

Religious Education

Intent:

Students love RE.

Develop religious literacy and cultural capital.

Demonstrate knowledge, understanding of religion and beliefs.

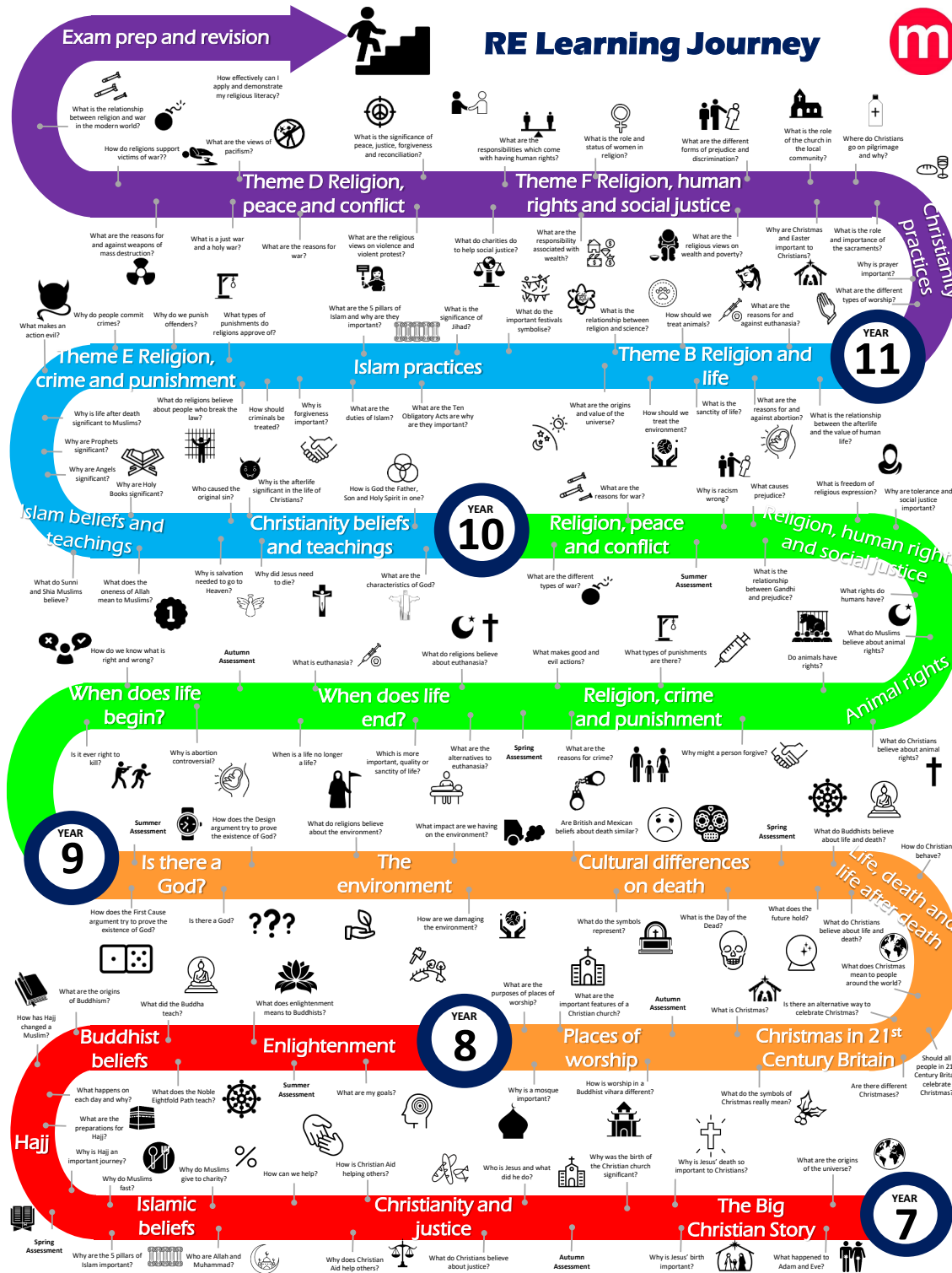
Analyse and evaluate aspects of religion and belief, including their significance and influence.

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.

