**Our Vision**

At Stepney All Saints, we believe Religious Education is a critical part of our school curriculum, as it offers students the chance to explore the most fundamental aspects of humanity and their own identity.

Through the learning of a broad range of faiths, beliefs and practices, students are able to gain a deep understanding and respect for the various ways humans give purpose to life.  As a Church of England school, the principles of a Christian education remain at our core. This is reflected in our school ethos ‘Do unto others as you would have them do to you’ and our school motto ‘We learn together, we pray together, we achieve together’. These values are the fabric of our school and embodied in RE lessons, through exploring the theology, philosophy and human sciences.

In line with the Church of England ‘Statement of Entitlement’ our curriculum is designed to help children to understand and engage with Christianity and to appreciate and respect those of all faiths or none. This includes:

*• To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.*

*• To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.*

*• To engage with challenging questions of meaning and purpose raised by human existence and experience.*

*• To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places. • To explore their own religious, spiritual and philosophical ways living, believing and thinking*

*(The Church of England ‘Statement of Intent’ Feb 2019)*

**Statement of intent**

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| Year 7 | Year 8 | Year 9 |
| * Voice their own opinions | * Explore opposing opinions | * Evaluate others and own opinions |
| * Understand key academic language | * Use key words extended writing and in discussions | * Understand origins of keywords (etymology) |
| * Develop basic GCSE skills: Define, describe, explain | * Develop advanced GCSE skills: Explain, quotes | * Develop all GCSE skill: analysis of quotes and evaluation |
| * Engage in classroom discussion | * Engage in debate | * Advocate for opposing and minority beliefs during discussion and debate |

Our RE curriculum is designed to engage and enthuse our students. At Stepney All Saints, we believe RE plays a critical role in ensuring that students are primed for a diverse society. According to the statement of entitlement produced by The Church of England *‘’all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews 3 through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills.*’’

*(The Church of England ‘Statement of Intent’ Feb 2019)*

We want to students to develop skills that empower them to make informed decisions and to have the confidence to voice their views. In each Year students will:

**Year 7**

**Rationale**: In Year 7, we want students to develop the skills necessary to understand and explain philosophical arguments. We want students to cultivate the language and confidence needed to voice their opinions on the nature and existence of God. In addition, students will be able to describe, analyse and explain core beliefs, practices and figures of the Abrahamic faiths.

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| Is there reason to believe in God? | What does it mean to be Jewish? | Who is Jesus? | What important lessons can we learn from the Bible? | Who is Muhammad? | All Saints Project |
| * The nature of God * Teleological 1 * Teleological 2 * Cosmological 1 * Cosmological 2 * The Problem of Evil 1 * The Problem of Evil 2 | * The nature of God * The Torah * The Synagogue * Jewish Practices today: Shabbat * Coming of Age: Bat / Bar Mitzvah * Diversity in Judaism | * The Miracle birth * Early life as a Jew * Miracles * Jesus’ Baptism * Why is Jesus relevant today | * What is the Bible? * How to use the Bible? * Suffering (Adam & Eve) * Obedience (Noah’s Ark) * Family (Cain and Able) * Rules (Moses) | * Orphan * Arbitrator * Shepherd and merchant * Khadija * Illiterate prophet * Reaction to his message |  |
| Theology | Theology | Theology | Human and social science | Theology / Human and social sciences | Human and social science |

**Year 8**

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| What does it mean to be Hindu? | What does it mean to be Buddhist? | What does it mean to be Sikh? | Why is agape and forgiveness important in Christianity? | What can we learn from women in the Bible? | Spirited Arts Project |
| * The nature of God * The Vedas * Hinduism today: Puja * Samsara, reincarnation and karma * Caste system and society * Ahimsa and violence | * The life of the Buddha * 4 noble truths * 8 fold path * 3 states of being * Diversity: | * The nature of God * Guru Nanak * Guru Granth Sahib * The Gurwada * Sikhism today: The 5Ks * Langar and worship | * Agape: different types of love * Love thy neighbour/ do unto others * Forgiveness: Gee Walker * Situation Ethics * Oscar Romero – Liberation Theology |  |  |
| Theology | Theology | Theology | Human and social science / philosophy | Theology / Human and social sciences | Human and social science |

**Rationale**: In Year 8, we want students to develop the skills necessary to explore the Eastern faiths through a comparative lens. Students will develop the language, skills and confidence to engage in advanced GCSE writing, as well as participate in meaningful debate. Students will explore key social themes such as love, feminism and forgiveness empowering them with the knowledge necessary to navigate society.

**Year 9**

**Rationale**: In Year 9 we want students to develop the skills to critically engage with unconventional religious traditions and practices. Student will develop the language and confidence to evaluate their own opinions as well as advocate for minority and opposing views. In the Summer term students will begin the GCSE Edquas syllabus which takes a distinctive issues based approach to the study of religion, philosophy and ethics in the modern world.

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| How do religious believers express themselves creatively? | What minority religions practice today? | Why are women in religions important? | How do different denominations practice Christianity? | Christianity Beliefs | Christianity Practices |
| * Islamic poetry * Christianity – Gospel music * Buddhism – Mandala * Judaism – Clothing * Christianity - Art | * Jainism * Rastafarianism * The Amish * Sufism * Humanism * Zoroastrianism | * Mother Nature * Leadership * Gender discrimination * Women in Islam * Mother Theresa * Goddess in Hinduism | * History * Catholics * Anglican * Evangelical * The Salvation Army * The Quakers | * GCSE | * GCSE |
| Human social sciences | Theology / human social sciences | Theology / philosophy | Human and social science | Theology / Human and social sciences | Human and social science |

**Teaching, learning and Assessment Policy**

**KS3:**

Learning Principles

* Posing and discussing ‘big’ and challenging questions
* Socratic questioning
* Applying, analysing and evaluating knowledge
* Reading and critically analysing texts
* Interpreting information from different sources
* Independent research and study
* Listening to and respecting others
* Group work
* Taking time for reflection
* Exam practice
* Use of academic language in discussion and writing
* Debate
* Stories

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| **Formative**: | **Summative**: |
| Minimum once per half-term.  Can take the form of an exam style question.  Questions to be set by the HoD for all pupils to sit for each unit / year group to ensure consistency.  Pupils to respond to teacher feedback in green pen by redrafting their response and improving it. | Once per term  Consists of a knowledge based, source based and judgement based question.  Exams are to be synoptic and cover learning from throughout the year and KS3 (using source based questions for synoptic elements. |

**KS4**

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| **Formative:** | **Summative** |
| Once per half-term as directed by HoD.  All pupils to sit/teachers to provide feedback on the same piece of work. | Once per term / at the end of each unit and in accordance with timetabled data drops. |