



## LONDON DIOCESAN BOARD OF SCHOOLS

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### Religious Education: Key Stage 3 Guidelines

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#### **Introduction**

In recent years the educational landscape has changed significantly and this is set to continue. New specifications for all GCSE and A Level subjects are in the process of being introduced. The reforms are extensive and include changes to both the subject content and assessment of these qualifications. The reformed GCSEs are linear, with all assessments taken at the end of the course.

Changes have also been made to school accountability. In 2010 the Department of Education introduced the 'English Baccalaureate' (Ebacc) school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school. It is the Government's intention that the vast majority of students will study for the Ebacc, although religious education (RE) is not included.

From 2016 the 'Progress 8' measure as an accountability system has been introduced. It aims to encourage schools to teach a broad curriculum and reward schools that teach all pupils well. It will measure pupils' progress across 8 subjects from age 11 to 16. Religious Education is included as one of the Progress 8 subjects.

There have been major developments in the field of religious education. A number of reports including: 'A New Settlement: Religion and Belief in Schools'; 'Living with Difference, community, diversity and the common good' and 'REforREal' have each made a number of proposals regarding RE and on-going discussions are taking place about the place of religious education on the curriculum.

In 2015 the Church of England introduced the revised framework of the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

The London Diocesan Board for Schools (LDBS) offers a syllabus for Religious Education for its diocesan primary schools. A new Diocesan Syllabus is being introduced in September 2016<sup>1</sup>.

The RE in secondary Church of England schools should give pupils the chance to build upon progress and skills which they have developed as a result of following the primary scheme. Teachers also need to take into account students who have not been to a Church of England primary school and whose knowledge and understanding of RE will be different. In addition the key stage 3 Religious Education syllabus needs to ensure that the secondary school student of RE has the opportunity of gaining the knowledge and developing a sound understanding of the subject in order that each student is well prepared for the study of GCSE Religious Studies and for life as a global citizen in the 21<sup>st</sup> Century.

This document outlines some key areas which Church of England secondary school religious education teachers should take into account when developing the key stage 3 RE Syllabus.

## **A Statement of Entitlement**

In July 2016 the Church of England Education Office published 'A Statement of Entitlement.' This document replaces the previous statement from the Board of Education/National Society Council and is intended as a guide for all involved in Church of England schools and academies regarding the learning and teaching of religious education. It recognises that although there is not a National Curriculum for RE, all maintained schools, academies and free schools have a statutory duty to teach RE. It goes on to say that 'RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners'<sup>2</sup>.

## **Curriculum Time**

The law states that RE must be included in the curriculum for all registered students. This is from the age of 5 (reception) through to the age of 18 (sixth form). Although (unlike the Catholic Education Service) the Church of England Education Office does not stipulate the amount of curriculum time dedicated to the subject it states that church schools should be 'committed to the delivery of RE... the aim should be close to 10% but must be no less than 5%.'<sup>3</sup>

## **Purpose & Nature of Religious Education**

'RE's place on the curriculum will be strong if its role and importance are communicated effectively and widely understood'. (Michael Gove REC 2013 p.5)<sup>4</sup>

Religious Education challenges pupils to ask questions about 'the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions'. (REC 2013 p.14)<sup>5</sup>

The key stage 3 RE curriculum should enable students to develop a number of skills and processes. When learning *about* religion students should be able to:

- investigate and interpret significant issues in the light of their own identities, experiences and commitments
- present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study
- use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity
- use and evaluate the rich, varied forms of creative expression in religious life.

When learning *from* religion students should be able to:

- reflect critically on their opinions in the light of their learning about religions, beliefs and questions

- develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities
- evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives
- use skills of critical enquiry, creative problem-solving and communication through a variety of media to respond to issues of identity, meaning and values in a wide range of contexts.<sup>6</sup>

When considering the purpose and nature of RE in school, teachers need to consider carefully how effective the subject is and what impact it has on the students to whom it is taught. Teachers should also embrace opportunities to develop cross curricular links with other subject areas. E.G. In a key stage 3 History lesson students researched the contribution of Muslims to the Allies efforts and World War One and the effect that this war on the Middle East; the Science and Religious Education departments worked together when planning lessons on the creation of the world and evolution.

