

Our intent – Religious Education

The RE curriculum mirrors that of NSB. We are exceptionally proud of the RE curriculum and of the extremely robust intent and sequencing of topics from Year 7 to 11. As a Trust, we follow the locally agreed syllabus as approved by SACRE and our Curriculum Team Leader for RE is the SACRE Advisor for the county. This ensures that RE is delivered effectively within Northamptonshire and works to ensure that the school curriculum reflects our unique religious context. The curriculum has undergone extensive review and change over the past 2 years and received particular praise during an external curriculum review in 2022-23 by a Lead Ofsted Inspector.

At Northampton School, our curriculum is designed in order to ensure that students leave Religious Education with a robust knowledge and capable in using key religious literacy within debate and written response. Religious literacy enables a student to engage with a much wider variety of culture differences as well as develops their capacity maintain respect and tolerance for all. There are few subjects that can compare with Religious Education in its promotion of wider cultural understanding and that is underpinned by the literacy that students can engage with – e.g. an appreciation for wider Hindu beliefs and the understanding that their faith acts as both polytheistic and monotheistic, requires an understanding for what these mean.

The second intention for RE is to promote critical analysis and develop a student's capacity to 'argue' or 'discuss' a particular challenging topic. We actively promote the use of P4C (Philosophy for Children) lessons in order to give students the opportunity to dedicate specific time to actively engage in debate, argument and discussion. This then helps students to build their knowledge by drawing together key ideas that they have learnt and formulate them into a coherent and well-reasoned approach.

The RE curriculum centres around 'Big questions' each of these are broken into smaller components for each lesson but all are being used to develop students towards our 'curriculum intent'.

Curriculum Implementation and Impact – Religious Education

As mentioned in the Headlines and non-negotiables there are components which are expected within RE lessons in order to ensure that students are being given a robust, knowledge rich and valuable education.

Each lesson centres around a **big question** which in turn feeds into the **big question** for the entire unit. This means that we can systematically ensure that students are moving towards being able to achieve the **end-points** that we set for them.

We want to ensure that students gain a range of skills within RE, that are not solely exam based, as such we have built in a **range of assessment** styles and guided practice on how to revise/revisit prior learning. Revision takes an 'I do, We do, You do' approach in order to support students in learning 'how to revise' rather than just 'what to revise'. Students will be given the chance to engage in vital **P4C** style lessons whereby they will learn critical thinking, debate and the value of democracy and understanding the views of others.

In response to the **OFSTED RE Research Review** it was apparent that the story-telling within RE was paramount to students success and engagement, whilst this has always been something we have done, we have worked hard to ensure that the current curriculum weaves a story throughout and that a **golden thread** is drawn throughout all aspects of the course of study.

Key things to see within the usual lesson: Exceptions may be made for P4C lessons or in the style of delivery

- Big question
- Settler task
- Plenary making use of big question
- Knowledge retrieval
- Range of activities and tasks
- Key terms being highlighted
- Modelling
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- **Big questions.** The RE curriculum is designed to encourage students to ask and search for answers to '**big questions**', these are built into the design of that unit, but also the makeup of each lesson. Teaching staff will make use of **Socratic questioning** in order to stretch some of these big questions within the lesson itself, for example the unit five within Year 7 is answering 'How does Buddhism account for suffering in the world?', this means that we teach the Buddhist faith but within a lesson may focus specifically on 'Can

meditating reduce suffering? so that by the end of the lesson students can focus their work into an answer to this question which feeds into their **'Big question'**. This designed to promote students to not view each lesson in isolation, but as a **contextual (Hinterland)** style of lesson which encourages students to understand the reason behind their learning.

- **Knowledge check.** Retrieval practice has been found to be of fundamental importance to encourage students to build a **knowledge rich curriculum** which enables a smooth transition from short-term to long-term and then into the working memory. We make active uses of **home-learning tasks** to stretch students and encourage a deeper dive into their knowledge to enable an enriched and enthusiastic approach to education. The knowledge check will often make use of **self/peer marking** in order to encourage students to take personal pride in their response.
- **Religious literacy.** RE at NS actively encourages use of tier 2 and tier 3 literacy. This is promoted in the use of verbal response and the concept of oracy in relating to tell a greater narrative and story.
- **Feedback.** Students will be formatively assessed (typically once per term) and summatively assessed (typically once per term). These will be marked through several formats, with verbal, whole class, model answers and qualitative feedback being provided.

