Religious Education

Intent:

Students love RE.

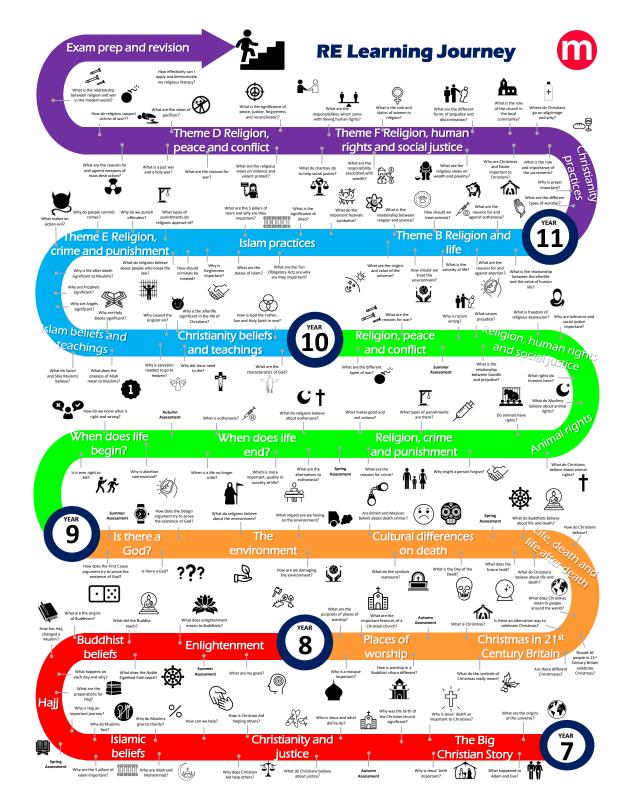
Develop religious literacy and cultural capital.

Demonstrate knowledge, understanding of religion and beliefs.

Analyse and evaluate aspects of religion and belief, including their significance and influence.

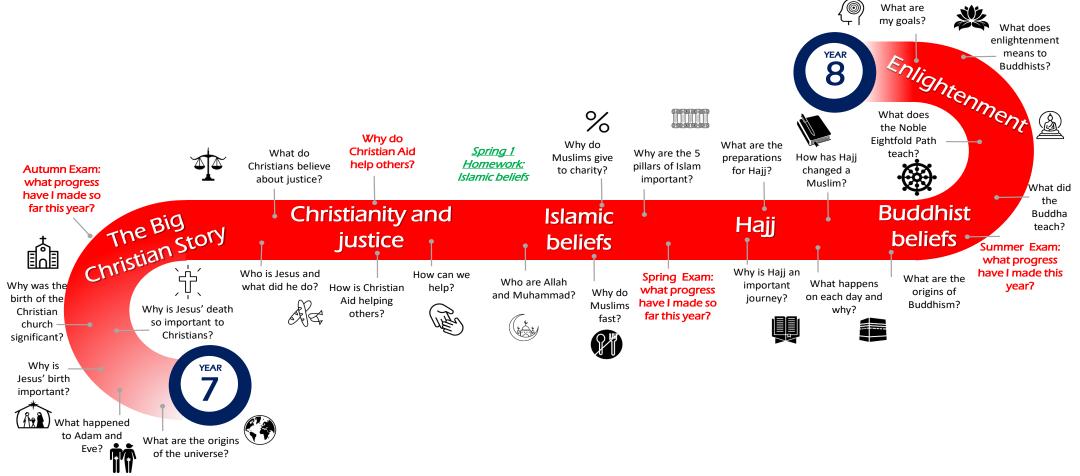
Context:

Students living in Oswestry and the surrounding areas have low exposure to a range of cultural diversity compared to students living in inner city or urban areas.



What will you be learning in Year 7 RE?

In your first year of RE at the Marches you will be immersed in this diverse subject. The topics you will study are some of the Big Six World Religions, meaning that you will build up your knowledge and understanding of religions and cultures from around the world, developing valuable **skills of religious literacy and critical thinking**. The foundational knowledge, as well as the technical skills learnt, will equip you well to go on and study the broad range of topics on offer in future years. The skills you learn in each topic will be revisited throughout KS3 and will prepare you for GCSE as well as to be excellent, independent philosophers!



Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessments here:



The Big Picture—Intent: The first year of the KS3 RE curriculum provides students with a broad and balanced overview of some key beliefs and teachings across and within world religions. It aims to promote love of learning in RE by focusing on engaging topics, from ideas about justice to Buddhist beliefs about enlightenment. Students develop breadth of different beliefs but also depth of topics on a termly basis. Breadth of beliefs and teachings will take place in the first half term and a deep dive into specific concept will be explored in the second half of the term. Students will develop their skills in description, explanation, analysis and evaluation. The content will be delivered over 55 minutes per week.