## **Aims of Religious Education**

'It is necessary for (RE teachers) to think carefully of the rationale of the subject, of the nature of its material and its aims...' (Cox 1966).<sup>7</sup> Edwin Cox wrote his book 'Changing Aims in Religious Education' fifty years ago and the debate about aims of RE continue today. RE teachers do need to consider carefully what they believe the aims are of the subject. In 2010 the Ofsted report 'Transforming Religious Education' recognised that there is still a confusion over the aims of RE. 'Although progress has been made in recent years in establishing greater clarity about the nature of RE, there are still serious areas of uncertainty about the subject which often inhibit teachers' ability to plan, teach and assess RE effectively, and undermine pupils' progress' (Ofsted 2010).<sup>8</sup> Teachers who are clear about the importance of RE in the curriculum and why they teach it are more likely to get right the process of how and what they teach.

A number of aims for RE have been discussed since 1944 when it was recognised as the one subject which was required to be taught in schools. Three possible aims for RE which have been keenly debated are:

**The Moral Development Aim:** The view that RE enables students to develop the ability to make sound moral judgements by reflecting on the moral teachings of religions. This aim is now rejected as an aim for RE. However, it is recognised that the subject has lots to offer when supporting the spiritual, moral, social and cultural development of students.

**The Social Harmony Aim:** The idea that religion supports community cohesion and that RE encourages students to respect and understand members of our multicultural society. In 2014 the All Parliamentary Group on RE published its report 'RE and Good Community Relations'. It recognised that RE is a strong contributor to good community relations and enables students to acquire systematic knowledge and a conceptual understanding of religions and worldviews as well as be informed and active citizens.<sup>9</sup>

**The Possibility of Truth Aim:** Why is religion important to so many people? RE gives students the opportunity to handle relevant evidence and argument in order to come to a personal conclusion about the beliefs which different religions promote. This justification, proposed by Michael Hand in 2004, is widely accepted as a key aim for RE.

A Statement of Entitlement states that the aims of Religious Education in Church Schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.<sup>10</sup>

In order that students make good progress in their knowledge and understanding of the topics covered at key stage 3 RE and they are able to develop the skills necessary, teachers need to ensure they have a clear understanding of what they believe the aim(s) of religious education is and why it is an important subject in the 21<sup>st</sup> century curriculum.

## Pedagogies in Religious Education

A key text for Religious Education is the publication "Pedagogies of Religious Education" by Michael Grimmit. He defined the term pedagogy as "a theory of teaching and learning encompassing aims, curriculum content and methodology." (Grimmitt 2000: p 16).<sup>11</sup> He identifies six major approaches to the teaching of RE. These are:

- 1 Phenomenological Approach (Ninian Smart): RE is rooted in looking at the concrete and abstract phenomena that is posed by following religion.
- 2 Critical Realist Approach (Andrew Wright): RE should enable students to grapple with Truth Claims of religion.
- 3 Experiential Approach (David Hay): RE should be involved in the experiences of religion and religious practice.
- 4 Interpretative Approach (Bob Jackson): RE should support students in becoming 'active interpreters of religious meaning making, not just passive observers or recipients of information about a tradition'
- 5 Conceptual Enquiry Approach (Clive Erricker): RE should give students the opportunity to interpret religion in relation to their own and others' experiences.
- 6 RE as Human Development (Michael Grimmit): RE is involved with the development of spiritual understanding. Humans are spiritual beings and so students need to be educated in this aspect of their self-need.

Grimmitt states "All pedagogical models of RE are expressions of certain assumptions about how education and religion can be brought into a relationship within the context of a secular education system. These assumptions are based upon a particular view of religion and of education; indeed they *combine* a particular view of religion(s) with a particular view of education." (Grimmitt 2000: 17).<sup>12</sup> As RE teachers you will need to identify your assumptions and consider what views of religion and education they are based on.

