

Longcroft School Curriculum Overview
RELIGIOUS EDUCATION



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Our RE curriculum challenges students to ask perceptive questions, analyse beliefs and meanings and articulate arguments from a variety of perspectives. It allows for a deep exploration of Christian faith as well as engaging extensively with other world religions and contemporary issues. We believe that a high-quality Religious Education should ensure that all students acquire a core knowledge and understanding of the beliefs and practises of the religions and worldviews which not only shape their history and culture, but which guide their own development. Students learn to understand the origins of people’s beliefs, how to diligently show respect to the diverse range of religious beliefs they encounter and become confident in knowing their own identity.

Aims

The Longcroft School and Sixth Form curriculum for Religious Education aims to ensure that all pupils:

- continually deepen their religious and theological understanding and effectively communicate this;
- present an authentic vision of the Church’s moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- raise awareness of the faith and traditions of other religious communities in order to respect and understand them;
- relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;

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- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Subject Curriculum Vision

Students are taught a fun and engaging curriculum that helps them develop their understanding of what it takes to become the best global citizen that they can be. Providing a mix of philosophy, ethics and religion allows the students to become well rounded, respectful individuals.

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

The students are encouraged to share their thoughts and feelings with each other regardless of viewpoint. Each member of the Longcroft community is given the same opportunity to develop empathy, respect and understanding for all members of the global community. Students will also develop their great hearts in order to break down stereotypes and make educated decisions when it comes to religion, ethics and philosophy.

Great Thought

Students will develop their disciplinary knowledge as they progress through the key stages by following a fun and engaging curriculum. Through completing units in ethics, philosophy and religion, we are preparing students for life in a multi-ethical and multi-faith society. Picking up disciplinary knowledge as the student progresses through the curriculum allows them to become a more complete theologian in the future.

Great Vision

Religious education allows the students to become well informed empathic global citizens. Through open and closed questioning styles students become confident enough to reveal their views and opinions on important moral issues and religions. This will be used throughout the students' lives in the future.

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Key subject skills - KS3

AO1 - Learning about Religion	AO2 - Learning from Religion
<p>Knowledge and understanding of religion</p> <p>It is also what pupils learn about the nature and demands of ultimate questions, about a faith response to ultimate questions, about the normative views of the human condition and what it means to be human, as expressed in and through traditional belief systems... about the discernment and interpretation of core values, about the shaping influences of religious beliefs and values on cultural and personal histories. This type of learning might be said to be initiating pupils into an ‘impersonal or public mode of understanding’.</p> <p>This fosters the ability to:</p> <ul style="list-style-type: none"> • identify religious beliefs and teachings in order to give a coherent account of a believer’s response to the world • describe religious practice and lifestyles in a religious tradition and compare and contrast that with others • explain the meaning of religious language, story and symbolism. 	<p>Reflection and Response</p> <p>Learning from religion is what pupils learn from their studies in religion about themselves - about discerning ultimate questions... in their own experience and considering how they might respond to them, about discerning core values and learning to interpret them, about recognising the shaping influence of their own beliefs and values on their development as persons... about the possibility of their being able to discern a spiritual dimension in their own experience, about the need for them to take responsibility for their own decision-making, especially in matters of personal belief and conduct, and so on. This type of learning might be said to result in self-awareness and personal knowledge.</p> <p>This fosters the ability to:</p> <ul style="list-style-type: none"> • explore human identity, personality and experience • reflect upon questions of meaning and purpose • identify and respond to values and commitments in themselves and others.

Key subject skills - KS4

AO1	AO2
<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. 	<p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>

Building on prior learning - *What can students do by the end of KS2?*

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They communicate their ideas, recognising other people's viewpoints.
- They consider their own beliefs and values and those of others in the light of their learning in religious education.

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What are the skills gaps?