Week	Unit	SOW Knowledge End-points	SACRE Lesson Number	Lesson	Prior knowledge	Future Knowledge	Key Terms:	Big Question	Synoptic and Cross-curricular links	Reading materials
1	What is Religion -	The role of religion in contemporary society. Socratic Method What is empiricism?	1	What is Religion?		Theological positions Paper 2 - Religious Dialogue	Theist, Atheist, Agnostic, Sophia, Philos	Can RE Help us find the truth?		Fiction: Frog and Toad by Arnold Lobel.
			2	Why is religion important?	(No explicit knowledge, but this lesson sets out why RE is so important) Paper 2 - Religious Dialogue	Religion, Importance	What is important?			
			3	Questions	Father of Western Philosophy - Socrates. How to correctly apply logic. Paper 2 - Existence of God	Enquiry, Logic	Why is it important to ask the right questions?	PSHE - Strong links to mis/disinformation and the importance of not simply taking information at face value		
			4	Finding Answers	Empiricism - Year 9 philosophy Paper 2 - Existence of God	Answers, Empiricism	Do we always need an answer?	PSHE - Strong links to mis/disinformation and the importance of not simply taking information at face value		
			5	Beliefs	What a belief is. Superstition	Belief, Superstition	Can our beliefs change?	PSHE - Strong links to mis/disinformation and the importance of not simply taking information at face value		
2									Non-Fiction: The Philosophy Files by Stephen Law	
3					First unit and no Prior knowledge					

Explicit Key Stage 3 End Points– Religious Education

KS3 Explicit End Points (30)		
Helix One - Religion	Helix Two - Ethics	Helix Three - Philosophy
Christian Beliefs and practices	Importance of Charity	Philosophical understandings of evil and suffering
Hindu Beliefs and Practices	Applied ethical responses to the treatment of Animals	Specific philosophical ideas: Nihilism
Islamic Beliefs and Practices	Applied ethical responses to War and Conflict	Specific philosophical ideas: Utilitarianism
Judaism Beliefs and Practices	Applied ethical response to Medical ethics	Specific philosophical ideas: Cartesian
Sikh Beliefs and Practices	Roles and responsibilities of humans	Specific philosophical ideas: Ancient Greek
Buddhist Beliefs and Practices	Ethical implications of faith	Specific philosophical ideas: Deontology
The difference between Monotheism and Polytheism.	Ethical implications of historical context/events	Specific philosophical ideas: Empiricism
At least one early religious beliefs and practices.	The interplay of ethics and the law.	Human Purpose

Explicit Year 7 End Points and Skills– Religious Education

End Points

1. Origins of Christianity
2. Origins of Hinduism
3. Origins of Buddhism
4. Key Christian beliefs
5. Key Hindu Beliefs
6. Key Buddhist beliefs
7. How to question and analyse.
8. Application of religious and non-religious arguments to the exploitation of animals
9. What makes person inspirational
10. The value of religious education and philosophy.

Use of Key terms - Introduced to the core tier 2 and 3 terminology and give examples of how it can be used correctly.

Introductions - Proposes a line of argument demonstrating where evidence MAY be drawn from.

Conclusions - Presents a considered view point drawn from previous argument/s.

Argument presented - Considered point/s of view that recalls key concepts from the curriculum, both religious and/or non-religious where appropriate.

Use of sources of authority - demonstrates an awareness of sources of authority.

Vocabulary - Use of some key terminology which demonstrates a burgeoning religious literacy and academic eloquence.



Religion means 'to bind'

It comes from Latin *Religare* which means

'to bind/tie or oblige'

This means that people who follow a particular religion bind or tie themselves to it, as it is very important to them.

Philosophy = Love of Wisdom

It comes from the ancient Greek...

Philos - meaning 'love of'

Sophia - meaning wisdom



Philosophy is **asking questions to make sense of the world.**

Philosophy is about **thinking** and **questioning** things that people wouldn't normally think/question.

For example...

What people believe

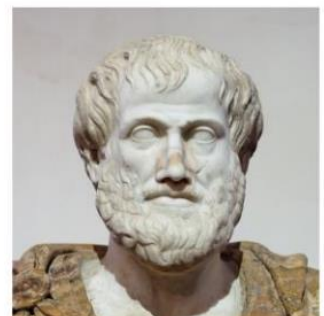
Term	Meaning
Theist	God (or other deity) exists
Atheist	God (or any other deity) does not exist
Agnostic	You are unsure

Recap: Aristotle

Empiricism: Sense-based data.

Aristotle believed that we must use our senses as good evidence:

- Sight
- Touch
- Taste
- Smell
- Sound



Explicit Year 8 End Points and Skills– Religious Education

End points

1. Origins of Sikhism
2. Origins of Judaism
3. Origins of some Early Religions
4. Key Sikh Beliefs and practices
5. Key Jewish Beliefs and practices
6. Key Early religious beliefs and practices
7. Different perspectives on the value of humanity
8. Application of religious and non-religious arguments to war and conflict
9. Philosophical interpretations of human existence.
10. Impact of early religions on contemporary society.

Use of Key terms - Habitual use of tier 2 and 3 terminology and building confidence in correct use.

Introductions - Proposes a line of argument that demonstrates an understanding of evidence to support or refute points.

Conclusions - Evaluates strengths and weaknesses argument/s explored coming to a judgement

Arguments presented - Able to consider recall multiple points and key concepts of view which draw from both religious and non-religious perspectives, where appropriate.

Use of sources of authority - Using sources of authority to support at least one argument.

Vocabulary - regular use of key terminology demonstrates religious literacy and academic eloquence.