



Philosophy, Religion and Ethics



Intent

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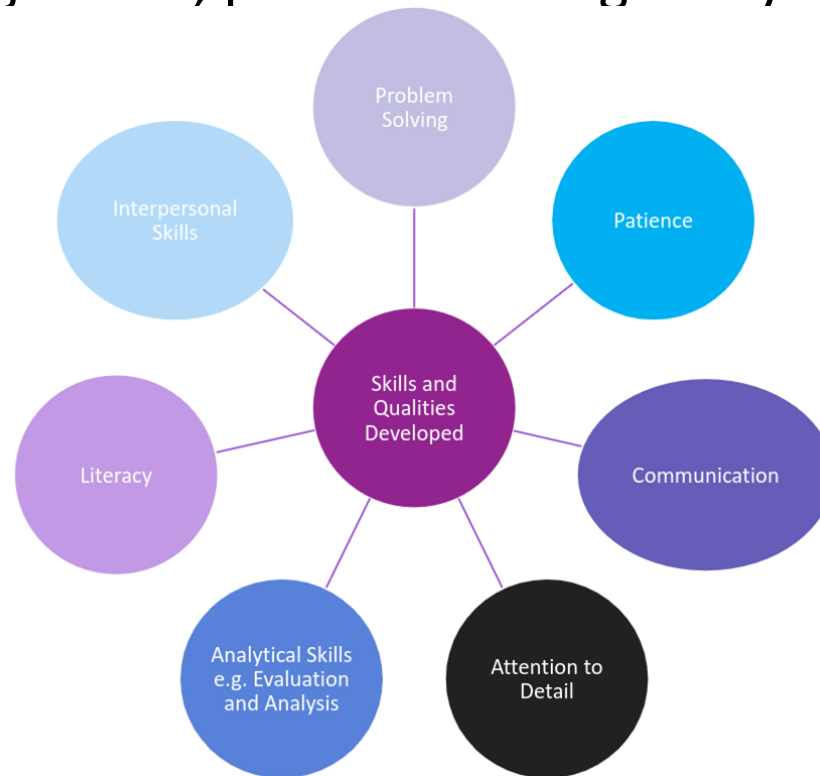
What is Philosophy, Religions and Ethics?

Philosophy, Religions and ethics is the study of world philosophical thought, religions and belief systems, worldviews and ethics. PRE is an opportunity for students to learn about the world they live in, how different faiths interact with the wider world and opportunity to investigate various belief systems. PRE allows pupils to explore key philosophical ideas and questions generating their own belief systems and answers to these questions. PRE allows pupils to reflect upon ethical dilemmas, question key sources of moral understanding and develop their own ethical point of view.



Why should students study Religious Studies at GCSE and Philosophy and Ethics at A Level?

- The courses we offer not only get students learning about the religions of the world and topical issues, they also get them thinking about the way that they view and interpret matters discussed.
- Studying RS also leads to the development of core, transferable skills as we work through texts, practice writing essays and exam technique.





Intent

Why should students Religious Studies at GCSE and Philosophy and Ethics at A Level?

- The study of GCSE Religious Studies allows pupils to build their knowledge and understanding of both Christianity and Islam alongside vital skills for the next step in their careers. This qualification will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.
- Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study
- The study of A Level Religious Studies allows Students to build their knowledge and understanding of Christianity and begin to investigate the topics of Philosophy and Ethics in more detail. This qualification will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter.
- Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, helping students to generate vital skills for the next stage of their life, be that education or the world of work.



Intent

What are the aims of Philosophy, Religion and Ethics?

- To encourage independent learners, listeners and thinkers
- To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects
- To provide a truly embedded, diverse curriculum, committed to exploring different perspectives
- To challenge prejudice and to address the moral issues thrown up by any study
- To provide the questions to assist students in developing skills of analysis and argument – both oral and written
- To guide students in opening their minds to alternative ideas and outcomes
- To ensure students achieve to the best of their ability
- To assist students in the discovery and understanding of the world that is constructed around them
- To empower students with information that helps them make choices that are right for them
- To offer students sources of information, advice and support



Intent

What are the aims of PRE GCSE?

The aims and objectives of this qualification (according to edexcel) are to enable students to:

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.



Intent

What are the aims of the PRE curriculum at A Level?