Knowledge

YEAR 7

Next—Y8

Prior—KS2

	Content / Units	Skills
OVERVIEW	The Big Christian Story Christianity and justice Islamic beliefs Hajj Buddhist beliefs Enlightenment	A01: Demonstrate know standing of religion and Beliefs, practices and s ty, Influence on individu and societies, similariti within and between reli A02: Analyse and evalu religion and belief, inclu cance and influence.
R	Implementation	
Ш,	One 55 minute lesson ead	ch week
Scheme of Learning YEAR OVERVIEW	LORIC is developed throu paired and grouped tasks resilience. These tasks ra tasks and creative tasks, tasks also build initiative, Interleaving and retrieval schemes of work, with sta skills are taught through re dents can use independent	igh a range of tasks in le are built into lessons to nge from discussion and developing student's inte organisation and resilier practice are key element arter tasks often devoted evision lessons to start o ntly in later years. The A
ne	cy skills and numerical/sta KS2 and revisiting these s	skills regularly in subseq
her	Mastered Element tasks a demonstrate 'wow momer	
Sc	Students are rewarded an well as whole school rewa	÷ ·

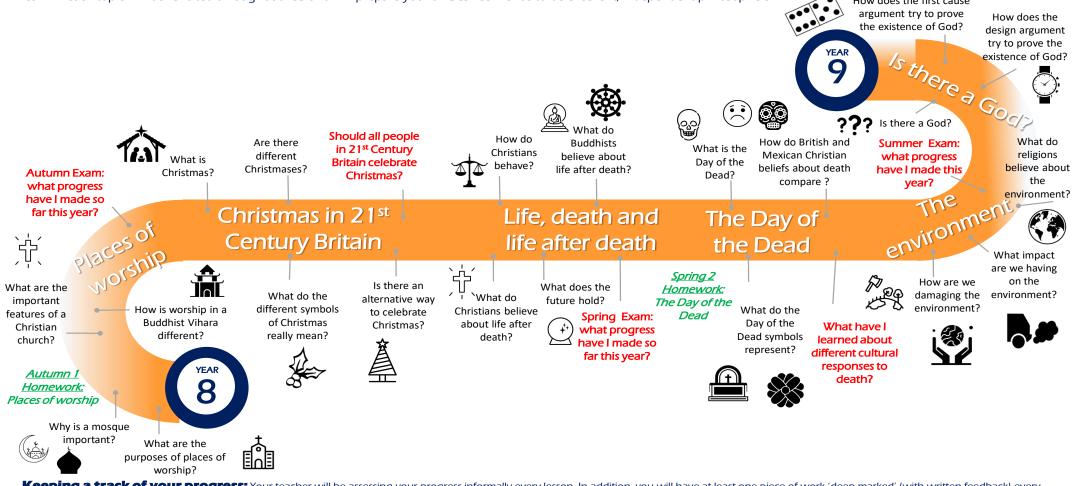
owledge and under-Develop knowledge and understanding of: religions and non-religious Foundations laid in To build on nd beliefs includina: beliefs, religious beliefs, teachings and sources of wisdom and authori-KS2 learning about the knowledge and unsources of authority, including through their reading of key religious texts, other texts and duals, communities big six world religions. derstanding of the scriptures of the religions they are studying. Develop their ability to conties and differences beliefs, teachings struct well-argued, well-informed, balanced and structured written argueligions and beliefs. ments, demonstrating their depth and breadth of understanding of the aluate aspects of and practices of the subject. Reflect on and develop their own values, belief, meaning, purluding their signifibig six. pose, truth and their influence on human life, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. **Marches Futures Links** Summative Assessment Developing an understanding of individual identity. Autumn Focusing on the beliefs of self and exploring the origins of End of unit assessment on 'The these. Studying of major world religions to see how different lessons and as homework. A mix of individual people live, promoting tolerance and understanding. Re-Big Christian Story?' o develop communication. leadership and flecting on responses to 'ultimate questions'. nd debate to challenging academic written Studving different religious beliefs and justifying own views. Spring terpersonal skills. Lessons and homework Working as part of a group or team, sometimes to create ence through a range of challenging activities. End of unit assessment on their own working teams. nts of the KS3 curriculum and are built into Sharing of views and opinions with others and resolving any 'Islamic beliefs'. d to revision and retrieval. Specific revision differences maturely. developing a base of revision skills that stu-Showing respect for people, living things, property and the Summer AO1 and AO2 skills sequentially builds literaenvironment. year, building on the foundation of skills from Reflecting on one's contribution to society and how we can End of unit assessment on auent units. support other communities. 'Buddhist beliefs'. Learning about religious groups in the school and wider unit and are opportunities for students to community and how they contribute towards the wider local love of learning. community. praise in lessons and contact with home as Impact: Students will have started to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and

how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. They will be able to develop and make links synoptically, for instance, linking what a religious person believes may impact how they behave etc. They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from KS2 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will have begun to develop their AO1 and AO2 RE skills meaning they are confident when starting the Year 8 curriculum next year.