## Prior Learning

RE teachers need to take into account the learning which students have completed in the primary school. With the differing admissions criteria of secondary schools, teachers will meet a range of prior learning of students depending on whether they have been at Church primary school or whether they have attended church. Students who have been to Church of England primary schools may have studied the units outlined in the Primary Diocesan Syllabus noted above. As part of this syllabus it is possible that they have completed one of the 'Bridging Units' 'Rules and Responsibilities – Who Decides?' which are designed to be completed at the start of year 7. [http://schools.london.anglican.org/uploads/asset\\_file/Item\\_4.1\\_Bridging\\_Unit\\_Who\\_Decides\\_-\\_Version\\_A.pdf](http://schools.london.anglican.org/uploads/asset_file/Item_4.1_Bridging_Unit_Who_Decides_-_Version_A.pdf)  
[http://schools.london.anglican.org/uploads/asset\\_file/Item\\_4.1\\_Bridging\\_Unit\\_Who\\_Decides\\_-\\_Version\\_B.pdf](http://schools.london.anglican.org/uploads/asset_file/Item_4.1_Bridging_Unit_Who_Decides_-_Version_B.pdf)

RE teachers should also refer to the Authority's Locally Agreed Syllabus for Religious Education. It is a requirement for each Local Authority to establish a Standing Advisory Council for RE (SACRE) to advise the authority and its teachers on matters concerning RE. It also has a duty to convene an Agreed Syllabus Conference every five years. This Group oversees the production of the Agreed Syllabus which defines the content to be taught for each key stage and advises teachers on the assessment of students' learning in RE in maintained schools.

## Language for Learning

Through the activities which students complete in RE they should be given the opportunity to learn and understand a range of words and terms associated with religion. In order to develop a greater understanding of the religions students need to have access to the relevant terminology as well as the theological and philosophical points raised. Many Locally Agreed Syllabuses include a glossary of terms which RE teachers can refer to. In 1986 the School Examination Council produced a useful GCSE glossary for Religious Studies. Paul Hopkins has 'archived this document on his web page and this can be accessed here <http://www.mmiweb.org.uk/publications/re/glossary.pdf>

## Skills in Religious Education

At key stage 3 students need to build upon the skills they have developed in key stages 1 and 2 and prepare for the transition to studying for GCSE Religious Studies. Learning *about* religion 'includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Learning *from* religion 'is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops students' skills of application, interpretation and evaluation of what they learn about religion. Students need to be given the opportunity to learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

RE teachers need to ensure there is challenge and opportunity for key stage 3 students to develop in their knowledge and understanding of the subject as well as be able to complete extended pieces of writing; analyse text; use and apply different vocabulary related to religion and develop the aptitude to work independently. When reviewing the key stage 3 curriculum RE teachers should ask the question: Does the RE enable students to be self-assured, confident learners, who are both resilient to failure and enjoy the challenge of learning?

A Statement of Entitlement states that students should 'be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.<sup>13</sup>

## Assessment

Pupils are assessed for a range of different reasons, these include motivation, creating learning opportunities, to give feedback (to both pupils and teachers), to grade, and as a quality assurance mechanism (both for internal and external systems).

In 2014 the Department for Education removed the system of 'levels' which was used to report pupil progress in each subject. Each school was allowed to introduce their own assessment system which enabled the school to monitor pupil progress and whether they were on track to meet expectations at the end of the key stage at which they working.

Some schools are still using the level descriptors, others have developed a package which allows pupil performance to be recorded against a list of 'can do' statements, others have introduced a simplified system so that it can be understood at a glance by both internal and external users of the data, using terms such as Entering, Developing, Securing, Mastering.

When deciding upon an assessment system at key stage 3, teachers need to take into account the mark schemes applied to the new GCSE Specifications when examinations will be graded 9-1.