Exam prep and revision

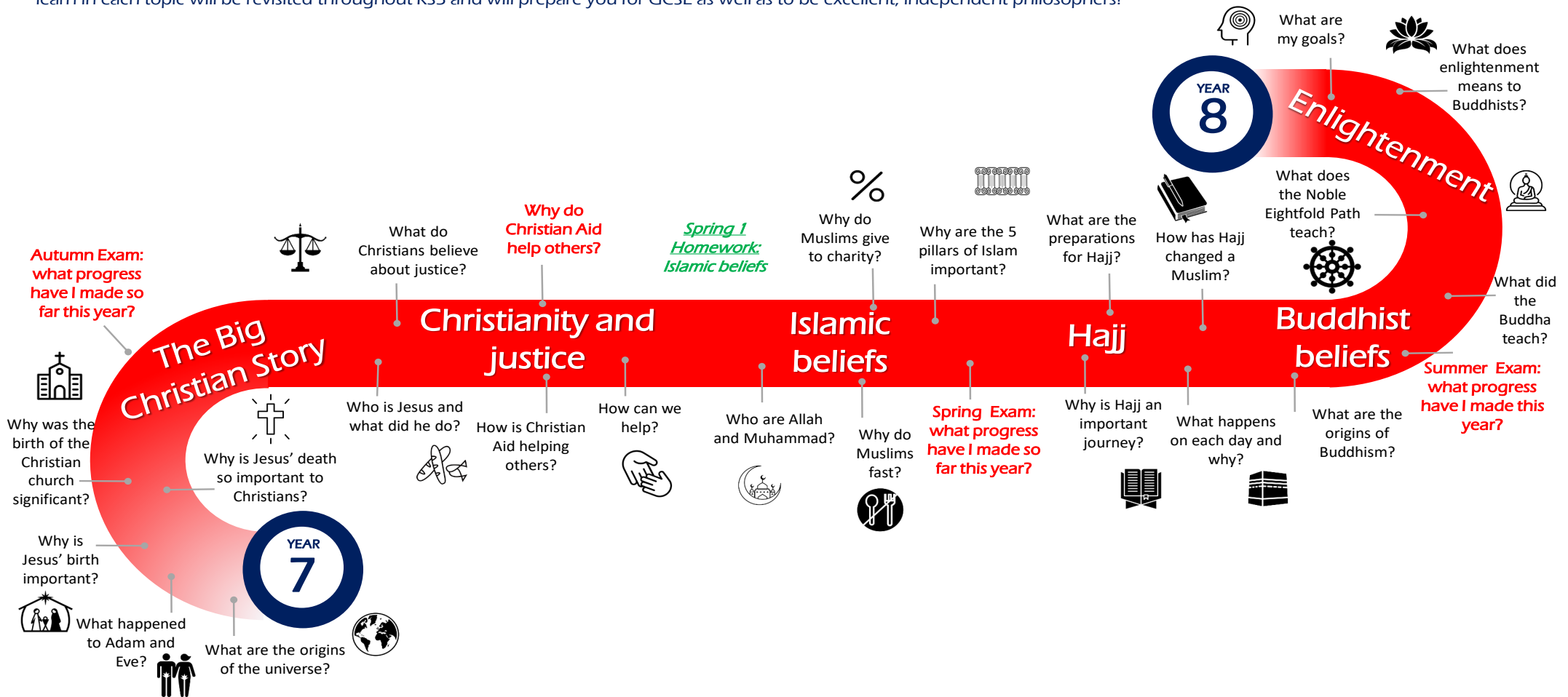
RE Learning Journey



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:

Autumn 1 Exam ____/ ____% Grade ____	➔	Autumn 2 PPG	➔	Spring 1 Exam ____/ ____% Grade ____	➔	Spring 2 PPG	➔	Summer 1 Exam ____/ ____% Grade ____	➔	Summer 2 PPG
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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.*

YEAR 7 RE

Content / Units	Skills	Knowledge	Prior—KS2	Next—Y8
The Big Christian Story Christianity and justice Islamic beliefs Hajj Buddhist beliefs Enlightenment	A01: Demonstrate knowledge and understanding of religion and beliefs including: Beliefs, practices and sources of authority, 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 significance and influence.	Develop knowledge and understanding of: religions and non-religious beliefs, religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, 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.	<i>Foundations laid in KS2 learning about the big six world religions.</i>	<i>To build on knowledge and understanding of the beliefs, teachings and practices of the big six.</i>

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The AO1 and AO2 skills sequentially builds literacy skills and numerical/statistical skills during the year, building on the foundation of skills from KS2 and revisiting these skills regularly in subsequent units.</p> <p>Mastered Element tasks are embedded in each unit and are opportunities for students to demonstrate 'wow moments' showing thirst and love of learning.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.</p>	<p>Developing an understanding of individual identity.</p> <p>Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views.</p> <p>Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>End of unit assessment on 'The Big Christian Story?'</p> <p>Spring</p> <p>End of unit assessment on 'Islamic beliefs'.</p> <p>Summer</p> <p>End of unit assessment on 'Buddhist beliefs'.</p>

