

Religious studies curriculum vision

Religious studies covers the core beliefs and practices of all six of the major religions before moving into philosophy and ethics with the goal of moving as many pupils through and onto the optional GCSE course whilst at the same time providing non GCSE pupils with a balanced understanding of the core beliefs of the six major religions, a tolerant mind set regarding differing faiths and the ability to evaluate faith and give an informed opinion on religion and religious issues.

The RS department has a broad, balanced, ambitious and adaptive curriculum. The RS curriculum follows the National Curriculum whilst also considering the suggestions from the Sheffield SACRE's Agreed RS Syllabus.

Our goal is to guide our pupils to becoming well informed, balanced and evaluative theologians.

Design of the religious studies curriculum

Our course is set out using chronological ordering. In Y7 we study the Abrahamic Faiths in chronological order; Judaism, Christianity and Islam. In Year 8 we study the Eastern faiths in chronological order; Hinduism, Buddhism and Sikhism. This is done because the beliefs of one faith build upon the beliefs of the last. This allows for a repetition of many key ideas and beliefs which gives our pupils a deeper knowledge and understanding of religions and their origins.

Within the KS3 schemes of work our intention is to give all pupils in years 7 and 8 a solid foundation of knowledge of each of the 6 major world religions and a clear understanding of Human Rights. These components will each cover core beliefs and practices, key figures, sources of wisdom and sacred buildings. The themes in each of the Year 7 and 8 curriculum are universal religious concepts covering Places of worship, sacred texts, founders, festivals and worship. They feature prominently in the study of all the major religions and allow pupils to imbed their knowledge through their repetition. All of these elements are essential in a pupil's understanding of faith and religion and will allow our pupils to engage better with Britain's multicultural and diverse society.

In Y9 we move into Philosophical and Ethical studies of religious belief. This entails the study of Conflict, Crime and punishment and poverty. This is due to us intentionally echoing elements of the GCSE course which allow pupils the opportunity of a realistic and genuine taster of the KS4 course for those that wish to take it as an option subject. For those that do not chose to take RS as an option the Y9 course allows the development of descriptive, explanative and evaluative thinking and writing which are transferable skills. The course also allows pupils to develop a broad philosophical, political, moral and cultural understanding which will be beneficial within further education or the world of work.

Our KS4 is written to the EDUQAS GCSE specification. The course aims to push and challenge pupils of all abilities to achieve the best outcomes for all. We regularly add elements of A level and even degree level RS into the course to truly challenge our pupils as we believe in inspiring pupils to take on RS as an option after leaving this school.

Delivery of the religious studies curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

RS Curriculum Intent non-negotiables				
Tolerance and respect	A balanced knowledge of the beliefs and practices of the 6 major world religions.	Transferable KS3 skills	KS4 Subject specific/ transferable GCSE skills	An Inclusive Curriculum
We will create an environment of tolerance and respect within our classrooms and the wider school community with an emphasis on the tolerance and appreciation of all cultures and faiths	This will include: <ol style="list-style-type: none"> 1.Core beliefs (Detailed beliefs Y9) 2. Places of worship 3. Sources of Wisdom 4. Founders (if applicable) 5. Practices 6. Festivals. 	This will include: Y7 Description with elements of Explanation Y8 Description, Explanation and some evaluation, Y9 Description, Explanation of differing religious view points and Evaluation.	This will include: <ol style="list-style-type: none"> 1.Precise Description with specialist language and factual accuracy 2. Clear Explanation of differing religious view points 3. Clear Evaluation with Judgement. 	All pupils will be given the opportunity to choose RS as an GCSE option subject.

The RS schemes of work have been designed and written in accordance with the Birley Lesson Framework.

Engagement - You will see clear evidence of the use of engagement tasks, these will always be a quiz about prior or future learning and will help consolidate knowledge from previous lessons and will inform pupils for upcoming topics.

Exposition – All RS lessons are planned with the outcome of the lesson as the starting point of the teacher’s lesson development. All lessons will clearly demonstrate and model that outcome at the very beginning of the lesson. All lessons are planned to allow pupils to engage in numerous learning tasks and challenges that will cater to all pupil’s needs.

Application and demonstration - All schemes have been created with the goal of being able to live mark pieces of extended writing within lessons in accordance with either the KS3 grading system or the GCSE marking criteria to allow for pupils to gain instant feedback on their work.

In KS3 pupils are given the opportunity to demonstrate several written skills in the form of extended writing. In Y7 and Y8 we focus on questions that allow pupils to develop their descriptive and explanative writing skills. In Y9 pupils we progress pupils to develop their explanative and evaluative writing skills. Pupils are asked to complete an extended writing task as the end of each lesson and they finish each unit with a teacher assessed extended writing task.

All schemes have been created with the goal of a final assessed piece of work that will be teacher marked in accordance with the school marking policy. RS assessments are designed to allow a pupil the opportunity to demonstrate their skills and knowledge to attain their target grade or higher.

Feedforward – Feedforward is completed every lesson. Any task completed by Pupils in RS will go through a process of live marking, this may involve checking and correcting answers or using modelled answers or pupils work marked live using a visualiser, to develop and improve on extended writing. For all of the end of unit assessments pupils will be given a WWW and an EBI to complete in the Feedforward section of the assessment sheet. Our policy is that the EBI for any assessed piece of work must be in the form of a question that allows the pupil to demonstrate the skill above the grade they received for their assessment. All feedforward is completed by the pupil in red pen.

Adapting the curriculum for SEND

All our schemes are supported with differentiated booklets that contain all lessons for that given unit. Yellow booklets are issued to pupils targeted or are performing under a 20%, Green booklets are issued to pupils that are targeted or are performing at 20-40% and blue booklets are issued to pupils that have a target of or who are performing at 50%+ or high. Each booklet is appropriately scaffolded and chunked and has the required level of help/WAGOLLS to allow all pupils within a year group to engage with the same or similar work.

The yellow booklets are specifically designed for set 4 groups. They have been written with the support of the SEN department. These booklets have an extra level of support on top of the already existing chunked and scaffolded help in the other booklets.

All booklets are adapted to aid dyslexic pupils and are printed in the colour that best aids their reading.

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information