

RE at Sir Charles Parsons School

Intent:

Underpinning our program of delivery of our RE curriculum at SCP, is the aim to promote one of the fundamental British Values of respect and tolerance of people with different faiths, and we teach our students that British law protects their freedom to hold their own beliefs.

The RE curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Therefore, outcomes for students will differ according to the pathway they follow. The intent, implementation and impact in the RE curriculum is designed and developed with each pathway in mind.

Our curriculum aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs, and to contribute to the development of their own beliefs and values. Learning about religious and non-religious worldviews gives our young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. It enables young people to have better friendships and develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes through critical thinking/discussions. We offer a broad curriculum that is representative of all members of our school and the wider community which is exciting and engaging.

The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE. The RE curriculum at Sir Charles Parsons School (SCP) follows the SACRE syllabus. The framework is ambitious in its scope and rigour and there is a focus on exploration, discussion and debate through key questions. This syllabus supports our wider school curriculum, enabling pupils to develop their curiosity about the world around them. In doing so, they gain understanding and empathy for the views of others in modern Britain in an engaging and exciting way. The units of study are chosen from the relevant Key Stages in the SACRE Syllabus but highly adapted and differentiated to meet the needs of all our

learners. Our curriculum enables our students to develop a sense of curiosity and respect of other faiths and cultures in the local area and the wider community. It also ensures all learners have the opportunity to develop knowledge and skills to enable them to understand the diverse nature of different religions and worldviews. Most of our students will access opportunities that will provide deeper learning and understanding of religions and worldviews by exploring patterns of belief nationally and globally and comparing them historically and present day. Some students will investigate shared beliefs as well as differences, empathetic understanding, reasoning and thinking skills in addition to enhancing their knowledge of vocabulary.

The Intent, Implementation and impact allows for students to:

- Learn in an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Develop socially, culturally, morally and spiritually whilst learning about British values, fostering holistic development.
- To enhance cohesion between different communities and continue to form and develop links with religious and community representatives.
- To create and develop cross-curricular links and foster excitement around whole school events.
- Gain experiences or knowledge about local religions and communities.
- Have a sense of their own cultural background.
- Have the opportunity to experience different religions and cultures through school visits by religious representatives, school trips and artefacts.

Red/Orange/Yellow pathways:

Intent:

- Develop an understanding about different religions and worldviews
- Develop an understanding of beliefs and practices and thereby recognise diversity between communities and individuals
- Develop an understanding of how beliefs, practices and forms of expression influence individuals and communities
- Develop a way to express their views effectively about identity, diversity, values and ethical issues
- Develop an interest /curiosity in the different religions and worldviews
- Develop respect for the culture /faith/gender/sexual orientation/differences/similarities/democracy/beliefs of others
- Develop a range of vocabulary
- Develop an understanding about major events from the main religions followed in their own country and around the world
- Develop the skills needed to investigate key concepts and questions of belonging, meaning, purpose and truth
- Develop the skills needed to articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives
- Develop as an independent, critical thinker, discerning in her/his judgement
- Develops the moral courage and strength to resist the influence of others, including gaining understanding of extreme circumstances such as grooming/radicalisation/exploitation
- Develop as a responsible citizen
- Develop communication, writing and numeracy skills.

Implementation:

- Led and overseen by the curriculum lead for RE
- Subject specific learning

- Delivery of a progressive curriculum
- RE is taught as a half-termly or termly topic focussing upon knowledge and skills stated in the SACRE RE syllabus
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Christianity is taught for a whole term in every Key Stage
- Key Stage 3 is taught in termly units
- Key Stage 4 is taught in half-termly units on the 'Rites of Life' for the six main religions for year 10 and termly units for year 11
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

Impact:

- Made progress in their knowledge and understanding of the different religions and world views
- Made progress in their acquisition and understanding of vocabulary
- Made gains in accreditation (where available)
- Self-directed learners
- Learners who are empathetic and understanding
- Have understanding of other cultures and faiths
- Have knowledge of others faiths and cultures in the local areas and the wider community

Green/blue pathways:

Intent:

- Develops curiosity about the world around them and enjoys participating in a wide range of creative activities
- Development of self - awareness
- Understands their own and others' behaviour is affected by emotions
- Understands right and wrong
- Realisation of beliefs and practices in different religions
- Can communicate wants, beliefs and views effectively
- Experience, respect for and some knowledge and understanding of peoples cultures/faiths in the local areas and wider community, past and present
- Develop communication and literacy skills
- Develop knowledge of words
- Develop awareness of religions and worldwide views
- Develop thinking and sorting skills

Implementation:

- Led and overseen by the curriculum lead for RE
- Differentiated curriculum with some functional subject specific learning
- Curriculum is delivered in a multi -sensory way through exploration of objects, artefacts, clothing, food, music, job roles and leisure activities to provide meaning to the content.
- Delivery of a progressive curriculum
- RE is taught as a half-termly or termly topic focussing upon knowledge and skills stated in the SACRE RE syllabus

- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Christianity is taught for a whole term in every Key Stage
- Key Stage 3 is taught in termly units
- Key Stage 4 is taught in half-termly units on the 'Rites of Life' for the six main religions for year 10 and termly units for year 11
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- SMSC and Philosophy for children (P4C) are threaded through the curriculum
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play and drama.
- Collaborative learning, practical based.

Impact:

- Made progress in their awareness and understanding of the past
- Made progress in their communication and literacy skills
- Made gains in accreditation (where available)
- Developed experience, respect for and some knowledge and understanding of peoples cultures/faiths in the local areas and the wider community

Indigo/Violet pathways:

Intent:

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them and enjoy a range of identified activities and is usually willing to participate in new/unfamiliar activities
- Develop an ability to gain attention of others and communicate their basic choices with a range of different adults in different settings
- Develop a recognised means of expressing wants/needs
- Develop the ability to communicate their basic choices with a wide range of people
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Develop experiences and engage in a range of simple, familiar and meaningful routines
- Develops positive experiences and developed some awareness (which exists in the moment but not necessarily retained over time) of a variety of practices in different faiths and cultures
- Develops their own wellbeing by accessing and engaging in sensory based activities to enhance their holistic development
- Develops the ability to interact socially with peers in a variety of settings
- Develops the ability to engage in appropriate sensory experiences
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

Implementation:

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Encounter religious experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter range of sounds/artefacts/textures
- Encounter a range of creative activities, role play and sensory stories.
- Experience and encounter places of religious interest in the local community.
- Led and overseen by the curriculum lead for RE
- Repetition of activities to sustain individual pupils achievements
- RE is taught as a half-termly or termly topic focussing upon knowledge and skills stated in the SACRE RE syllabus
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge
- Christianity is taught for a whole term in every Key Stage
- Key Stage 3 is taught in termly units
- Key Stage 4 is taught in half-termly units on the 'Rites of Life' for the six main religions for year 10 and termly units for year 11
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- SMSC and Philosophy for children (P4C) are threaded through the curriculum

Impact:

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express wants/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood
- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.