

Year 11 Curriculum Intent: Religious Education

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Religious Education through the below:

By the end of Year 11 students at Dixons Cottingley studying will be exposed to the following:

The Key Stage 3 course will be posed around three ways of knowing:

- Theology: Do all religious believers think the same way?
- Ethics: How do religious beliefs and worldviews help us to understand the world's big ethical dilemmas?
- Philosophy: How do our religious beliefs and worldviews help us to understand the world's big philosophical dilemmas?

Across each year these three schools of thought will be taught explicitly and the level of academic rigour will build. Using these three lenses as the foundation for our curriculum will allow for links to be made across the five years of study. This will enable powerful knowledge to be embedded through spacing and intervening of content.

There will be a theological focus of the beliefs and practices in Christianity, Islam, Hinduism and Buddhism across the programme of study. Other religions will be considered when looking at responses to ethical and philosophical questions. The diversity within each faith group will be taught. An example of this might include looking at Islam through the lenses of Sunni, Shi'a and Sufi Muslims. There will also be a consideration of wider world views. This will involve the teaching of humanism and other world views that do not accept the existence of God or base their understanding of God as separate from organised faith. World views will also allow the consideration of those within a denomination who do not fully accept the orthodoxy of their religions teaching.

In addition to this focus on theology there will also be learning across each year dedicated to ethical and philosophical questions. These topics have been chosen as they are the big areas of debate and dispute with British Society today. They will therefore also allow a focus to be built around British values. will consider ethical issues such as the treatment of animals and philosophical questions such as the origins of the universe. Teaching will allow students to examine and evaluate the religious and world views and also allow them to weigh up their own personal view.

Year 11 will focus on the following theological, ethical and philosophical issues

- An ethical study of the religion, relationship and family matters. This will consider issues surrounding marriage, divorce, gender and sexuality. This will consider the diversity of belief within and across faiths and denominations. It will also consider wider world views.

By the end of Year 11 students at Dixons Cottingley studying Religious Education will be taught the following skills:

- the skills of evaluation through the analysis and assessment of a wide variety of different viewpoints.
- to develop well-argued and informed arguments which are balanced and well structured.
- to reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life.
- to use skills of critical thinking as they draw from the teachings of Christianity and Islam, along with secular worldviews such as atheism and humanism.
- to use the skills of, explanation, evaluation and analysis as they analyse beliefs, practices and diversity which exists within and between communities and amongst individuals.
- Students will deploy effectively the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority

In order to truly appreciate the subject and create deep schema, Religious Education has been sequenced with the following rationale:

- Students will appreciate the significance of the disciplinary nature of Religious Education and "ways of knowing." This will be done through the lens of theology, philosophy and ethics These lenses will provide for different learning questions to be posed and addressed. They will open up students to the big questions that face society today and provide them with the skills to evaluate other big ethical and philosophical questions beyond the scope of our curriculum.
- At Key Stage 3 four of the world's major religions have been chosen to be considered in depth along with wider world views. This should allow for an in-depth study of each and ensure that the diversity across these views can be considered. The basis for the choice of these religions and views is the Bradford Agree Syllabus which sets out a programme of study for schools from reception to Foundation Stage to Key Stage 5. At points in the curriculum each view be taken in turn and dealt with separately to develop, and deep and profound knowledge based on key beliefs and practices. However, the beliefs and practices must also be compared to show the comparison and diversity amongst them. This will ensure that students leave with a detailed and full knowledge of the



four most significant views in the UK today, (Christianity, No faith, Islam, Hinduism) in addition to a study of a smaller minority faith (Buddhism)

- There will be a focus on philosophy and ethics across the curriculum in order to enable students to evaluate the relevance of religious teachings and practices in developing an informed understanding of themselves, their communities and the world in which they live; articulate the ways in which religious and non-religious worldviews affect understanding of life and its significance and give their own standpoint; reflect on and evaluate others' values and attitudes in developing their own.
- Teaching for GCSE will begin in Year 9 for all students. The teaching in year 9 will be a bridge between Key Stage 3 and GCSE. It will continue to focus on the areas of theology, ethics and philosophy but will develop and deepen knowledge and understanding of Christian and Muslim beliefs. The philosophical and ethical questions will continue to be analysed using a wider range of faiths and other world views.
- The level of rigour and challenge has been coherently planned and sequenced towards cumulative knowledge. For example, the teaching of Christianity and Islam is introduced in years 7 and 8 and then built upon and extended at key Stage 4. This is important in order to allow a comparison between these two most significant faith groups within Britain. It will also develop an understanding of the diversity and differences within these faiths, and also to build the blocks of knowledge that are required for Key Stage 4 study.
- At the core of our planning and sequencing are three questions that will be referred to across Key Stage 3 studies. These are: Do all religious believers think the same way? How do religious beliefs and worldviews help us to understand the world's big ethical dilemmas? How do our religious beliefs and worldviews help us to understand the world's big philosophical dilemmas?
- Year 11 will follow the demands of the AQA syllabus A curriculum. It will build on the work in year 9 and year 10 as students move towards their final examinations. They will have completed the learning of new material by the end of Cycle 1 in order to prepare for examinations at the start of Cycle 3.
- The RE curriculum will have enabled students to have developed a deep religious literacy through the study of theology, philosophy and ethics. The level of rigour and challenge has been coherently planned and sequenced towards cumulative knowledge. This knowledge will now be fully embedded so that students are not only able to make outstanding progress but are also able to make a positive contribution to their communities as citizens with a broad and deep level of religious literacy.
- Thematic studies on the moral issues surrounding relationships and family will complete the teaching of the syllabus. Issues around relationships and families are introduced in depth in year 11 because of the complexity and controversial nature of the subject matter and level of maturity need to deal with this. It is important that the philosophical and moral themes are taught in light of a detailed and embedded understanding of the theology of Christianity and Islam.