What will you be learning in Year 8 RE?

In your second year of RE at the Marches you will continue to be immersed in this diverse subject. The topics you will study are some of the Big Six World Religions, meaning that you will build up your knowledge and understanding of religions and cultures from around the world, developing valuable skills of religious literacy and critical thinking.

The foundational knowledge, as well as the technical skills learnt, will equip you well to go on and study the broad range of topics on offer in future years. The skills you learn in each topic will be revisited throughout KS3 and will prepare you for GCSE as well as to be excellent, independent philosophers!



Keeping a track of your progress: Your teacher will be assessing your progress informally every lesson. In addition, you will have at least one piece of work 'deep marked' (with written feedback) every half term, and you will be given time in the lesson to respond to the feedback in order to make further progress. Record your assessments here:

Autumn 1 Exam		Autumn 2 PPG	Spring 1 Exam / % Grade	Spring 2 PPG	Summer 1 Exam		Summer 2 PPG	
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The Bia Picture—Intent: The second year of the KS3 RE curriculum provides students with a broad and balanced overview of some key beliefs and teachings across and within world religions. It aims to continue to promote love of learning in RE by focusing on engaging topics, from ideas about beliefs about life after death to the environment. Students develop breadth of different beliefs but also depth of topics on a termly basis. Breadth of beliefs and teachings will take place in the first half term and a deep dive into specific concept will be explored in the second half of the term. Students will develop their skills in description, explanation, analysis and evaluation. The content will be delivered over 55 minutes

YEAR 8

RE

Next—Y9

To build upon the

understanding of the

Prior-Y7

Learning about the six

major world religions

Content / Units	Skills	Knowledge	
Places of Worship Celebrations Life After Death Cultural responses to life after death Beliefs about God The Environment	A01: Demonstrate knowledge and under- standing of religion and beliefs including: Beliefs, practices and sources of authori- ty, Influence on individuals, communities and societies, similarities and differences within and between religions and beliefs. A02: Analyse and evaluate aspects of religion and belief, including their signifi- cance and influence.	beliefs, religious beliefs, t ty, including through their scriptures of the religions struct well-argued, well-ir ments, demonstrating the subject. Reflect on and d pose, truth and their influ light of what they have le	understanding of: religions and non-religious teachings and sources of wisdom and author r reading of key religious texts, other texts an s they are studying. Develop their ability to co nformed, balanced and structured written arg eir depth and breadth of understanding of the evelop their own values, belief, meaning, pur ence on human life, beliefs and attitudes in th arnt and contribute to their preparation for pociety and global community.
Implementation		•	Marches Futures Links
paired and grouped tasks resilience. These tasks ran tasks and creative tasks, of tasks also build initiative, of Interleaving and retrieval p schemes of work, with sta skills are taught through re dents can use independen cy skills and numerical/sta study during Year 7 and re Mastered Element tasks a demonstrate 'wow momen	Igh a range of tasks in lessons and as home are built into lessons to develop communic inge from discussion and debate to challeng developing student's interpersonal skills. Le organisation and resilience through a range practice are key elements of the KS3 currice riter tasks often devoted to revision and retr evision lessons to start developing a base of htty in later years. The AO1 and AO2 skills s atistical skills during the year, building on the evisiting these skills regularly in subsequent are embedded in each unit and are opportur hts' showing thirst and love of learning. Ind celebrated through praise in lessons and	ation, leadership and ling academic written ssons and homework of challenging activities. ulum and are built into ieval. Specific revision f revision skills that stu- sequentially builds litera- e foundation of skills from t units.	Developing an understanding of individual in Focusing on the beliefs of self and exploring these. Studying of major world religions to a people live, promoting tolerance and unders flecting on responses to 'ultimate questions Studying different religious beliefs and justif Working as part of a group or team, someting their own working teams. Sharing of views and opinions with others and differences maturely. Showing respect for people, living things, pre environment. Reflecting on one's contribution to society a support other communities. Learning about religious groups in the scho community and how they contribute towards community.

