

# CURRICULUM SUBJECT: RELIGIOUS EDUCATION

## SUBJECT CONTACT: J MARUCCI

“Differences were meant not to divide but to enrich.”– J. H Oldham

### CURRICULUM INTENT

Why is it important that pupils at Vale of York study RE?

*Using the York demographic of religion as our reference as well as the religious demographic of the school, we create a well informed and topical curriculum that visits big, worldview debates and applies religious contexts to them.*

*York is rich with religious history and has an incredible story behind it. We ensure to use this in order to design our curriculum with as much of our local history as we can.*

*Our ambition is to provide worldviews of topical importance and apply this to the world around them, creating a sustainable and enriching curriculum.*

### CURRICULUM STATEMENT

**At KS3:** At Vale of York Academy we follow the City of York Agreed Syllabus for RE at KS3.

The intent of RE across our HSLT academies, is to support pupils to flourish and to thrive and experience life in all its fullness, through delivery of a high quality ambitious broad and balanced RE curriculum. To support pupils to enter into rich and meaningful dialogue, through balanced and well informed conversations in RE and to develop key substantive, disciplinary and personal knowledge, regarding engagement with a range of religious and non-religious world views, living faith tradition and diversity within the same and between different religions , the nature, significance and impact of these and how this has shaped Great Britain and the world. To reflect on the diverse multi-religious and multi-secular society and their place within this setting, to become religiously literate, to prepare pupils for opportunities, responsibilities and experiences of life, including mutual respect through appreciating diversity, tolerance, dignity, living well together and appreciating diversity

We also strive to ensure that our lessons within RE are engaging and supportive for the pupils above and beyond school life. Which is why we listen to them when it comes to shaping our curriculum. We went to pupil voice to gain feedback for RE:

Pupil Voice:

'RE doesn't just feel like a lesson about religion but about other world cultures as well'

'I enjoy the range of religions we study.

' You always find that the conversations are really engaging. I love it when you get a question with a deeper meaning and it makes you think'.

Right of Withdrawal

Parents/carers do have the right to withdraw pupils from RE lessons, or any part of the RE curriculum. If you wish to do this, please make an appointment with the RE subject leader in school. HSLT does not support selective withdrawal from RE.

Our schools have a duty to supervise pupils withdrawn from RE, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, alternative arrangements will be made for RE of the kind the parents/guardians want the pupil to receive. These arrangements will be made by the parents/guardians. The school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.

In order to withdraw from Religious Education, you must book an appointment with the Head of Department, Mr. J. Marucci

## CURRICULUM SEQUENCE

### Key Stage 3:

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Curriculum time (pf)</b>	<i>2 hours</i>	<i>2 hours</i>	<i>2 hours</i>	<i>1 hour</i>	<i>1 hour</i>
<b>Curriculum framework</b>	<i>City of York Agreed Syllabus</i>	<i>City of York Agreed Syllabus</i>	<i>City of York Agreed Syllabus</i>	<i>AQA - Short Course</i>	<i>AQA - Short Course</i>
<b>Core knowledge &amp; understanding covered</b>	<i>Views of the World What was so radical about Jesus? Should Religious Buildings be sold to feed the starving? What is good and what is</i>	<i>Does Living Biblically Mean Obeying the Whole Bible? How Can People Express Spirituality Through the Arts Is Death the End?</i>	<i>Do we need to prove God's existence? - Why do we suffer? Is religion a power for peace or cause for conflict in the world today?</i>	<i>Peace and Conflict Religion and Life Human Rights and Social Justice</i>	<i>Peace and Conflict - Revisit Religion and Family</i>

	<i>challenging about being a teenage Buddhist and Muslim in Britain.</i>				
<b>Subject specific skills</b>	<i>Empathy Debating</i>		<i>Empathy Debating Research</i>		
<b>Personal attributes evolved that support learning</b>	<i>Balanced thinking - Empathetic views - Being a proactive learner</i>				
	<i>Theology - Social Science - Philosophy</i>				
<b>Disciplinary Literacy</b>	<i>Theology Omnipotent Omnipresent Omnibenevolent Omniscient Enlightenment</i>	<i>Kesh Kirpan Kachera Kara Kanga Spirituality Hajj Shahada Zakat Sawm Salah</i>	<i>Salvation Capital Punishment Hate Crime Suffering</i>		
<b>Democracy</b>	<b>The Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect</b>	<b>Tolerance</b>	
<i>The RE classroom must be a <b>democratic</b> classroom where all students have an equal right to be heard and</i>	<i>In RE, students examine different codes for living and consider the value of the <b>rule of law</b> where all people are equal before the law.</i>	<i>Students will learn that religion is a good case study of the balance between <b>individual liberty</b> and the greater good.</i>	<i>Students learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others.</i>	<i>Students consider questions about identity and belonging. Students learn about the main religions and are taught respect</i>	

<p>democracy is modelled by the teacher and expected of every student.</p> <p>By using cold calling to allow all students to have a chance to participate</p> <p>Having class debates and discussions about ethical scenarios</p>	<p>Including Shariah Law, UK Laws about Euthanasia, marriage and abortion, Laws in Crime and Punishment and Human Right laws.</p>	<p>Knowledge of religion and beliefs give students the freedom to explore the world they live in.</p>	<p>Mutual respect is taught and given when student are expressing their opinions and beliefs. students are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each person a forum to share these on and an expectation that these must be listened to.</p>	<p>and understanding for the cultures, beliefs, opinions and traditions or others.</p> <p>Collective Worship also helps to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge students to be increasingly <b>respectful</b> and to celebrate diversity of <b>different cultures, faiths and beliefs.</b></p>		
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## CURRICULUM OPPORTUNITIES

	Year 7	Year 8	Year 9
<p><b>Within the formal curriculum</b></p>	<p>Meditation Experience 5 K's Artefact Exploring</p>	<p>Spirited Arts</p>	<p>Research Project</p>
<p><b>Beyond the formal curriculum (out of</b></p>	<p>Debate Club</p>		

lesstime)			
Links to other curriculum areas	<i>WMI - British Values</i>	<i>NATRE Spiritual Arts Competition</i>	<i>History - The Crusades.</i>
Preparation for adult life	<i>Throughout all of our topics, we have a huge drive on tolerance and acceptance of other people's beliefs, both religious and none-religious. How to maintain mature discussion and debate around serious topics and discussion on the effects these views have on the world The world impact of religion making our curriculum modern, current and relevant whilst sticking to the locally agreed, York syllabus.</i>		

## CURRICULUM IMPLEMENTATION

As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.

### Curriculum delivery:

Our students are taught not only about the beliefs and values of different groups around the world, but also to blossom their own beliefs and are given the opportunity to develop their own opinions and match them with people in the classroom. We strive for students to regularly celebrate religious backgrounds and teach how to respect other cultures.

## SUPPORTING YOUR CHILD

	Resources to support your child	Relevance - How it helps
Key Stage 3	<a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a> - BBC Bitesize Religious Education	This has a baseline of theological knowledge that students will grow in lessons. However, if they struggle to maintain this information, you can go through this with them at home.

## WIDER INTEREST

Here is a list of organisations or resources that your child can access if they wish to dive deeper into this subject area.

<https://yorkminster.org/> - York Minster website. Locally, York has an incredibly rich history of religion, so visiting this website, or getting out and going to see it for real in York.

<https://www.muslimaid.org/> - For general interests with Islam and/or religious charity.

<https://madhyamaka.org/> - Thinking of mindfulness, located near Pocklington, we have a meditation centre that holds a lot of Buddhist beliefs and traditions.