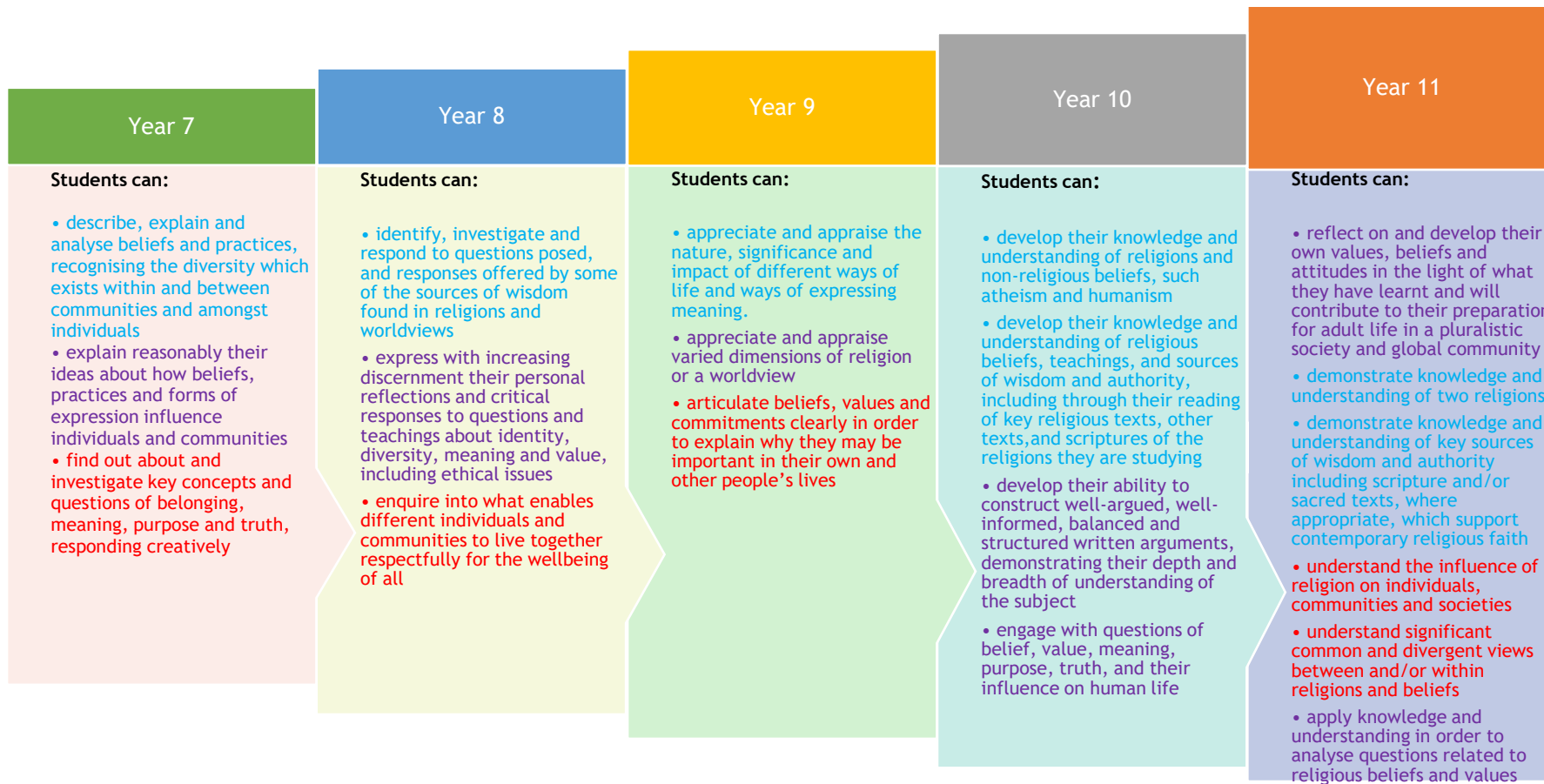
There are usually gaps in the student's religious knowledge as they are only required to study Christianity and two other religions at KS2. Different primary schools often teach different religions. There is also often a lack of focus on current ethical issues.

Baseline expectations

A: Substantive Knowledge Know about and understand a range of religions and worldviews

B: Ways of Learning Express ideas and insights about the nature, significance and impact of religions and worldviews

C: Personal Knowledge Gain and deploy the skills needed to engage seriously with religions and worldviews