ncluding through their reading of key religious texts, other texts and and development of impact of religious ptures of the religions they are studying. Develop their ability to conthe key RE skills. beliefs on ethical ict well-argued, well-informed, balanced and structured written argudecision making nts, demonstrating their depth and breadth of understanding of the ject. Reflect on and develop their own values, belief, meaning, purse, truth and their influence on human life, beliefs and attitudes in the t of what they have learnt and contribute to their preparation for It life in a pluralistic society and global community. **Marches Futures Links** Summative Assessment Developing an understanding of individual identity. Autumn Focusing on the beliefs of self and exploring the origins of k. A mix of individual these. Studying of major world religions to see how different End of unit assessment on leadership and people live, promoting tolerance and understanding. Re-'Places of worship?' academic written flecting on responses to 'ultimate questions'. is and homework Studying different religious beliefs and justifying own views. Spring hallenging activities. Working as part of a group or team, sometimes to create End of unit assessment on 'Life and are built into their own working teams. Specific revision Sharing of views and opinions with others and resolving any after death'. ision skills that studifferences maturely. entially builds litera-Showing respect for people, living things, property and the Summer ndation of skills from environment. End of unit assessment on 'The ts. Reflecting on one's contribution to society and how we can environment'. support other communities. for students to Learning about religious groups in the school and wider community and how they contribute towards the wider local tact with home as community. Impact: Students will have continued to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. They will be able to develop and make

links synoptically, for instance, linking what a religious person believes may impact how they behave etc. They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from Year 7 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will have begun to develop their AO1 and AO2 RE skills meaning they are confident when starting the Year 9 curriculum next year.

The Bia Picture—Intent: The final year of the KS3 RE curriculum builds on students' knowledge of Islam and Christianity and developing skills in answering exam style questions, whilst also deepening the love of learning in RE by focusing on engaging and controversial topics such as abortion and euthanasia. Students develop a more diverse understanding of moral issues whilst developing their skills in analysis and evaluation. The content will be delivered over 55 minutes per week.

YEAR 9

RE

Content / Units	Skills
When does life begin?	A01: Demonstrate knowledge and under-
When does life end?	standing of religion and beliefs including: Beliefs, practices and sources of authori-
Religion, crime and pun- ishment	ty, Influence on individuals, communities and societies, similarities and differences within and between religions and beliefs.
Animal rights	A02: Analyse and evaluate aspects of
Religion, human rights and social justice	religion and belief, including their signifi- cance and influence.
Religion, peace and conflict	
Implementation	
One 55 minute lesson eac	h week.
paired and grouped tasks resilience. These tasks rar tasks and creative tasks, o	gh a range of tasks in lessons and as hon are built into lessons to develop communi nge from discussion and debate to challer developing student's interpersonal skills. L organisation and resilience through a rang
schemes of work, with sta skills are taught through re dents can use independer cy skills and numerical/sta	practice are key elements of the KS3 currin rter tasks often devoted to revision and re evision lessons to start developing a base ntly in later years. The AO1 and AO2 skills tistical skills during the year, building on th , and revisiting these skills regularly in sub
demonstrate 'wow momen	re embedded in each unit and are opportu ts' showing thirst and love of learning. d celebrated through praise in lessons and rds evenings.

Knowledge Prior—Y8 Next—GCSE Develop knowledge and understanding of: religions and non-religious Learning about the six To build upon the beliefs, religious beliefs, teachings and sources of wisdom and authorimaior world religions understanding of the ty, including through their reading of key religious texts, other texts and impact of religious and development of scriptures of the religions they are studying. Develop their ability to conthe key RE skills. beliefs on ethical struct well-argued, well-informed, balanced and structured written argudecision making ments, demonstrating their depth and breadth of understanding of the subject. Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. **Marches Futures Links** Summative Assessment Developing an understanding of individual identity. Autumn Focusing on the beliefs of self and exploring the origins of mework. A mix of individual these. Studying of major world religions to see how different End of unit assessment on nication. leadership and people live, promoting tolerance and understanding. Re-'When does life begin?' enging academic written flecting on responses to 'ultimate questions'. Lessons and homework Studving different religious beliefs and justifying own views. Spring nge of challenging activities. Working as part of a group or team, sometimes to create End of unit assessment on riculum and are built into their own working teams. retrieval. Specific revision Sharing of views and opinions with others and resolving any 'when does life end?'. e of revision skills that studifferences maturely. Is sequentially builds litera-Showing respect for people, living things, property and the Summer the foundation of skills from environment. End of unit assessment on ubsequent units. Reflecting on one's contribution to society and how we can support other communities. 'Religion, crime and punishrtunities for students to Learning about religious groups in the school and wider menť. community and how they contribute towards the wider local nd contact with home as community.

Impact: Students will have continued to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and the importance of tolerance in society. They will be able to develop and make links synoptically, for instance, linking what a religious person believes may impact how they behave etc. They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from Year 8 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will have continued to sharpen their RE skills with a shift towards preparation for exams meaning they are confident when starting the GCSE course next year if they opt to do so.