- The study of A Level Philosophy, Religion and Ethics allows students to build their knowledge and understanding of both Christianity and Philosophy and Ethics and begin to investigate these topics in more detail
- This qualification will allow students to apply a wide range of concepts allowing them to confidently interpret, contextualise and analyse the expressions of religions, world views and philosophical concepts they encounter
- Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, helping students to generate vital skills for the next stage of their life, be that education or the world of work

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.



Intent

Curriculum Coverage Map

Lesson	Year 9 The Basics of Health and Wellbeing	Links to curriculum	Year 10 Developing understanding of Health and Wellbeing	Links to curriculum	Year 11 Lifelong Health and Wellbeing	Links to curriculum
0	Introduction	1	Introduction	1	Introduction	
1	Mental wellbeing: Basic explanation of mental wellbeing Set parameters on how to talk about emotions accurately and sensitively, using appropriate vocabulary. Recognise the early signs of mental wellbeing concerns. Explore the common types of mental ill health (e.g. anxiety and depression). Identify how to seek help or advice, including reporting concerns about others, if needed.	S8	Mental wellbeing: Developing good wellbeing habits Recap key issues surrounding mental health a list of the benefits and importance of physical exercise Explain the value of human connections, exercise and voluntary based projects in maintaining wellbeing Strategies ways to promote mental wellbeing and happiness. Identify how to seek help or advice, including reporting concerns about others, if needed.	S8	Mental wellbeing: Lifelong wellbeing Recap key terms linked to wellbeing Draw up a do's and don'ts list for wellbeing Create a wellbeing plan for life	S8
2	Mental wellbeing: Exploring strategies to promote wellbeing Identify how human connections can promote mental wellbeing Critically evaluate the positive / negative impact of actions on wellbeing	S8	Mental wellbeing: Exploring strategies to destroy the stigma Recall key examples of mental health Discuss the meaning of stigma	S8	Diseases Identify biggest killer diseases in the UK Explore facts about the diseases Create a campaign to promote health	S8

We have linked our planning to specific elements in the statutory guidance and curriculum, as indicated in this map

We are also ensuring that when it comes to RSE we explicitly cover each element, through guided questions

Beliefs and Values Map From September 2021

	Year 9	Links to curriculum	Year 10	Links to Curriculum
Autumn 1	Ethical Questions		Health and Wellbeing	
	1. Introduction What is Beliefs and Values? Why study Beliefs and Values? What are the rules for classroom discussions? How do stereotypes based on sex, gender, race, religion, sexual orientation or disability, etc cause damage? How can we challenge stereotypes? What are ethical questions?	S4.3 R: 1,2,4 C: 5	1. Personal Health What constitutes a healthy lifestyle? What are the benefits of maintaining a healthy lifestyle? What are the risks of not maintaining a healthy lifestyle? What is the importance of good quality sleep? How can you maintain healthy eating? How can you protect yourself from tooth decay? How can you reduce risk of cancer? How do you keep good personal hygiene? How can you spread infection? What are the facts about antibiotics? What is good oral hygiene? What are the benefits of What is good oral hygiene? What are the benefits of regular self-examination and screening? How do you self-exam? What are the facts about immunisation and vaccination?	S10.2, S11, S13.1-4 P: 1.2, 1.3, 1.5
	2. Abortion What is the sanctity of life? When and why should we protect life? What different views are there about abortion? Where can I get information and support?	S2 R: 1,2,4, 7 C: 1, 5 P:1.6	2. Mindfulness How can we talk about emotions? How can relationships help our wellbeing? What should you know about understanding your mental wellbeing?	S8.1-3 P: 1.2, 1.3, 1.5, 1.6



Intent

Curriculum Content - Year 9



Autumn Term 1

Health and Wellbeing

- Mental wellbeing, common types
- Importance of human connections
- Physical wellbeing - what is normal?
- Basic hygiene
- Puberty
- First aid; keeping safe and CPR



Autumn Term 2

Ethical Questions

- Introduction, why should we study B&V?
- What is a World View?
- Abortion
- Euthanasia
- Medical Ethics
- Transplant surgery



Spring Term 1

Relationships & Sex Education

- Family Life
- What is a healthy relationships
- Friendships and what is bullying and abuse
- Consent and pressure
- Safe sexual practices
- Contraception
- Sources of support



Spring Term 2

Hinduism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?