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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Introduction to RE <ul style="list-style-type: none"> • Ultimate Q's • Belief in God • Images of God • Temptation • Conscience 	Mid-term assessment - representation of God End of unit written assessment in formal conditions	AO1	Links to prior learning Ascertains students' basic knowledge of various religions and belief systems How does this prepare students for future learning? This unit looks at religious ideas that prepare them for learning about multiple religions	Christianity <ul style="list-style-type: none"> • Creation • The Trinity • Miracles • Jesus • Symbols • Denominations Faith in Film <ul style="list-style-type: none"> • Introduction • Parables • Prayer 	End of unit written assessment in formal conditions	AO1	Links to prior learning The main religious belief focussed on at KS2 in our area is Christianity. This topic is a gateway between KS2 basic knowledge and that of what is needed at GCSE How does this prepare students for future learning? This unit is a bridge between KS2 Christianity and KS4 Christianity. It begins to prepare them for GCSE.	Sikhism <ul style="list-style-type: none"> • Guru Nanak • The 5 K's • The Golden Temple • Sikhs in Britain • Diwali 	End of unit written assessment in formal conditions	AO1	Links to prior learning Some of the students may have looked at Sikhism in KS2. Regardless of this it gives the students a non Abrahamic religion to directly compare with Christianity How does this prepare students for future learning? It allows them to learn about different religions practicing in this country, proving that there are alternatives to Christianity.
			AO2				AO2					
8	Prejudice and Discrimination	Mid-term assessment -film	AO1	Links to prior learning	Buddhism	End of unit written	AO1	Links to prior learning	Religion, Rights and Life	End of unit written	AO1	Links to prior learning
			AO2				AO2					



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	<ul style="list-style-type: none"> Racism Remember the Titans DVD Extremism What is Terrorism? Jihad <p>Hinduism</p> <ul style="list-style-type: none"> Introduction Polytheism The Rig Veda Reincarnation 	<p>review and analysis on topic of racism</p> <p>End of unit written assessment in formal conditions</p> <p>Short assessment</p>		<p>Ethical unit which links to the Ultimate Question and Christianity topics of Year 7. Particularly thinking about a Christians view of P and D. How does this prepare students for future learning?</p> <p>It allows students to look at common ethical problems in society. This unit also links to Christianity and Islam.</p>	<ul style="list-style-type: none"> Introduction Life of the Buddha Buddhist Teachings The Eightfold Path Buddhist Life and Faith 	<p>assessment in formal conditions (covers Hinduism and Buddhism)</p>		<p>Links to the topic on ultimate questions, as well as preparing students for studying the suffering unit in year 9. How does this prepare students for future learning?</p> <p>This allows students to recognise and understand World Religions and views, focussing on two eastern religious faith groups. Also, we currently study Buddhism at A-Level</p>	<ul style="list-style-type: none"> Genetic Engineering Conscience Situation Ethics Making Moral Decisions Human Rights The Environment Animal Cruelty 	<p>assessment in formal conditions</p>	<p>This links to the lessons on morals in the Ultimate Questions topic and the prejudice and Discrimination unit. It also focusses on the religious beliefs of Christianity How does this prepare students for future learning?</p> <p>Most of these topics link to the ethical topics studied at GCSE level, as well as links with Science.</p>	
9	<p>Islam</p> <ul style="list-style-type: none"> Introduction Muhammad and the Shahaddah Islam and Terrorism Islam and 911 Islam and Isis Salah Zakah <p>Philosophy and Ethics</p> <ul style="list-style-type: none"> Descartes 	<p>Mid-unit written assessment in formal conditions - GCSE style question on topic of terrorism</p>	<p>AO1</p> <p>AO2</p>	<p>Links to prior learning</p> <p>It looks in more depth at Islamic terrorism and also teaches a basic understanding of Islam.</p> <p>How does this prepare students for</p>	<p>Christianity 2</p> <ul style="list-style-type: none"> Buildings Worship Music Art Parables Christianity in Action 	<p>End of unit written assessment in formal conditions - GCSE style question</p>	<p>AO1</p> <p>AO2</p>	<p>Links to prior learning</p> <p>Links directly to the first Christianity unit from year 7. It is a bridging unit between basic Christian beliefs and Christianity at GCSE.</p>	<p>Suffering</p> <ul style="list-style-type: none"> Examples of suffering The Problem of Evil Buddhist Answer to Suffering Evaluating the Buddhas claims Emotional response to suffering 	<p>Mid-term assessment - creative research task based on current affairs</p> <p>End of unit written assessment in formal conditions - GCSE style question</p>	<p>AO1</p> <p>AO2</p>	<p>Links to prior learning</p> <p>This unit focuses on Christian, Buddhism and non-religious viewpoints on why people think we suffer</p> <p>How does this prepare</p>