RE teachers need to have a clear understanding of what 'getting better in RE' looks like in order to ensure that the assessment procedure which they use is of value.

## **Monitoring and Evaluation**

Good and Outstanding Church of England Schools are inspected under the SIAMS framework every five years. Core question three inspects Religious Education, the focus being: the achievement of students; the quality of teaching and learning in RE; the effectiveness of the curriculum; the effectiveness of the leadership and management of RE. Teachers of RE in Church of England Schools need to ensure that they have the evidence to support the grade they give on their self-assessment form.

In order to plan lessons effectively continuous monitoring of pupils and evaluation of their progress is necessary. This way the teacher can challenge pupils appropriately to enable them to move forward in their learning. Assessment for Learning should be built into lesson planning. There are many strategies that can be used to motivate pupils and challenge them to have confidence in their learning. Schemes of work should include opportunities for both formative and summative assessment in order that regular monitoring of progress can be made.

## **Theology**

Church of England schools are places where students and staff come from all faiths and none. However, it is recognised that religious education has a special place on the curriculum. A Statement of Entitlement makes it clear that the outcomes in RE relate to students' theological understanding of Christianity, show an informed and respectful attitude to religions and have the chance to engage with a robust curriculum based on an accurate theological framework.<sup>14</sup> This year the Church of England has published a new resource 'Understanding Christianity'. This is a set of comprehensive materials which will enable students in key stages 1,2 and 3 to develop their understanding of Christianity, as a contribution to making sense of the world and their own experience within it. (More information can be found here <http://www.understandingchristianity.org.uk/> )

Theological literacy focuses on big concepts upon which religions are founded. A focus on theology can support students in their religious literacy and in meeting with people from diverse backgrounds. The GCSE Religious Studies Specifications introduced in 2016 require that students study two religions, know of the diversity within each religion and recognise that the different perspectives are in response to texts.

## **Literacy**

The Church of England report 'Making a Difference' published in 2014 noted that 'thinking theologically has the 'potential to contribute to the promotion of pupil's religious literacy and raise standards in RE.'<sup>15</sup> It means that students will explore the key ideas and meanings within the religious material which they are studying. When studying Christianity key concepts such as incarnation, resurrection, atonement will be studied. 'It involves the recognition of the diversity of different ways of thinking theologically within the Christian tradition.'<sup>16</sup> There is an expectation in church schools that by the end of the education all students are religiously literate and engage in meaningful and informed dialogue with those of other faiths and none.

Religious literacy focuses on the human experience of religion and belief and supports students in understanding the impact which religions and belief have on individuals and society. Being religiously literate means students will know and understand some things about religions as well as encounter and recognise the difference and diversity of the various traditions.

## Spiritual, Moral, Social, Cultural Development (SMSC)

In 2014 the Department of Education required all maintained schools to promote the spiritual, moral, cultural, mental and physical development of pupils as part of a broad and balanced curriculum. In summary this means giving students opportunities to:

- Explore beliefs and experience; show respect faiths, express feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; to reflect. (Spiritual)
- Recognise right and wrong; respect the law; understand the consequences of different actions; investigate moral and ethical issues; offer reasoned views. (Moral)
- Use a range of social skills; participate in the local community; appreciate diverse viewpoints; consider how conflicts can be resolved. (Social)
- Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Cultural)

Religious Education has an important role to play in supporting students' personal development and in providing opportunities for SMSC development – but it should be remembered that every curriculum area and other area of the school has a responsibility to support SMSC development.