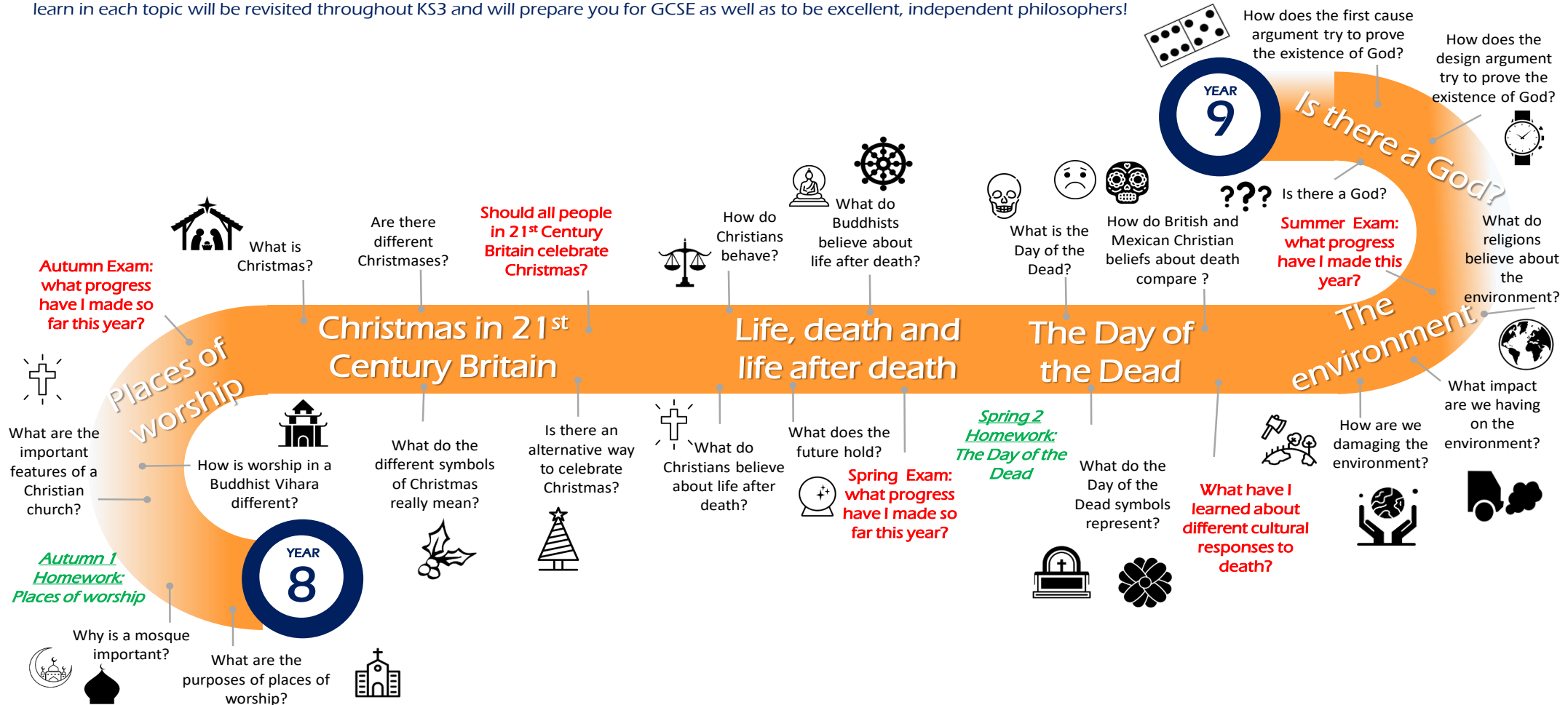
Impact: Students will have started to develop their key A01 and A02 skills, skills of justification and debate, developing cultural capital and an understanding of the world around them and how they belong in 21st Century Britain. They will also have gained even greater understanding of diversity and 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:



The Big 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 per week.*

YEAR 8 RE

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
Places of Worship Celebrations Life After Death Cultural responses to life after death Beliefs about God The Environment	A01: Demonstrate knowledge and understanding of religion and beliefs including: Beliefs, practices and sources of authority, 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 significance and influence.	Develop knowledge and understanding of: religions and non-religious beliefs, religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, 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.	Learning about the six major world religions and development of the key RE skills.	To build upon the understanding of the impact of religious beliefs on ethical decision making

