

## RELIGIOUS EDUCATION AT BOLDON

Vision	Intent	Implementation	Impact
<p>Our vision within Religious Education at Boldon is to provide a safe, inclusive, non-denominational environment in which our students can explore what people believe and what difference this makes to how they live their lives.</p> <p>Our curriculum is designed to introduce both religious and non-religious worldviews to our students and to encourage them to question and reflect upon the concepts and ideas they encounter. Students gain knowledge, understanding and empathy in order to investigate, analyse and evaluate the choices people make. It is our hope that our students carry these skills with them throughout their time at Boldon and beyond, as we prepare them for life in a culturally diverse, modern society.</p>	<p>The Legal Requirements for Religious Education “Religious Education must be provided for all registered pupils in maintained schools. Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. In all maintained schools it must be taught according to a locally Agreed Syllabus, which is the statutory order. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be non-denominational and must not be designed to convert pupils or to urge a particular religion or religious belief on pupils. Teaching about denominations is not prohibited.” <b>Extract taken from the South Tyneside Locally Agreed Syllabus 2020.</b> There are three elements of Religious Education which students should be introduced to. These are knowledge and understanding, critical response and personal reflection. Our knowledge rich curriculum provides students with the opportunity to explore, analyse and evaluate worldviews, learning about and from religion in order to develop their own worldview. The RE curriculum at Boldon school begins in year 7 with the statutory bridging unit “What is RE”. This connects the learning from year 6 and year 7. The purpose of this bridging unit is to consolidate the understanding of key</p>	<p>Staff use collaborative planning via a shared google drive to ensure all pupils receive the same learning experience. This is implemented through the planning of high quality lessons that are shared with other staff. Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed. Curriculum resources are selected carefully and reviewed regularly. Assessments are designed thoughtfully to assess retrieval practice, apply knowledge and explore key areas. A key focus for our assessments in RE is also to develop evaluative skills that enable students to both express and provide justification for their own views and beliefs. The assessments are designed to build their skills set, so they are equipped for the challenges of GCSE level study. GCSE pupils are given regular mock exams, model answers to aspire to and constructive feedback to improve. Assessments are checked for reliability within the department and moderated and standardised regularly.</p>	<p>Examination results analysis and evaluation</p> <p>Retrieval practice at the start of lessons and regular reviews of learning in class.</p> <p>Homework booklets</p> <p>Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings</p> <p>Lesson observations</p> <p>Support for GCSE pupils to study A level at other providers.</p> <p>Learning walks for KS3 and KS4 based upon departmental priorities</p> <p>Regular feedback from teaching staff during department meetings</p> <p>Pupil voice and Parental feedback</p>