As part of his Farmington Scholarship research RE teacher Richard Goodman considered how religious education can support SMSC. He wrote *'If RE is taught properly then pupils should be given opportunities to respond to and reflect upon questions such as 'Who am I?', 'From life to death: where are we going?' and 'Why is it hard to believe in God?' .... These questions allow pupils to express their personal opinions, considering and building upon their sense of purpose, identity and self-worth. They also provide the opportunity for pupils to engage in debate and to encourage pupils to explore the beliefs, values and ideas of others. It is the role of a good RE teacher to allow pupils the freedom to voice their opinions and belief but also to build in time for pupils to listen to the views of others and reflect, evaluate and change their opinions if needs be. Questions such as 'What is the best type of guidance?', 'What does justice mean to Christians?' and 'Technology – beauty or beast?' allow for the potential of moral development. Pupils are given the opportunity to recognise the difference between right and wrong and apply this understanding to their own lives. As well as this pupils are actively encouraged to explore and investigate a range of moral codes, moral values and ethical issues. The potential for social development is provided through such questions as 'What are we doing to the environment?' and 'How and why do people worship?' These lines of enquiry develop pupils' understanding of how communities function at different levels and consider how conflict may develop in multi-cultural communities and how this can be resolved. Finally, questions such as 'What is Christianity?', 'Who am I?', 'What does it mean to be a Jew?' and 'How should a mosque call its members to prayer?' allow for pupils to consider and reflect on their own cultural heritage as well as evaluating the culture of others. These lines of enquiry also allow pupils to develop an understanding and appreciation of the range of cultural influences that have shaped their own heritage and development and explore and show understanding of, and respect for cultural diversity.'*<sup>17</sup>

When planning key stage 3 schemes of work RE teachers need to consider how and where they can support the spiritual and/or moral and/or social and/or cultural development of students.

## Fundamental British Values

All schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The DfE brought out 'SMSC Guidance' (November 2014) in which they hardened the language – replacing 'respect' for British values with the requirement to actively promote them and challenging student if they behave or express an opinion which are contrary to British values.<sup>18</sup> This guidance endorsed the values which had been set out in the Prevent Strategy introduced in 2011.

When planning key stage 3 schemes of work RE teachers need to consider how and where they can promote British values through the topics which students study.

### **Out of School Learning**

The chance to learn from visits and visitors through personal encounters and trips outside of the classroom should be embraced. Opportunities to see the impact of religions upon the people who follow them can be brought alive through such visits. Out of school learning supports students in their understanding of their local community and their ability to participate with confidence and openness in dialogue as well as become informed and active citizens. The Religious Education Council website has a section to support RE teachers in their planning of out of school learning <http://religiouseducationcouncil.org.uk/educators/projects/learning-outside-the-classroom>

In order to find possible speakers or places locally contact your local Standing Advisory Council for Religious Education (SACRE) for suggestions.

### **Conclusion**

The purpose of this document is to support LDBS Church of England secondary religious education departments when planning their key stage 3 schemes of work. Some of the questions for RE teachers to consider include:

- Do the lessons enable students to extend and deepen their knowledge and understanding of a range of religions and worldviews?
- Are students given the chance to build upon prior learning and develop an appreciation of different religions and cultures?
- Are students given the opportunity to reflect upon different beliefs and values and how these influence the lives of individuals and groups, as well as how they impact upon society?
- Are students able to make progress in their skills of analysis, interpretation, reasoning.... through challenging lessons?
- Does the key stage 3 RE curriculum provide strong foundations for students to build upon and succeed in a future GCSE Religious Studies exam; a future A level Religious Studies exam; as a global citizen in the 21<sup>st</sup> Century?

Good Luck!



