

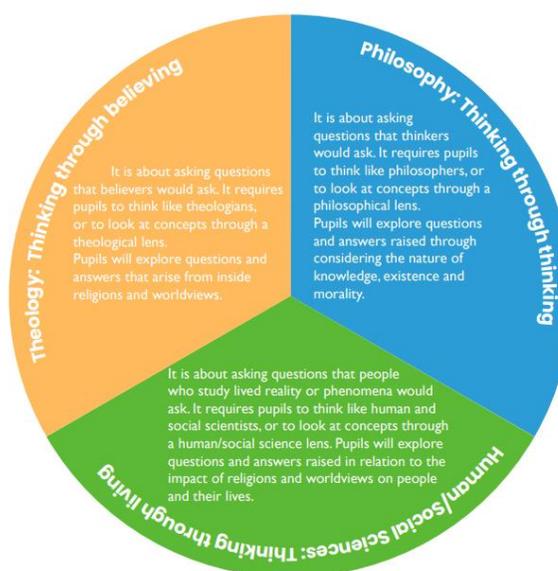
### Origins of the Curriculum

The RE curriculum for Key Stage 3 at Parkside is derived from the Essex Agreed Syllabus, ensuring alignment with local educational standards while addressing the unique needs of our students. Progression is mapped across the key stage through an enquiry-based approach, allowing students to explore religious and philosophical concepts in depth. This curriculum transcends the national requirements by fostering personal reflection, critical thinking, and ethical understanding. It is deliberately designed for Alternative Provision (AP) settings, emphasizing flexibility and personalisation to accommodate the diverse educational needs of our pupils, including those on fractional placements.

The aim of the RE curriculum is to support pupils' religious literacy. As outlined in the Essex Agreed Syllabus, being religiously literate means that:

- pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews.
- pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

The RE curriculum is rooted in three key disciplines or disciplinary fields as outlined below, and the aim is to balance these three disciplinary lenses in order for pupils to become more religiously literate.



### Content and Sequencing

Learning objectives are organised to balance depth and breadth, acknowledging that not all religions can be covered in equal detail. Christianity is emphasised, with Islam and Humanism also explored due to their relevance to current issues and student interest. This policy supports a refined curriculum content implemented for pupils accessing provision through fractional placements and/or short-term placements.

In line with the Essex Agreed Syllabus, the content of the RE curriculum is built on an enquiry based approach. Pupils acquire key knowledge and skills by exploring core questions as outlined below:

- Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.
- Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.
- Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.
- Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.
- Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question.

### Assessment and Outcomes

Formative assessments will be conducted regularly through discussions, written reflections, and project work, allowing teachers to gauge understanding and adapt instruction. These assessments inform ongoing practice, ensuring that instruction meets the needs of all learners, including those on fractional placements. The intended outcomes include developing students' critical thinking, ethical reasoning, and cultural awareness.

### RE and the Wider Curriculum

The RE curriculum supports the delivery of British Values, SMSC (Spiritual, Moral, Social, and Cultural) development, and cultural capital by fostering respect, empathy, and understanding of diverse beliefs.

Reading is integrated as a core component, with students engaging with religious texts, stories, and philosophical writings to enhance comprehension and critical analysis skills.

This subject prepares pupils for life beyond education by equipping them with the knowledge and skills to navigate a diverse and complex world, promoting lifelong learning and ethical citizenship.

### **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.