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The AO1 and AO2 skills sequentially builds literacy skills and numerical/statistical skills during the year, building on the foundation of skills from study during Year 7 and revisiting these skills regularly in subsequent units.</p> <p>Mastered Element tasks are embedded in each unit and are opportunities for students to demonstrate 'wow moments' showing thirst and love of learning. Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.</p>	<p>Developing an understanding of individual identity. Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views. Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>End of unit assessment on 'Places of worship?'</p> <p>Spring</p> <p>End of unit assessment on 'Life after death'.</p> <p>Summer</p> <p>End of unit assessment on 'The environment'.</p>

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 Big 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	Knowledge	Prior—Y8	Next—GCSE
When does life begin? When does life end? Religion, crime and punishment Animal rights Religion, human rights and social justice Religion, peace and conflict	A01: Demonstrate knowledge and understanding of religion and beliefs including: Beliefs, practices and sources of authority, 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 significance and influence.	Develop knowledge and understanding of: religions and non-religious beliefs, religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, 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.	Learning about the six major world religions and development of the key RE skills.	To build upon the understanding of the impact of religious beliefs on ethical decision making

Implementation	Marches Futures Links	Summative Assessment
<p>One 55 minute lesson each week.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The AO1 and AO2 skills sequentially builds literacy skills and numerical/statistical skills during the year, building on the foundation of skills from study during Year 7 and 8, and revisiting these skills regularly in subsequent units.</p> <p>Mastered Element tasks are embedded in each unit and are opportunities for students to demonstrate 'wow moments' showing thirst and love of learning. Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.</p>	<p>Developing an understanding of individual identity. Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views. Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>End of unit assessment on 'When does life begin?'</p> <p>Spring</p> <p>End of unit assessment on 'when does life end?'</p> <p>Summer</p> <p>End of unit assessment on 'Religion, crime and punishment'.</p>

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
RE

Content / Units	Skills	Knowledge	Prior—KS3	Next—Y11
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 practices (summer research project)	A01: Demonstrate knowledge and understanding of religion and beliefs including: Beliefs, practices and sources of authority, 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 significance and influence.	Develop knowledge and understanding of: religions and non-religious beliefs, religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, 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.	Foundations laid in KS3 on beliefs, teachings and practices in Islam and Christianity, and moral issues.	To apply knowledge and skills to new questions and new topics.

Implementation	Marches Futures Links	Summative Assessment
<p>The content will be delivered over 3 x 55minutes p/wk in Year 10 and 2 x 55 minutes p/wk in Year 11. The units will build on the A01 and A02 skills from the previous unit.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The AO1 and AO2 skills sequentially builds literacy skills and numerical/statistical skills during the year, building on the foundation of skills from study during Year 7 and 8, and revisiting these skills regularly in subsequent units.</p> <p>Mastered Element tasks are embedded in each unit and are opportunities for students to demonstrate 'wow moments' showing thirst and love of learning.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.</p>	<p>Developing an understanding of individual identity. Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views. Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>Mid unit assessment on 'Paper 1 Christianity beliefs and teachings?'</p> <p>End of unit assessment on 'as above'</p> <p>Spring</p> <p>End of unit assessment on 'Paper 1 Islamic beliefs and teachings'.</p> <p>Mock Exam on 'Paper 1'.</p> <p>Summer</p> <p>Mock exam on 'All content covered.'</p> <p>End of unit assessment on 'Paper 1 Theme B Religion and life.'</p>

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 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 11
RE

Content / Units	Skills	Knowledge	Prior—KS3	Next—Y11
<p>Paper 1: Christianity practices.</p> <p>Paper 2: Theme E Religion, crime and punishment.</p> <p>Paper 1: Islam practices</p> <p>Paper 2: Theme D Religion, peace and conflict</p> <p>REVISION</p>	<p>A01: Demonstrate knowledge and understanding of religion and beliefs including: Beliefs, practices and sources of authority, Influence on individuals, communities and societies, similarities and differences within and between religions and beliefs.</p> <p>A02: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Develop knowledge and understanding of: religions and non-religious beliefs, religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, 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.</p>	<p>Foundations laid in Year 10 on beliefs, teachings and practices in Islam and Christianity, and thematic studies.</p>	<p>To apply knowledge and skills to new questions and new topics.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>The content will be delivered over 3 x 55minutes p/wk in Year 10 and 2 x 55 minutes p/wk in Year 11. The units will build on the A01 and A02 skills from the previous unit.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and creative tasks, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are key elements of the KS3 curriculum and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently in later years. The AO1 and AO2 skills sequentially builds literacy skills and numerical/statistical skills during the year, building on the foundation of skills from study during Year 7 and 8, and revisiting these skills regularly in subsequent units.</p> <p>Mastered Element tasks are embedded in each unit and are opportunities for students to demonstrate 'wow moments' showing thirst and love of learning.</p> <p>Students are rewarded and celebrated through praise in lessons and contact with home as well as whole school rewards evenings.</p>	<p>Developing an understanding of individual identity. Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views. Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>Mid unit assessment on 'Paper 1 Christianity beliefs and teachings?'</p> <p>End of unit assessment on 'as above'</p> <p>Spring</p> <p>End of unit assessment on 'Paper 1 Islamic beliefs and teachings'.</p> <p>Mock Exam on 'Paper 1'.</p> <p>Summer</p> <p>Mock exam on 'All content covered.'</p> <p>End of unit assessment on 'Paper 1 Theme B Religion and life.'</p>