## References

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- <sup>3</sup> *ibid*
- <sup>4</sup> Religious Education Council October 2013. A Curriculum Framework for Religious Education in England [http://resubjectreview.reconcil.org.uk/media/file/RE\\_Review.pdf](http://resubjectreview.reconcil.org.uk/media/file/RE_Review.pdf)
- <sup>5</sup> *ibid*
- <sup>6</sup> Qualifications & Curriculum Association 2007 Religious Education: Non-Statutory Programme of Study [http://webarchive.nationalarchives.gov.uk/20110813032310/http://curriculum.qcda.gov.uk/uploads/QCA-07-3351-p\\_RE\\_KS4\\_tcm8-412.pdf](http://webarchive.nationalarchives.gov.uk/20110813032310/http://curriculum.qcda.gov.uk/uploads/QCA-07-3351-p_RE_KS4_tcm8-412.pdf)
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- <sup>8</sup> Ofsted. (2010) *Transforming Religious Education: Religious education in schools 2006-09*. <http://dera.ioe.ac.uk/1121/1/Transforming%20religious%20education.pdf>
- <sup>9</sup> All Party Parliamentary Group on RE 2014. *RE and Good Community Relations* [http://religiouseducationcouncil.org.uk/media/file/APPG\\_report\\_RE\\_and\\_good\\_community\\_re.pdf](http://religiouseducationcouncil.org.uk/media/file/APPG_report_RE_and_good_community_re.pdf)
- <sup>10</sup> The Church of England Office July 2016. A Statement of Entitlement [https://www.churchofengland.org/media/1384868/re\\_statement\\_of\\_entitlement\\_ratified\\_national\\_society\\_council\\_june\\_16.pdf](https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_ratified_national_society_council_june_16.pdf)
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- <sup>12</sup> *ibid*
- <sup>13</sup> The Church of England Office July 2016. A Statement of Entitlement [https://www.churchofengland.org/media/1384868/re\\_statement\\_of\\_entitlement\\_ratified\\_national\\_society\\_council\\_june\\_16.pdf](https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_ratified_national_society_council_june_16.pdf)
- <sup>14</sup> *ibid*
- <sup>15</sup> The Church of England Education Archbishop's Council Division September 2014. *Making a Difference* <https://www.churchofengland.org/media/2076944/making%20a%20difference%20a%20review%20of%20religious%20education%20in%20the%20church%20of%20england%20schools.pdf>
- <sup>16</sup> *ibid*
- <sup>17</sup> Goodman, R 2013. *Effective Spiritual, Moral, Social and Cultural Development is more than just good RE*. Farmington Trust [http://www.farmington.ac.uk/documents/2013\\_reports/PS72.Goodman.Richard.pdf](http://www.farmington.ac.uk/documents/2013_reports/PS72.Goodman.Richard.pdf)
- <sup>18</sup> Department for Education November 2014. *Promoting fundamental British values as part of SMSC in schools* Departmental advice for maintained schools [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## **School Examples:**

Two LDBS Secondary Schools have the following statements regarding religious education on their websites. In order to ensure RE in your school is celebrated and acknowledged check your school website. Is religious education highlighted and celebrated? Is an outline of the syllabus available?

### **Burlington Danes Academy**

Burlington Danes Academy is proud of its Church of England status and throughout all key stages we promote the Christian ethos and values whilst engaging with all other world religions, spiritualities and worldviews.

#### KEY STAGE 3

Throughout years 7-9 we provide a curriculum that has a balanced representation of different world religions. In Year 7 students look at world religions in depth, often through historical narratives which can be applied to modern day living. Students are immersed in a Judeo-Christian historical exploration after learning the key skills needed to be a good theologian and finishing the year learning how to be independent and critical thinkers using philosophy as a platform. We believe that these challenging and 'higher' skills are necessary at a young age for an excellent foundation later on.

In Year 8 students build upon their understanding of religion through some major faiths and finish the year by looking at new world religions as a more contemporary theological study. In Year 9 students focus more heavily upon ethics and sociology in good preparation for their GCSE topics later on.

Christianity is interspersed throughout the Key Stage 3 curriculum looking at Christmas, Easter, Pilgrimage, Denominations and Worship.

#### KEY STAGE 4

In Year 10 and 11 students study ethical and moral issues which make up two separate examinations leading to a full GCSE qualification. These are taken at the end of Year 11. Students develop key skills in writing to time with a focus on explanation and evaluation. The results have consistently been of the highest in the academy, with staff who structure and scaffold work tailored for the appropriate set they teach.

Students are regularly monitored and have the opportunity to move between sets within two groups (sets 1-3 and sets 4-6) according to their half-term assessments. Homework is set regularly and will always be exam focused to thoroughly prepare them for the reality of their GCSE.