The Big Picture—Intent: GCSE RE is an option subject, a two year course which builds on some of the foundations laid in KS3 in both knowledge and skills. AQA Specification A consists of 2 x 1hr 45 examinations which cover Islam and Christianity beliefs teachings and practices, and thematic studies. Students will learn deeply about the content to develop a thirst for knowledge and become invested in their studies, whilst mastering skills in answering exam questions. Students will develop a diverse understanding of religious believers through AO1 and AO2 skills.

YEAR 10

Next_Y11

Prior-KS3

Content / Units	Skills	Knowledge
Paper 1: Christianity beliefs and teachings Paper 1: Islam beliefs and teachings Paper 2: Theme B Religion and life Paper 2: Religion, human rights and social justice Paper 1: Christianity prac- tices (summer research project)	A01: Demonstrate knowledge and under- standing of religion and beliefs including: Beliefs, practices and sources of authori- ty, Influence on individuals, communities and societies, similarities and differences within and between religions and beliefs. A02: Analyse and evaluate aspects of religion and belief, including their signifi- cance and influence.	Develop kno beliefs, religi ty, including scriptures of struct well-ar ments, demo subject. Refl pose, truth a light of what adult life in a
Implementation		<u> </u>
LORIC is developed throu paired and grouped tasks resilience. These tasks rar tasks and creative tasks, of tasks also build initiative, of Interleaving and retrieval p schemes of work, with sta skills are taught through re dents can use independer cy skills and numerical/sta study during Year 7 and 8 Mastered Element tasks a demonstrate 'wow momer	Id on the A01 and A02 skills from the previct gh a range of tasks in lessons and as home are built into lessons to develop communican nge from discussion and debate to challeng developing student's interpersonal skills. Le organisation and resilience through a range practice are key elements of the KS3 curricu- rter tasks often devoted to revision and retri- evision lessons to start developing a base o ntly in later years. The AO1 and AO2 skills s itistical skills during the year, building on the , and revisiting these skills regularly in subs- ire embedded in each unit and are opporturn ts' showing thirst and love of learning. d celebrated through praise in lessons and irds evenings.	work. A mix o ation, leadersh ing academic ssons and hor of challenging ulum and are b eval. Specific f revision skills equentially bu foundation of equent units. ities for stude

llis	Knowledge		Prior-KS3		Next—111
1: Demonstrate knowledge and under- nding of religion and beliefs including: iefs, practices and sources of authori- Influence on individuals, communities I societies, similarities and differences nin and between religions and beliefs. 2: Analyse and evaluate aspects of gion and belief, including their signifi- ice and influence.	beliefs, religious beliefs, t ty, including through their scriptures of the religions struct well-argued, well-in ments, demonstrating the subject. Reflect on and de pose, truth and their influe light of what they have lea	understanding of: religions and non-religious teachings and sources of wisdom and authori- reading of key religious texts, other texts and they are studying. Develop their ability to con- nformed, balanced and structured written argu- eir depth and breadth of understanding of the evelop their own values, belief, meaning, pur- ence on human life, beliefs and attitudes in the arnt and contribute to their preparation for pociety and global community.	Foundations I KS3 on belief ings and prac Islam and Ch and moral iss	s, teach- tices in ristianity,	To apply knowledge and skills to new questions and new topics.
		Marches Futures Links		Summat	ive Assessment
over 3 x 55minutes p/wk in Year 10 and in the A01 and A02 skills from the previo in range of tasks in lessons and as home built into lessons to develop communica from discussion and debate to challengi eloping student's interpersonal skills. Less inisation and resilience through a range tice are key elements of the KS3 curricul tasks often devoted to revision and retri- on lessons to start developing a base of in later years. The AO1 and AO2 skills s cal skills during the year, building on the d revisiting these skills regularly in subse- mbedded in each unit and are opportun showing thirst and love of learning. Hebrated through praise in lessons and d evenings.	bus unit. work. A mix of individual, ation, leadership and ing academic written ssons and homework of challenging activities. ulum and are built into eval. Specific revision f revision skills that stu- sequentially builds litera- e foundation of skills from equent units. hities for students to	Developing an understanding of individual iden Focusing on the beliefs of self and exploring th these. Studying of major world religions to see people live, promoting tolerance and understar flecting on responses to 'ultimate questions'. Studying different religious beliefs and justifying Working as part of a group or team, sometimes their own working teams. Sharing of views and opinions with others and differences maturely. Showing respect for people, living things, proper environment. Reflecting on one's contribution to society and support other communities. Learning about religious groups in the school a community and how they contribute towards th community.	e origins of how different iding. Re- g own views. to create resolving any erty and the how we can nd wider	1 Christia ings?' End of un above' Spring End of un 'Paper 1 I teachings Mock Exa Summer Mock exa ered.' End of un	ssessment on 'Paper nity beliefs and teach- it assessment on 'as it assessment on slamic beliefs and '. m on 'Paper 1'. m on 'All content cov- it assessment on Theme B Religion and

Impact: Students will have begun to master their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world through grappling with the key content. They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from KS, so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will also have gained greater understanding of our world, including the law, society and legal changes.

