



Curriculum Intent

Religious Studies
Ms H. Colley

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr

Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

To challenge and achieve excellence for all students in RS through exploring and understanding religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity.

Subject Intent		
Key Stage 3 To challenge and achieve excellence for all students in RS through exploring and understanding religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity.	Key Stage 4 To challenge and achieve excellence for all students in RS through exploring and understanding religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity.	Key Stage 5 To challenge and achieve excellence for all students in RS through exploring and understanding religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity.
Curriculum Specification		
Sandwell SACRE	Academic GSCE: AQA Religious Studies	Academic A Level: AQA Religious Studies

Wider Curriculum Contribution.	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
<p>Scaffolding in the form of sentence starters, model answers, 'I do, we do, you do' tasks and clear success criteria of how to achieve and complete a key skill or type of exam question are included in every lesson. Students repeat and complete deliberate practice of key skills or types of exam questions repeatedly with scaffolding. In Year 9, 11 and Year 13 scaffolding, like sentence starters, is removed for majority of students but would still be provided for students not achieving their potential within RS. Students not reaching their individual potential in RS are given sentence starters on a separate piece of paper to support further.</p> <p>Differentiated resources, like sentence starters for an evaluative essay or questions are provided for some students in RS nurture classes. Often students can verbalise good answers but the resources allow them time to focus on their argument rather than constructing the sentence. Differentiated sheets will be taken away once students have built confidence and skills to produce well-written answers.</p> <p>Tick sheets have been produced with success criteria on for exam groups for students to ensure they are meeting the criteria the exam board requires for a good, well-written answer.</p> <p>Marking sheets allow teachers to give feedback on all criteria of the question, this supports because students can identify which specific skill they needed to improve to improve answer.</p>	<p>Students are taught the skills to critically analyse key beliefs, practices or cultural practices. Every lesson taught to KS3, 4 and 5 includes Challenge Tasks on most slides in each lesson. Students are encouraged through the use of Q-Points and praise to finish the tasks and then complete the Challenge Tasks. Each Challenge Task asks students to make a judgement, consider strengths/weaknesses or assess why another view/scholar may disagree. For example, at KS4 when teaching about varying denomination's views, students are challenged to evaluate the impact of the beliefs i.e. encouraging unwanted pregnancies or spreading STIs.</p> <p>Verbal challenge questions are now included at the beginning of lesson PPTs to help guide and prepare both specialists and non-specialists when questioning students.</p> <p>Tasks also include opportunities for students to teach assigned groups content. Lead learner tasks make students accountable for others learning and challenge both their understanding and ability to explain content.</p>

<p>Our contribution to Careers Education, Information and Guidance</p> <p>Learning about worldviews, religions and culture gives students a sound awareness of the world around them, Links are made and benefits shown of how this helps with careers in medicine, law, social work, police and teaching.</p> <p>RS nurtures and develops key skills like building a well-structured and well supported developed argument. Essay writing skills taught in RS are comparable to a university style essay, giving students the tools to succeed in further education.</p> <p>Students are also taught RS is known as a bridging course and will be accepted and looked favourably on when applying to the majority of university courses.</p>	<p>Our contribution to Literacy and Reading Development</p> <p>Each topic covered in all key stages includes a disciplinary reading task that develops student's skills in inferring meaning of tier 2 and 3 words, using words in sentences and developing knowledge of topics further through reading. Students are able to summarise, break down and answer questions on whole texts.</p> <p>All key stages produce glossaries of tier 2 and 3 words as an activity to help with literacy and meaning.</p> <p>Tier 2 and 3 words are pre-taught in all lessons with literacy activities, for example, matching key words to the correct definition or given examples to help infer key words.</p>
<p>Our contribution to Environment and Sustainability</p> <p>A topic taught in Year 7 is about issues surrounding the environment and whether religions, cultures, countries, and the Academy help or hinder it. Students are challenged to develop ways Q3 Academy Great Barr can improve its response to the environment.</p> <p>KS4 and 5 are also learn and assess Christian teachings of stewardship and dominion when concerning taking care of the planet and the impact on people.</p>	<p>Our contribution to Safeguarding and Prevent</p> <p>All key stages learn about the role religions play to protect and ensure equal treatment of groups in society. Year 9 assess' the role religions play in ensuring human rights are protected through key teachings or cultural practices or how religions may encourage discriminatory actions. Students also learn about non-religious exploits of human rights and safeguarding issues.</p> <p>Students learn about the difference between religious belief and extremist groups wo operate under the false pretence of religious belief.</p>
<p>Our contribution to Social, Moral, Spiritual and Cultural development</p> <p>RS is rooted in social, moral, spiritual and cultural development.</p> <p>Reflection of student's experience of social, moral, spiritual and cultural development is key in RS. For example, learning about the six world main religions allows students to learn, understand and develop tolerance to religions and cultures in their school, local community and country.</p> <p>Moral development is taught through ethical units. Students are taught about key ethical units like testing on animals, abortion rights etc. They are asked to compare and contrast issues and given the literacy to verbalise their views on key moral issues.</p> <p>All world views are taught in RS, including religious and non-religious views like Humanist views. Students are given the worldviews to compare to their own beliefs and will allow them to consider their own spirituality.</p>	<p>Our contribution to Character Education (Citizenship)</p> <p>RS at Q3 teaches students a rich and challenging curriculum about the world around them. Students will complete their learning and have a good understanding of the religious beliefs and cultural practices of their peers, local community and varying groups in the UK and the world. Students will develop a tolerance and understanding which will help in reducing any unequal treatment because they are informed group of young learners.</p> <p>Students learn about current issues like the death penalty, abortion rights, human rights etc. They will understand and be able to explain and assess real life world issues which aids in their ability to be good citizens.</p>
<p>Our Contribution to Digital Literacy Development</p> <p>Students have opportunities to research key topics for Independent Learning developing digital literacy skills. Project work will be researched in class and students have opportunities to produce work using digital literacy skills.</p>	<p>Our contribution to Numeracy Development</p> <p>Students learn and will understand numerical data about the size of religions or when religions date back to. They will also learn about key events and the date it took place.</p>