#### THEOLOGY

Theology is a subject which was originally taught in medieval universities across Italy, Spain, France and England alongside the Arts, Law and Medicine. The skills that are found in this traditional academic subject are diverse and cross-curricular.

Theology is effectively a systematic and rational 'study of God', embedding the skills of reasoning, analysis, historical interpretation, critical thinking and contextualisation which we do through the eyes of Christianity and Islam; it is therefore a subject that often best suits people of faith. It is a subject which universities highly regard as worthwhile due to its versatile nature even though it is often not a requirement for many degrees, it will sit alongside Science or Maths A Levels well to show diversity or complement others such as History or English Literature. Cambridge University in particular considers Theology as a good subject for studying the Arts or Social Sciences. The course is made up of two exams at the end of each year.

#### PHILOSOPHY & ETHICS

Philosophy & Ethics is a subject which is made up of the philosophy of religion (which is the love of human wisdom as it understands religion) and moral philosophy (which is systematically defending and recommending the concepts of right and wrong behaviour). This is applied in the form of arguments about the existence of God and an application to medical ethical issues. This subject is

often suited for people of faith, agnostic or atheist which can create a healthy debate in class as students work through rational and logical propositions.

The skills that are acquired from this subject are versatile in nature with students developing proficiency in analysis, evaluation and critical thinking. Universities value this subject highly as an academic discipline which finds its foundations on western Greek ideology. Students who study Psychology, Sciences, English Literature and History will find this complementary and also a useful addition to A Levels that are preparing students for a degree in Medicine.

## **Bishop Stopford's Church of England School, Enfield**

Religious Education is at the core of the Bishop Stopford curriculum. As a Church of England school with a strong Christian ethos importance of an education about faith, belief and respect for our fellow man is very important. The department is staffed by 4 specialist Religious Education teachers who between them have many years of experience. There are two distinct elements to RE- learning about religion and learning from religion.

From a Christian viewpoint this would entail:

### Learning about religion

We learn about:

- The God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- The God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

### Learning from religion

We learn from:

- Responding personally to the transforming power of Jesus Christ; and others, celebrating our shared humanity and the breadth of human achievement;
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

The Religious Studies Department encourages life outside the classroom, not only putting beliefs into practice, but developing spirituality and opportunities to explore other faith traditions

### Key Stage 3

At Key Stage Three the pupils receive grounding in the ideas of what it means to study Religion. The pupils are allocated 3 Religious Education lessons every two weeks. The topics of Study are as follows

#### Year 7

- What is Religion?
- Why and how are people Religious?
- Jesus' Suffering
- Islam, a living Faith
- Pilgrimage

#### Year 8

- The Problems of Evil and Suffering
- The Incarnation of Jesus
- Introduction to Hinduism
- Jesus' Death and Resurrection

#### Year 9

- Introduction to Buddhism
- Philosophy and Ethics

- Religion, Prejudice and Discrimination
- Crime and Punishment

#### Key Stage 4

At Key Stage Four the pupils study Religious Education GCSE. The pupils are allocated 4 Religious Education lessons every two weeks. The AQA Religious Studies B syllabus units 'Religion and Life Issues' and 'Religion and Morality' are studied.

#### Key Stage 5

At Key Stage Five the option of Philosophy and Ethics has become a successful path for many students. Units from the AQA Religious Studies A level are taught on Philosophy and Ethics. Pupils receive 9 one hour lessons over a two week cycle.

#### Year 12: AS Religion and Ethics

- Utilitarianism
- Situation Ethics
- The Nature and Value of Human Life
- Abortion and Euthanasia
- Religion, Philosophy and Science
- Miracles
- Creation
- The Design Argument

#### Year 13: A2 Religion and Ethics

- Virtual Ethics
- Medical and Scientific Technology
- Sexual Ethics
- The Nature and Value of Human Life
- Apocalyptic and Eschatological Studies
- The Present Life and Life After Death
- Religious views on Death and Beyond