They will be able to develop and make links synoptically, for instance, linking what a religious person believes about one moral issue can often be applied to another, and what a religious person believes may influence the way that they behave. They will also be able to refer to scripture and sacred writings to evidence their understanding of religious teachings. Their analysis and evaluation skills will have been rigorously practiced to ensure they are thoroughly prepared for studying the final units.

They will have sharpened their RE skills in preparation for exams meaning they are confident when continuing the final year of the GCSE course next year.

The Bia Picture—Intent: GCSE RE is an option subject, a two year course which builds on some of the foundations laid in KS3 in both knowledge and skills. AQA Specification A consists of 2 x 1hr 45 examinations which cover Islam and Christianity beliefs teachings and practices, and thematic studies. Students will learn deeply about the content to develop a thirst for knowledge and become invested in their studies, whilst mastering skills in answering exam questions. Students will develop a diverse understanding of religious believers through AO1 and AO2 skills.

YEAR 11

Next—Y11

Prior—KS3

	Skills	Knowledge
Paper 1: Christianity prac- ices. Paper 2: Theme E Religion, crime and punishment. Paper 1: Islam practices Paper 2: Theme D Religion, peace and conflict REVISION	A01: Demonstrate knowledge and under- standing of religion and beliefs including: Beliefs, practices and sources of authori- ty, Influence on individuals, communities and societies, similarities and differences within and between religions and beliefs. A02: Analyse and evaluate aspects of religion and belief, including their signifi- cance and influence.	Develop knowledg beliefs, religious be ty, including throug scriptures of the re struct well-argued, ments, demonstrat subject. Reflect on pose, truth and the light of what they h adult life in a plural
Implementation		
Year 11. The units will buil ORIC is developed throug baired and grouped tasks a esilience. These tasks rar asks and creative tasks, d asks also build initiative, c nterleaving and retrieval p schemes of work, with star skills are taught through re dents can use independen by skills and numerical/star study during Year 7 and 8, Mastered Element tasks and demonstrate 'wow momen	red over 3 x 55minutes p/wk in Year 10 and d on the A01 and A02 skills from the previous gh a range of tasks in lessons and as home are built into lessons to develop communica- nge from discussion and debate to challeng leveloping student's interpersonal skills. Le organisation and resilience through a range practice are key elements of the KS3 curricu- rter tasks often devoted to revision and retri- evision lessons to start developing a base o stity in later years. The AO1 and AO2 skills s tistical skills during the year, building on the and revisiting these skills regularly in subs re embedded in each unit and are opportun- ts' showing thirst and love of learning. d celebrated through praise in lessons and rds evenings.	bus unit. work. A mix of indiv ation, leadership and ing academic written ssons and homewor of challenging activ ulum and are built in ieval. Specific revision f revision skills that sequentially builds lit e foundation of skills equent units. hities for students to

e and understanding of: religions and non-religious Foundations laid in To apply knowledge eliefs, teachings and sources of wisdom and authori-Year 10 on beliefs. and skills to new their reading of key religious texts, other texts and teachings and practicquestions and new ligions they are studying. Develop their ability to cones in Islam and Christitopics. well-informed, balanced and structured written arguanity, and thematic ting their depth and breadth of understanding of the studies. and develop their own values, belief, meaning, pureir influence on human life, beliefs and attitudes in the ave learnt and contribute to their preparation for listic society and global community. **Marches Futures Links** Summative Assessment Autumn Developing an understanding of individual identity. /k in Focusing on the beliefs of self and exploring the origins of Mid unit assessment on 'Paper these. Studying of major world religions to see how differen idual. 1 Christianity beliefs and teachpeople live, promoting tolerance and understanding. Red ings?' flecting on responses to 'ultimate questions'. n Studving different religious beliefs and justifying own views. End of unit assessment on 'as rk Working as part of a group or team, sometimes to create above' ities. their own working teams. Spring to Sharing of views and opinions with others and resolving any on differences maturely. End of unit assessment on stu-Showing respect for people, living things, property and the 'Paper 1 Islamic beliefs and teraenvironment. teachings'. from Reflecting on one's contribution to society and how we can support other communities. Mock Exam on 'Paper 1'. Learning about religious groups in the school and wider Summer community and how they contribute towards the wider local Mock exam on 'All content covcommunity. าร ered.' End of unit assessment on 'Paper 1 Theme B Religion and life.

