

Curriculum Intent - Religious Education

Religious Education at Horizon aims to provide students with the ability to understand and empathise with the community in which they live, learn and work. Studying RE throughout all year groups at HCC helps develop a knowledge and understanding of the beliefs and aims which have shaped and continue to influence the community and world in which we live. Religious literacy is key to the community in which we teach, where increasing globalisation has created a more diverse community in which our students live. Through deep thinking and ethical debating in our curriculum, we are creating students who have access to and understand theological and philosophical concepts.

At Key Stage 3 (Y7-9), we aim to use collaborative learning, student-centred resources, low stake quizzing and directed feedback to close the gap that our students may have from KS2. We have taken guidance from the SACRE Barnsley Locally Agreed Syllabus and have ensured that our KS3 curriculum enables our students to build knowledge, empathy and understanding of the main religious traditions that build up our students' demographic. Our KS3 curriculum is designed to be an academic journey from Abrahamic traditions through to Eastern world religions. This broad diet builds strong religious literacy and offers challenge to all our learners regardless of their background and knowledge, this is supported through high quality planning, questioning and feedback.

Our Key Stage 3 curriculum is designed and planned to go above and beyond the locally agreed syllabus with two key themes underpinning our content: Theology (thinking through religious belief) and Philosophy (exploring questions and answers through morality). Theology explores the beliefs and concepts that underpin the diverse ways that religious believers understand the world around them. At HCC this includes investigating where beliefs come from (why are these words special?) and where these beliefs stem from (an introduction to Abrahamic faiths). Philosophy examines how people make sense of the world in which they live (Science vs. Religion) and asks our students to explore questions about what it is reasonable to believe, and explores deep ethical issues right, wrong, good and moral evils (Evil and suffering/ Faith in action).

At Key Stage 4 (Y10/11), we endeavour to pose challenging questions about the purpose of life, beliefs about God, issues of right and wrong, and what it truly means to be a religious believer in modern Britain. Students also discover more about the intricacies of Christianity and Islam through the rigorous study of AQA GCSE Religious Studies. These choices of religions and themes allow pupils to explore and engage with a wide range of materials, ideologies and topics - from the practical applications of religion, to the study of ethical issues such as crime and punishment, medical ethics or even the nature of our society. These selections make our students global citizens and encourage pupils to prepare for a vast assortment of careers including law, healthcare, medical or business ethics, or further study of Philosophy and Ethics at A level, degree level and beyond.

Religious Education supports the wider curriculum at Horizon, with students using extended and persuasive writing skills in subjects such as History, Geography and English. Students also learn how to interpret and evaluate religious scripture as sources of information, this is a key skill continued throughout all of humanities.

The RE curriculum is underpinned by high quality and collaborative planning, which provides our students with opportunities to succeed in every lesson through differentiated resources. Questioning and debate are frequent within our practice, giving students the opportunity to raise their own misconceptions and verbalise

their own opinions. These opportunities enrich lessons and allow students to engage with lesson content. These resources are supported using educational research around metacognition and retrieval practice. All teachers use responsive planning and retrieval informed by formative and summative assessments. This allows gaps in students knowledge to be addressed at regular intervals within their learning.

Throughout RE, each unit of work is scrutinised and assessed using in class progress checks. These are bespoke to the unit of work in which the students are studying and are based around unit key skills (KS3) or AQA exam style questions (KS4). During progress check points, students are permitted to use their notes and classwork to support the completion of their work. This allows teachers to assess the student's ability to demonstrate the skills in which their unit is focused upon. Students also complete one summative assessment per unit of work, this is the opportunity to assess both skill and retrieve previous knowledge within the lesson. Throughout KS4, summative assessments are GCSE questions which are assessed using mark schemes and the use of expert knowledge and moderation through staff who mark for AQA. Students are expected to develop and modify their work using tailored feedback sessions in which staff use model answers, collaborative class work and directed feedback to ensure students are making progress within lesson time.

Our encompassing aim with Religious Education is to encourage students to think for themselves and make informed decisions about their own beliefs, values and ideals, which enable them to take their place amongst society at a local, national and global level as a young adult.