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11	Islam - Belief <ul style="list-style-type: none"> The Nature of Allah Risalah Holy Books Angels Fate Akhirah 	End of unit written assessment in formal conditions - GCSE style question from paper 2	AO1	Links to prior learning	Islam - Living the Muslim Life <ul style="list-style-type: none"> Ten obligatory acts Shahadah Salah Sawm Zakah and Khums Hajj Jihad Celebrations 	End of unit written assessment in formal conditions - GCSE style question from paper 2	AO1	Links to prior learning	Revision of all topics and units covered over 2-year course	GSCE Assessment Paper 1 - Christianity Paper 2 - Islam	AO1	Links to prior learning	
			AO2				AO2						
	Islam - Crime and Punishment <ul style="list-style-type: none"> Justice Crime Good, evil and suffering Punishment Alms and punishment Forgiveness Treatment of criminals Death penalty 	End of unit written assessment in formal conditions - GCSE style question from paper 2		Both the first two sections link directly to the Islam topic studied in year 9 as well as the prejudice and discrimination topic in year 8.	Islam - Peace and Conflict <ul style="list-style-type: none"> Peace Peacemaking Conflict Pacifism Just War theory Holy War Weapons of mass destruction Issues surrounding conflict 	Easter term mock examination - paper 2		Links to the first two sections in the Islam unit. It also links to both the Islam topic in year 9 and the prejudice and discrimination topic in year 8		Two compulsory five-part questions will be set on each religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2. In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.	Revision topics	How does this prepare students for future learning?	This unit contributes to the Edexcel Religious Studies GCSE
11*	Revision and Peace and Conflict Assessment (2 weeks)	End of unit written assessment in formal conditions - GCSE style question from paper 2	AO1	Links to prior learning	Christianity - Belief <ul style="list-style-type: none"> Revision of key topics (2 weeks) 	End of unit written assessment in formal conditions - GCSE style question from paper 1	AO1	Links to prior learning	Islam - Peace and Conflict	End of unit written assessment in formal conditions - GCSE style question from paper 2	AO1	Links to prior learning	
			AO2				AO2						
	Matters of Life and Death <ul style="list-style-type: none"> Origins of the universe Animal Rights The value of human life Abortion 	End of unit written assessment in formal conditions - GCSE style		Knowledge retention topic	Christianity - Marriage and Family <ul style="list-style-type: none"> Revision of key topics (2 weeks) 	End of unit written assessment in formal conditions - GCSE style		Revision		GSCE Assessment Paper 1 - Christianity Paper 2 - Islam		Revision	How does this prepare students for future learning?

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<ul style="list-style-type: none"> Life after Death and Arguments against it Euthanasia The Natural World 	<p>question from paper 1</p> <p>Autumn Term mock examination - combined papers 1 and 2 (3 sections Christianity, 1 section Islam)</p>		<p>Religious Studies GCSE</p>	<p>Christianity - Living the Christian Life</p> <ul style="list-style-type: none"> Revision of key topics (2 weeks) <p>Islam - Belief</p> <ul style="list-style-type: none"> Revision of key topics (2 weeks) <p>Islam - Crime and Punishment</p> <ul style="list-style-type: none"> Revision of key topics (2 weeks) <p>Islam - Living the Muslim Life</p> <ul style="list-style-type: none"> Revision of key topics (2 weeks) 	<p>question from paper 1</p> <p>End of unit written assessment in formal conditions - GCSE style question from paper 1</p> <p>End of unit written assessment in formal conditions - GCSE style question from paper 2</p> <p>End of unit written assessment in formal conditions - GCSE style question from paper 2</p> <p>End of unit written assessment in formal conditions - GCSE style question from paper 2</p> <p>Easter term mock examination - combined papers 1 and 2</p>				<p>set on each religion. Each five-part question is worth 24 marks, with 12 marks for AO1 and 12 marks for AO2. In each five-part question, AO1 is tested in the first four questions; AO2 is assessed through the 12 mark question.</p>		
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Yr11* - Current 2021-22 year 11 cohort are completed final year of 3-year KS4 course - focus on revisiting key content that was delivered remotely to embed knowledge and understanding across the full 2-year course prior to examinations.

Enrichment Opportunities

Key stage	
KS3	<p>At KS3 we currently have the Gideons attend the school to enrich the students understanding of Christianity.</p>
KS4	<p>At GCSE the students have access to period 6 lessons that they can attend to help with revision.</p> <p>We also have guest speakers that include a medium for when we are looking at life after death and an examiner to explain the exam process and what examiners are looking for as regards to the exam.</p> <p>Currently we are researching possible guest speakers or trips of a Christian or Muslim theme.</p>
KS5	<p>Trip to the Madhyamaka Meditation Centre in Pocklington when looking at Buddhism. (TBC)</p> <p>There are also opportunities to attend conferences to enrich students' understanding of the complex topics.</p>