

RT Springboard Pathway KS4 RE Policy

Origins of the curriculum

The Raedwald Trust Springboard Pathway RE Programme of Study reflects the agreed syllabus guidelines as set out by Suffolk SACRE, aspects of all i/GCSE syllabi content which reflects the DfE stipulation that all pupils need to study RE. 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' and offer opportunities for accreditation for all.

RE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all pupils feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to as well as respecting the identity of others within and beyond school communities. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community, is an integral part of our ethos.

As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, however there will also be a need to differentiate to meet particular needs (match syllabus requirements of home schools and pupil ability). Aspects of the curriculum have been specifically selected to ensure that the fundamental skills which pupils will require to access education and wider life are taught and embedded.

In addition, Religious Education within the Raedwald Trust is integral and interwoven across all curriculum subjects and is underpinned in our Pupil/Staff Charter. All staff and students have a responsibility to embrace all aspects of faith exploration and respect for belief and cultural difference. There is no separate curriculum, but modification of the curriculum can be done in the following ways to meet the needs of pupils;

- Building on curriculum content 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 core content from all exam board GCSE and iGCSE Syllabi as a resource, to provide a context, in planning learning appropriate to the age and needs of pupils and protecting their opportunity to gain accredited qualifications at 16
 - focusing on 4 core units, in depth to contribute to course coverage
 - integrating and celebrating Religious Education with other subjects and as part of their everyday activities, including routines and shared events in Reflection Fortnights
 - 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, and 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

At KS4, students will cover topics linked to the GCSE AQA Syllabus B (yr 11 pupils) but also the core content of all other exam boards for GCSE/iGCSE. The Programme of Study follows a thematic approach and explores the conceptual areas in relation to two different monotheistic religions, these two religions are chosen as they have parallel conceptual roots in faith and as such are more familiar to learners who often have limited contact time within the curriculum. This is arranged sequentially and the Programme of Study ensures that students experience a breadth of different religious views. Students will study Christianity as it is the main religion in Great Britain today. The second religion to be studied is Islam as it's the second largest religion, and there is a growing Muslim community in the region has grown significantly in recent years.

KS4 19 week placement Springboard Pathway – linked to core content of all GCSE and iGCSE syllabi

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| Core unit 1 Christianity (in depth study 1) | Core unit 1 Islam (in depth study 2) |
| Core unit 1 Relationships and families (theme 1) | Core unit 1 Peace and Conflict (theme 2) |

Due to the Springboard pathway being a fractional placement, deliberate and conscious decisions have been made about which content to prioritise and which content to omit. Specialist teachers have made the decisions based on concepts that are deemed most relevant and important for students living in modern Britain and that which will provide the foundations for deeper studies and examination success. This can be found in the Pathway overview for this subject.

The thematic units will give all students the opportunity to study both contemporary issues as well as the religious, philosophical and ethical arguments related to these themes. This will allow them to be able to cover content related to core content for i/GCSE assessment

Assessment and outcomes

The Programme of Study encompasses two main assessment objectives:

- AO1: Demonstrate knowledge and understanding of religion and belief, including:
 - beliefs, practices and sources of authority
 - influence on individuals, communities and societies
 - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Learning about Religion is concerned with the investigation of the explicit nature of religions and identifying and developing an understanding of ultimate questions and ethical issues and how individual religions relate to one another. This learning is then applied in thematic studies comparing religious views and how it creates complexity in contemporary situations. It is suggested that an appropriate approach to the teaching of Religious Education should begin with those areas of the curriculum that engage learners implicitly with religious ideology with Core unit Relationships and Families. Teachers and students will make judgements about students' progress by assessing them using a skills and knowledge based formative assessment tool.

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 messages from religion and belief systems and about religion and belief systems;

- 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.
- Acquire knowledge and understanding of Christianity and other principal world religions
- Develop an understanding of how beliefs affect the lives of believers and their wider communities (multi faith Britain/ wider world).

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 Essex/ Suffolk 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, social and cultural education of students across the curriculum.

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.