	<p>concepts learned at key stage 2 and to provide students with some confidence going into key stage 3.</p> <p>The second unit in year 7 is called “Why do people believe in God?” which is a Christian unit predominantly as this is one of the core religions specified in the South Tyneside Locally agreed syllabus. This allows students to utilise the knowledge gained in Key stage 2 to enable them to begin to reflect upon their own beliefs and opinions and gives them the vocabulary to be able to do this.</p> <p>The third unit “What do Buddhists believe?” is in contrast to unit 2, as it offers a Dharmic viewpoint as opposed to the more Abrahamic view students will have studied in depth so far. This unit builds on unit 1 and 2 as it introduces students to the idea of a religion with no god. It offers a very different worldview to Christianity. This also introduces students to a core religion taught at Key stage 4 at Baldon, Buddhism. As stories are very important in the teaching of religious education, we begin with the life of the young Siddhartha Gautama and how his experiences led to Buddhism itself.</p> <p>Term 3 will begin with a unit called “What do Muslims believe?” This will be consolidated in year 8 with a unit called “What does it mean to live as a Muslim in Britain today?”</p> <p>Year 8 begins with a unit called “What happens after we die?”. This unit allows students to investigate diversity within and between religions by learning about the differing views surrounding death and the afterlife. As discussing death and the afterlife can be a sensitive topic, this unit appears in year 8 as opposed to year 7. Students can utilise the knowledge gained in year 7 on the three</p>	<p>Staff are subject specialists and are experienced examiners.</p> <p>Staff sometimes work with external providers such as members of the local faith communities, charities and organisations, such as street pastors and foodbank volunteers and media professionals.</p> <p>Pupils will be given opportunities to use displays in corridors and classrooms to help them further their understanding and present their work.</p> <p>Educational visits play a key part in the study of RE. They also help students to link up their learning with other subjects across the curriculum, for example in History. Well established trips have included to London for a study of important places of worship and Poland, including visits Krakow, Auschwitz and the opportunity to meet and hear from a holocaust survivor.</p>	
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	<p>core religion's beliefs to offer explanations and show understanding of the practices surrounding death. For example, in year 7 the unit called "What do Buddhists believe?" students learn about the concept of karma. This knowledge can be applied to the issue of rebirth and reincarnation in this first unit in year 8.</p> <p>This unit is followed by a unit called "How can art help express beliefs?" which is very popular with students. As it introduces them to a very different way of learning about religion. This unit is taught at this point in the curriculum as we feel students have gained sufficient knowledge of the core religions. They are now ready to apply this knowledge. Unit 1 in year 7 "What is RE" students learned about symbolism and should now understand what is meant by symbolism, a large part of this unit in year 8. Students understand that there are many things which can be symbolic, not just religious symbols themselves.</p> <p>We end year 8 with a unit called "Why do people suffer?" Again, a sensitive subject which is taught at this point as students are more mature. This unit builds upon concepts taught in year 7 on evil, sin the devil, creation, and Adam and Eve. This year 8 unit also introduces students to one of the key Christian beliefs taught in Key stage 4 about the existence of evil and suffering when discussing the nature of God and the concept of dukkha and its influence on Buddhist teachings and practices in Component 1 of the AQA Spec A syllabus. This year 8 unit addresses the idea that religion itself could be a factor in the existence of suffering which is a difficult concept for year 7 students to grasp. Students will be able to question the nature of</p>		
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	<p>religion itself which allows them to consolidate their learning from unit 1 in year 7 “What is RE?”</p> <p>This unit concludes with lessons on theodicy, a concept which would not be possible without prior knowledge of rebirth and reincarnation taught in unit 1 in year 8 “What happens after we die?” and the nature of God taught in unit 2 of year 7, “Why do people believe in God?” This final unit in year 8, begins to introduce the more thematic approach to RE which will be taught in year 9.</p> <p>Year 9 has a more thematic approach than the previous two years. This is because students have sufficient background knowledge of the beliefs and practices of the core regions to be able to explain how they influence morality, ethics and decision making. We feel this curriculum allows us to promote many personal development opportunities as students learn more about the world in which they live. Year 9 includes units on War, Crime, Animals and Social justice. They are designed to provide students with a flavour of the Units from Component 2 of the AQA Spec A syllabus. As these subject areas can be considered controversial and are at least open to interpretation, they inspire debate, a skill more suited to the older student. Introducing these ideas now, allows students the space and time whilst still in key stage 3 to reflect upon their own opinions and values. By now students understand that there is diversity between religions, and now we will delve further into the area of diversity within religion.</p> <p>The final unit in year 8, “Why do people suffer” introduced students to topics such as the effects of war and terrorism in relation to suffering. In year 9, the first unit “Morality</p>		
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	<p>and War” builds upon these ideas and will expand to allow students to evaluate ideas such as ‘What is the difference between a terrorist and a freedom fighter?’, ‘can suffering sometimes be justified?’</p> <p>Unit 2 in year 9 is called, “Religious views on Crime and punishment” has its roots in year 7 as students can use this knowledge to develop their understanding of religious views on forgiveness, punishment and offenders. They can apply this knowledge to understanding religious perspectives on punishment and the treatment of offenders and victims.</p> <p>Unit 3 in year 9 is called “How should we treat animals and the environment?” The concept of stewardship links directly back to the learning in year 7 when students learned about the creation story in Genesis. Students can apply the beliefs from this unit to help them to explain influences practice regarding protection of the earth and animals. Later on in this unit, students will learn about religious views toward eating meat, consolidating knowledge from year 7. The final unit in year 9 is called “What is social justice?” This links directly to the issue of Islamophobia and prejudice and discrimination introduced in year 7. Students will possess the background knowledge to tackle the issues surrounding stereotypes, scapegoating and religious prejudice. The unit goes on to discuss issues such as racism and homophobia all of which will help to embed the British values introduced in year 7 and across all curriculum areas in Baldon school.</p>		
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