The Religious Studies curriculum at Cottingley has been influenced by:

- The AQA Syllabus A Religious Studies Syllabus. The department has decided that the two religions that should be focussed on primarily are Christianity and Islam. The reasoning for this is that Christianity is the main religious tradition with the United Kingdom and therefore it is essential that all our students understand this religion. Islam has been chosen as it is not only the second biggest religion in the United Kingdom but it is also a major faith with our school community and also the wider community of Bradford
- The thematic studies have been chosen in order to ensure that students understand the moral and ethical problems that modern society faces and the way in which religions and non-religious belief systems respond to these.

Our Religious Education curriculum ensures that social disadvantage is addressed through:

- Disadvantaged students will follow the same curricular pathway as it is important that they are provided with access to the same body of religious knowledge. They will be supported through quality first teaching and intervention and support as required. Enrichment activities including guest speakers from different faith groups and the use of religious artefacts will also develop their engagement and progress.
- SEN students follow the same curricular pathway as it is important that they are provided with access to the same body of religious knowledge. This is supported through clearly differentiated teaching which will include access to seeing and working with religious artefacts.
- The RE curriculum will expose students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. By studying a wide range of world faiths and worldviews students will be provided with the knowledge and skills to flourish both within their own community and as members of a diverse and global society.
- The RE curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue.
- Disadvantaged students and those from identified underrepresented groups, receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on. For example, students have the opportunity to receive extra guidance and tutoring through additional support in class, the production of bespoke materials or out of class intervention and support sessions.



Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory. This will be supported in year 11 by a common framework of learning and understanding for each of the religions that are studied. Commitment to memory of this knowledge will be supported through the interspacing of knowledge, with regular reflection and comparison of the faiths throughout the course.

Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:

- Equipping students with systematic and powerful knowledge key world religions and non-religious views so that they are able to evaluate and analyse local, national and world events and take part in society as informed citizens who can have influence..
- Developing confident individuals who can participate positively in society with its diverse religious and world views based on the acquisition of a body or powerful knowledge about these religious and non-religious world views.
- The learning of the importance of values and responsibilities through religious and non-religious perspectives in order to help guide and develop citizens who make a positive contribution to society. This will be done through the development of a deep religious literacy which will enable them to deploy this knowledge when encountering the diversity of the society in which they live.
- Students experiencing and searching for meaning and the purpose in life and the values by which we live. In learning about different religions and why people believe, students should have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on the “big questions” questions.
- Giving students the opportunity to be reflective about their own beliefs when studying, for example, ‘Why do some people believe in God but other do not?’
- Being given the opportunity to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others when learning about British values and beliefs.
- Exploring similarities and differences across religious and non-religious systems of belief. Through this study, students are made aware of the similarities and differences they may have with other students in their school, community, nation and the wider world.
- Supporting the learning in other curricular areas such as English, geography and history. For example, geography is supported through the moral imperative in all religions to support and demonstrate stewardship for planet. History is supported through the development of an understanding of the changing place of religion in society and the changes and developments within religions that have impacted upon society for example the reformation
- Students study philosophy and ethics in KS3. By doing so, it means that students will be able to articulate reasoned and critical responses to the wider issues in society. This work will enrich and deepen their knowledge as it is outside of the expected domain of the Bradford Agreed Syllabus.
- Students will understand the purpose behind why they learn in relation to careers guidance. For example, they will be informed that there is a need for writers, journalists, people working in public service e.g. police officers, doctors, nurses to have a good understanding of the religious beliefs of the communities they serve.

A true love of Religious Education is developed by teaching beyond the domain of the GCSE specification. Examples of such content:

- According to the RE commission in 2018, RE ‘should explore the important role that religious and non-religious worldviews play in all human life’. RE is designed to nurture SMSC development. The thematic studies that we teach provide a wide range of social and moral problems that’s society faces today. We will look beyond the syllabus at issues at wider issues such as history of the punishment in the United Kingdom in order to provide a deeper level of learning that goes beyond the normal domain.
- One of the key roles of RE in schools is to support community cohesion and the development of SMSC and Fundamental British Values. Lessons are delivered in order to develop the SMSC of all of our students. They will provide opportunities for thought and discussion in sensitive areas or in areas with there is often a degree of misconception.
- Where appropriate, religious iconography, art and architecture will be analysed in order to develop a deeper understanding of faith systems being studied.
- Thematic studies only require two religions to be studied to meet syllabus requirements. However, each theme will at points focus on at least one additional religion to ensure the widening of religious literacy.

Further Information can be found in:

- Long term plans
- Knowledge Navigators