Impact: Students will have mastered their A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world through grappling with the key content. They will have deepened and broadened their understanding of diverse beliefs within and across religions moving beyond simple beliefs and teachings towards practices, building on their prior learning from Year 10 so that they are able to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will also have gained greater understanding of our world, including the law, society and legal changes.

They will be able to make links synoptically, for instance, linking what a religious person believes about one moral issue can often be applied to another, and what a religious person believes may influence the way that they behave. They will also be able to refer to scripture and sacred writings to evidence their understanding of religious teachings. Their analysis and evaluation skills will have been rigorously practiced to ensure they are thoroughly prepared and feel confident to undertake their final examinations in the summer.

The Big Picture—Intent: A Level Religious studies is a two year course which builds on some of the foundations laid in GCSE in both knowledge and skills. OCR Religious Studies consists of 3 units; Philosophy of religion, Religion and Ethics, and Developments in Christian thought. The course is taught over 5 hours per week. It consists of 3 x 2hr examinations. Students will learn deeply about the content to develop a thirst for knowledge and become invested in their studies, whilst mastering skills in answering exam questions. Students will develop a diverse understanding through AO1 and AO2 skills.

YEAR 12

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Skills
AO1: Demonstrate knowledge and un religion and belief, including: religious, philosophical and/or ethical teaching influence of beliefs, teaching on individuals, communities and socie significance of similarities and differen teaching and practice approaches to t belief. AO2: Analyse and evaluate aspects o proaches to, religion and belief, includ cance, influence and study.
o a more advanced approach to Re teachings and philosophy they stu n two teachers. The units will build
a range of tasks in lessons and as essons to develop communication, ebate to exam question developme k tasks also build initiative, organis
ctice are core features of the A Lev devoted to revision and retrieval. S eloping a base of revision skills that d plan sequentially builds literacy s

itent / Units	Skills	Knowledge		Prior—KS4		Next—Y13
er 1: Philosophy of ion. er 2: Religion and cs. er 3: Developments nristian thought.	 AO1: Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies cause and significance of similarities and differences in belief, teaching and practice approaches to the study and belief. AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 	liefs. Develop their knowledge an sources of wisdom and auth texts, other texts and scriptu Develop their ability to const tured written arguments, der of the subject. Reflect on and develop their	d understanding of religions and non-religious be- d understanding of religious beliefs, teachings and ority, including through their reading of key religious res of the religion they are studying. rruct well-argued, well-informed, balanced and struc- nonstrating their depth and breadth of understanding rown values, beliefs and attitudes in the light of what ute to their preparation for adult life in a pluralistic ty.	Foundations la on beliefs, teac practices in Ch and moral issu	chings and ristianity,	To apply knowledge and skills to new questions and new topics.
lementation			Marches Futures Links		Summat	ive Assessment
rstanding of the beliefs, nutes p/wk split betweer unit. IC is developed through bed tasks are built into le from discussion and de . Lessons and homewor enging activities. eaving and retrieval prace , with starter tasks often ion lessons to start deve ne year. The skills based	to a more advanced approach to Religious Studies teachings and philosophy they study. The conter in two teachers. The units will build on the A01 and a range of tasks in lessons and as homework. A essons to develop communication, leadership and ebate to exam question development, developing k tasks also build initiative, organisation and resil ctice are core features of the A Level course and devoted to revision and retrieval. Specific revisio eloping a base of revision skills that students can d plan sequentially builds literacy skills and numer foundation of skills from KS4 and revisiting these	at will be delivered over 5 x d A02 skills from the previ- mix of individual, paired and d resilience. These tasks student's interpersonal ience through a range of are built into schemes of n skills are taught through use independently through- rical/statistical skills through-	Developing an understanding of individual iden Focusing on the beliefs of self and exploring the these. Studying of major world religions to see people live, promoting tolerance and understan flecting on responses to 'ultimate questions'. Studying different religious beliefs and justifying Working as part of a group or team, sometimes their own working teams. Sharing of views and opinions with others and i differences maturely. Showing respect for people, living things, prope environment. Reflecting on one's contribution to society and support other communities. Learning about religious groups in the school a community and how they contribute towards the community.	e origins of how different iding. Re- g own views. to create resolving any erty and the how we can nd wider	Paper 2 (' Summer Exam que Knowledg	e tests. estions. le tests. lms on Paper 1 and Year 1) • estions.

Impact: Students will have begun to master their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world through grappling with the key content. They will have deepened and broadened their understanding of diverse beliefs from religious beliefs to normative ethical theories. They will have developed the skills to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will also have gained greater understanding of our world, including the law, society and legal changes.

They will be able to develop and make links synoptically, for instance, linking what a religious person believes about one moral issue can often be applied to another. They will also be able to refer to scripture and sacred writings to evidence their understanding of religious teachings. Their analysis and evaluation skills will have been rigorously practiced to ensure they are thoroughly prepared for studying the final units. They will have sharpened their RE skills in preparation for exams meaning they are confident when continuing the final year of the A Level course next year.