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
RE**

Content / Units	Skills	Knowledge	Prior—KS4	Next—Y13
<p>Paper 1: Philosophy of religion.</p> <p>Paper 2: Religion and ethics.</p> <p>Paper 3: Developments in Christian thought.</p>	<p>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.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>Develop their knowledge and understanding of religions and non-religious beliefs.</p> <p>Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religion they are studying.</p> <p>Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</p> <p>Reflect on and develop their own values, 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.</p>	<p><i>Foundations laid in K43 on beliefs, teachings and practices in Christianity, and moral issues.</i></p>	<p><i>To apply knowledge and skills to new questions and new topics.</i></p>

Implementation	Marches Futures Links	Summative Assessment
<p>Learners will be introduced to a more advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study. The content will be delivered over 5 x 55minutes p/wk split between two teachers. The units will build on the A01 and A02 skills from the previous unit.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to exam question development, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are core features of the A Level course and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently throughout the year. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from KS4 and revisiting these skills regularly in subsequent units.</p>	<p>Developing an understanding of individual identity. Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views. Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Spring</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Mock Exams on Paper 1 and Paper 2 (Year 1)</p> <p>Summer</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Mock exams on 'All content covered.'</p>

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 questions. Students will develop a diverse understanding through AO1 and AO2 skills.*

YEAR 13
RE

Content / Units	Skills	Knowledge	Prior—KS4	Next—FE study
<p>Paper 1: Philosophy of religion.</p> <p>Paper 2: Religion and ethics.</p> <p>Paper 3: Developments in Christian thought.</p>	<p>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.</p> <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.</p>	<p>Develop their knowledge and understanding of religions and non-religious beliefs.</p> <p>Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religion they are studying.</p> <p>Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.</p> <p>Reflect on and develop their own values, 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.</p>	<p><i>Foundations laid in K43 on beliefs, teachings and practices in Christianity, and moral issues.</i></p>	<p><i>To apply knowledge and skills to new questions and new topics.</i></p> <p>Able to begin degree study in a range of subjects.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Learners will continue to learn about an advanced approach to Religious Studies, and will develop a deeper understanding of the beliefs, teachings and philosophy they study. The content will be delivered over 5 x 55minutes p/wk split between two teachers. The units will build on the A01 and A02 skills from the previous unit.</p> <p>LORIC is developed through a range of tasks in lessons and as homework. A mix of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to exam question development, developing student's interpersonal skills. Lessons and homework tasks also build initiative, organisation and resilience through a range of challenging activities.</p> <p>Interleaving and retrieval practice are core features of the A Level course and are built into schemes of work, with starter tasks often devoted to revision and retrieval. Specific revision skills are taught through revision lessons to start developing a base of revision skills that students can use independently throughout the year. The skills based plan sequentially builds literacy skills and numerical/statistical skills throughout the year, building on the foundation of skills from KS4 and revisiting these skills regularly in subsequent units.</p>	<p>Developing an understanding of individual identity.</p> <p>Focusing on the beliefs of self and exploring the origins of these. Studying of major world religions to see how different people live, promoting tolerance and understanding. Reflecting on responses to 'ultimate questions'.</p> <p>Studying different religious beliefs and justifying own views.</p> <p>Working as part of a group or team, sometimes to create their own working teams.</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people, living things, property and the environment.</p> <p>Reflecting on one's contribution to society and how we can support other communities.</p> <p>Learning about religious groups in the school and wider community and how they contribute towards the wider local community.</p>	<p>Autumn</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Spring</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Mock Exams on all papers/units.</p> <p>Summer</p> <p>Exam questions.</p> <p>Knowledge tests.</p> <p>Final examinations.</p>

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 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.