contributes to identity of self
Do: Be able to recognise what contributes to identity of others in comparison.
Do: Develop mutual respect for beliefs of self and others.

RE and the Wider Curriculum

Religious education provides opportunities for the development of knowledge, skills and understanding which stimulate pupils’ interest and enjoyment in learning and encourage the best possible progress and attainment for all. It develops both independent and interdependent learning and makes an important contribution to pupils’ skills in literacy and in information and communication technology. It promotes an enquiring approach in which pupils are able to consider carefully issues of truth in religion. It develops the capacity to think coherently and consistently, enabling them to evaluate their own views, and those of others, in a reasoned and informed manner.

Religious education has a significant role in the promotion of spiritual, moral, social and cultural development. At its heart lies a commitment to focus on ultimate questions and ethical issues. This enables pupils to appreciate their own and others’ beliefs and cultures and how these impact on individuals, communities, societies and cultures. It seeks to develop pupils’ awareness of themselves and others, enabling them to develop a clear understanding of the significance of religion in their own area as well as in the world today. It also enables pupils to learn about the ways different faith communities relate to each other and to society as a whole. Religious education aims to promote religious understanding and respect, and to challenge prejudice, discrimination and simplistic stereotyping. It is concerned with the promotion of each pupil’s self-worth, enabling them to reflect on their uniqueness as human beings, to share their feelings and emotions with others and to appreciate the importance of forming and maintaining positive relationships. It is also committed to exploring the significance of humanity in relation to the environment, and the beliefs people hold about their responsibility towards it.’

Additional information

Withdrawal from Religious Education lessons:

Pupils – a parent of a pupil may request:

- that their child be wholly or partly excused from receiving religious education given in accordance with the agreed syllabus.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Teachers – a teacher may not be:

- required to teach religious education (although this may not be the case in a school with a religious foundation).
- discriminated against for their religious opinions or practices.