The Big Picture—Intent: A Level Religious studies is a two year course which builds on some of the foundations laid in GCSE in both knowledge and skills. OCR Religious Studies consists of 3 units; Philosophy of religion, Religion and Ethics, and Developments in Christian thought. The course is taught over 5 hours per week. It consists of 3 x 2hr examinations. Students will learn deeply about the content to develop a thirst for knowledge and become invested in their studies, whilst mastering skills in answering exam guestions. Students will develop a diverse understanding through AO1 and AO2 skills.

YEAR 13

RE

Next—FE study

Prior—KS4

Content / Units	Skills	Knowledge
Paper 1: Philosophy of religion. Paper 2: Religion and ethics. Paper 3: Developments in Christian thought.	AO1: Demonstrate knowledge and understanding of religions, philosophical and/or ethical thought and teaching influence of beliefs, teachings and practices on individuals, communities and societies cause and significance of similarities and differences in belief, teaching and practice approaches to the study and belief. AO2: Analyse and evaluate aspects of, and ap- proaches to, religion and belief, including their signifi- cance, influence and study.	Develop their kn liefs. Develop their kn sources of wisdo texts, other texts Develop their ab tured written arg of the subject. Reflect on and o they have learnt society and glob
Implementation	•	•
	rn about an advanced approach to Religious Stud fs, teachings and philosophy they study. The con	-
0	een two teachers. The units will build on the A01 a	
55minutes p/wk split betwee bus unit. ORIC is developed through grouped tasks are built into l ange from discussion and d		nd A02 skills from mix of individual, d resilience. These student's interpe

Foundations laid in K43 evelop their knowledge and understanding of religions and non-religious be-To apply knowledge efs. on beliefs, teachings and and skills to new evelop their knowledge and understanding of religious beliefs, teachings and practices in Christianity. questions and new purces of wisdom and authority, including through their reading of key religious and moral issues. xts, other texts and scriptures of the religion they are studying. topics. evelop their ability to construct well-argued, well-informed, balanced and strucired written arguments, demonstrating their depth and breadth of understanding Able to begin degree the subject. study in a range of eflect on and develop their own values, beliefs and attitudes in the light of what subjects. ney have learnt and contribute to their preparation for adult life in a pluralistic ciety and global community. **Marches Futures Links** Summative Assessment and will develop a deep-Developing an understanding of individual identity. Autumn t will be delivered over 5 Focusing on the beliefs of self and exploring the origins of Exam questions. these. Studying of major world religions to see how different A02 skills from the previpeople live, promoting tolerance and understanding. Re-Knowledge tests. flecting on responses to 'ultimate questions'. of individual, paired and Studving different religious beliefs and justifying own views. Spring esilience. These tasks Working as part of a group or team, sometimes to create Exam questions. udent's interpersonal their own working teams. ce through a range of Sharing of views and opinions with others and resolving any Knowledge tests. differences maturely. Showing respect for people, living things, property and the Mock Exams on all papers/units. e built into schemes of environment. Summer kills are taught through Reflecting on one's contribution to society and how we can e independently throughsupport other communities. Exam questions. al/statistical skills through-Learning about religious groups in the school and wider Knowledge tests. lls regularly in subsecommunity and how they contribute towards the wider local community. Final examinations.

Impact: Students will have begun to master their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world through grappling with the key content. They will have deepened and broadened their understanding of diverse beliefs from reliaious beliefs to normative ethical theories. They will have developed the skills to tackle difficult issues and concepts confidently, justifying their own opinions and being able to participate in academic debate. They will also have gained greater understanding of our world, including the law, society and legal changes.

They will be able to develop and make links synoptically, for instance, linking what a religious person believes about one moral issue can often be applied to another. They will also be able to refer to scripture and sacred writings to evidence their understanding of religious teachings. Their analysis and evaluation skills will have been rigorously practiced to ensure they are thoroughly prepared for studying the final units. They will have sharpened their RE skills in preparation for exams meaning they are confident when sitting their final examinations.

Glossary of Key Terms:

LORIC—Key skills developed through the curriculum offer of Leadership, Organisation, Resilience, Initiative and Communication.

Interleaving—A curriculum designed to regularly connect current learning to previous topics to build synoptic links.

Retrieval practice—Frequent revision of prior knowledge through low stakes testing.

Platinum tasks—Specific tasks or grades on a success criteria that are particularly challenging.

Formative assessment—Assessment (exam, quiz, practice etc) that is designed to allow students to practice a skill, receive feedback and then improve.

Summative assessment—Assessment designed to identify the progress a student has made at the end of a unit or section of work.