

INTENT

1. To deliver the Religious Studies Norfolk Agreed Syllabus for Religious Education.
2. To deliver a knowledge led Religious Studies curriculum, where knowledge & understanding and skills are revisited.
3. To deliver a broad Religious Studies curriculum that includes different religions, philosophical and moral questions, cultures and perspectives, and a deep understanding of multi-cultural Britain and British Values.
4. To promote high aspirations, achievements and a culture of enquiry.
5. To deliver an engaging and enjoyable Religious Studies curriculum so that students are enthused and keen learners, who seek answers to enquiry questions and are able to share their thoughts and opinions respectfully about our world we live in.

IMPLEMENTATION

Curriculum Delivery

1. All key stages, including EYFS, deliver the Religions Studies Norfolk agreed syllabus. Religious Studies is taught to develop student's knowledge and understanding of different religions and beliefs. Students explore similarities and differences between religions, beliefs and teachings and their impact on individuals, communities and societies.
2. Religions Studies' broad curriculum enables students to progress through each key stage and build on previous knowledge.
3. Primary pupils have one lesson per week and is a separate subject not linked to a topic but mainly linked to the time of year for example: Christmas and Easter. Pupils at KS3 have two lessons per fortnight delivered by a specialist teacher and follow a knowledge-led Religious Studies syllabus. At KS4, Religious Studies is an option subject and students have 5 lessons over each fortnight. All classes throughout each key stage are mixed ability.
4. Religious Studies at KS3 is taught through different age-appropriate half-termly themes, which build on children's prior knowledge and skills. All themes are detailed in the curriculum outline and show the progression of skills for children in EYFS, KS1, KS2 and KS3.
5. Topics are revisited throughout the key stages. EYFS begin with Celebrations and Christianity and the topic of Christianity is revisited and developed throughout each key stage, including KS4. Topics such as Islam, Hinduism, Buddhism and Sikhism are also revisited throughout the key stages. KS4 topics are centred on the collected knowledge and skills acquired through each key stage: Christianity, Philosophy and Ethics, Islam and the Existence of God. The topics studied allow a broader understanding of the world and beliefs surrounding us with a clear focus on relationships, family, conflict, religious and non-religious viewpoints. Students are taught the skills to seek answers to enquiry questions and are able to share their thoughts and opinions respectfully about our world we live in.

Teaching and Learning (including pedagogical approach and research)

A variety of teaching strategies are implemented within each lesson to engage all learners and abilities and enable them to explore religions and beliefs. These strategies are used to cater for whole class and the individual. Classwork, therefore, is based on individual, pair, group and whole-class activities. Time for questioning, discussion and debate is planned into lessons thus enabling a culture of enquiry. From EYFS onwards, students of all abilities are taught how to ask and answer questions and are encouraged to actively engage in all discussion. This skill allows students to ponder and debate philosophical and moral

questions, understand different cultures and different perspectives, thus enabling a deeper understanding of multi-cultural Britain and British Values.

Books, videos, YouTube, clips, fiction and non-fiction texts and pictures are used to help students develop their understanding of different religions. Students in all key stages will record their ideas in a variety of ways: sharing their thoughts and opinions with others verbally, drawing pictures, creating objects, role play and writing. Different resources and objects are implemented into lessons so students can experience physical examples of religious objects they may be learning about.

Knowledge, retrieval and metacognition are a key factors within all planning. These strategies enable students to embed learning and knowledge, move understanding from the working memory to long term with the skills needed to access knowledge more readily and easily, and to understand the concept of learning for understanding and not for learning sake.

Extra-Curricular

Students at the primary phase have regular assemblies led by vicars from local churches. They also attend and participate in church services throughout the year which involve members of the local church. Parents are invited to some of these services. Pupils also attend trips to religious places. At KS3, students have the opportunity to go to Walsingham which is revisited at KS4. Other trips include a trip to a Mosque. The secondary phase also collaborate with another school within the Academy Trust and host Soul Space, a wonderful experience of meditation and reflection. This, hopefully, will be hosted by the primary phase in the non-too-distant future. Religious Dialogue is another experience being introduced at KS4. Students are actively encouraged to read around the subject.

IMPACT

Pupils at KS1 and 2 complete a pre-assessment before beginning each theme/topic. This allows teachers to ascertain each student's prior knowledge and ensure pupils are appropriately supported whilst also being challenged. A post-assessment is completed at the end of each theme/topic to assess each pupil's progress. Teachers use learning objectives for each lesson that are RAG rated (Red, Amber, Green) by both teacher and pupil. Teachers use this to assess how confident each pupil feels in each lesson and highlights specific areas that need revisiting. These objectives are also outlined in a front cover as pictured below. These are also RAG rated and provide a quick assessment for each pupil for each topic. Each year, the subject leader asks a sample of pupils about their experiences of Religious Studies. The subject leader also carries out book trawls to monitor coverage and progression and feedback findings to staff.

Formal assessments take place once every half term in each key stage. Students are given clear targets and success criteria and are instructed how to achieve them. Clear feedback is given with measurable, realistic challenges for improvement. Differentiated Target Driven Learning is used to measure students understanding of achievement, to direct students to success and progress and to enable students to self/peer assess and offer next step suggestions.

Over the course of KS3 and KS4, our teaching and planning is crafted by the use of retrieval and metacognition strategies, therefore enabling our students to build on previous knowledge and access learning from across each phase – from EYFS to KS4. At the end of each year and Key Stage, students show a secure understanding of subjects covered and how these fit with previous learning. Students who are at risk of not achieving their potential are identified and interventions are put in place. These may include seating changes, extra directive within lessons, more scaffolding within tasks, contact with parents and extra tuition if warranted. Postcards home are an effective way to show students they are doing well in the subject. The overall impact of delivering the curriculum in this way enables our students to not only build on previous knowledge but to develop this knowledge in more detail across the key stages.