Summer Term 2

Safety

- Abuse and Sexual Exploitation
- Fake news and cat fishing
- Internet safety
- Drugs, county lines and criminal exploitation
- Alcohol
- The law



Summer Term 2

Sikhism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?

This is a new programme and it alternates RSE and RE each term. We are also developing a Tutor programme to cover a wider range of topics like careers and citizenship and financial matters, etc.



Intent

Curriculum Content - Year 10



Autumn Term 1

Health and Well-being

- Health and Wellbeing
- Human connections and volunteering
- Mental Health Campaigns
- Supporting the NHS
- Self-examination and screening
- Puberty and body image - what is normal?
- First Aid; Signs of illness



Autumn Term 2

Philosophy and World Views

- Fundamental Questions
- Spirituality
- Humanism
- Myths and Truths
- World View



Spring Term 1

Relationships and Sex Education

- Different relationships
- Legal status - consent
- LGBT+
- Meaning of respect
- Gender Discrimination
- Racism
- Pregnancy and choices
- Miscarriage
- Harmful behaviours
- Sources of information and support



Spring Term 2

God

- God
- Anthropomorphism
- Life and Death
- Humanist views
- Expression of beliefs and values
- Living with God



Summer Term 1

Safety

- Developing understanding of abuse
- Identify and deal with harmful behaviours online, including bullying, abuse and harassment
- Understanding online safety, behaviours, hacks and removal of online material
- Drugs, alcohol and tobacco consequences of addiction
- Developing understanding of the law around issues such as pornography
- Sources of information and support



Summer Term 2

Buddhism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?



Intent



Autumn Term 1

Health and Wellbeing

- Create a wellbeing plan for life
- Explore facts about diseases
- Active lifestyle to prevent ill health, including cancer and cardiovascular ill-health.
- Vaccines and antibiotics
- Explain the implications of getting to know your body
- Questions and support for period poverty
- First aid; safety, cpr and how to apply bandages and slings



Autumn Term 2

Judaism

- What are the origins of the faith?
- Who are the key figures and what does the scripture say?
- How do believers express their religious identity?
- What are the key practices?
- How do people worship?
- What impact does religion have on people's lives?



Spring Term 1

Relationships and Sex Education

- What makes for a healthy family
- Parenting responsibilities
- Differentiate between aggressive and passive behaviour
- Sexual harassment and sexual violence - consent
- The Equality Act 2010
- How to report discrimination and prejudice
- Infertility, miscarriage and stillbirth
- The menopause
- Sexual harassment, 'upskirting' and misogynistic views of women



Spring Term 2

Religious Views of the World

- Philosophy & Fundamental questions
- Role of religion
- Human Identity
- Abrahamic views: Christian, Islamic & Judaism
- Eastern views: Hinduism, Sikhism & Buddhism
- Ancient views- Egypt and Babylon

Curriculum Content - Year 11



Summer Term 1

Safety

- Impact of ignoring laws on consent
- Influence of online gambling and marketing
- Control of the media and its implications
- Impact of pornography
- Harms from smoking tobacco (particularly the link to lung cancer)
- Weigh up the benefits of quitting and how to access support to do so.
- Laws
- Explain the difference between re-distributive and restorative justice
- Evaluate the pros and cons of rehabilitation



GCSE Curriculum Content



Religion, Philosophy and Social

Justice: Christianity (50%)

Section 1 - Christian Beliefs

Section 2 - Religious Experience

Section 3 - Living the Christianity Life

Section 4 - Equality



Religion and Ethics:

Islam (50%)

Section 1 - Muslim Beliefs

Section 2 - Marriage and the Family

Section 3 - Living the Muslim Life

Section 4 - Matters of Life and Death



Intent

A Level Curriculum Content



Christianity and Dialogues

Year 12

Sources of Wisdom and Authority

God

Self, Death and Afterlife

Good Conduct and Key Moral Principles

Expressions of Religious Identity

Year 13

Christianity, Gender and Sexuality

Christianity and Science

Christianity and the Challenge of Secularisation

Christianity Migration and Religious pluralism

Dialogues



Philosophy and Ethics

Year 12

Arguments for the existence of God

Evil and Suffering

Religious Experience

Introduction to Ethical Theories

Application of Ethical Theories to issues of Theft, Lying, Human and Non Human Life

Year 13

Religious Language

Miracles

Self, Death and Afterlife

Introduction to Meta-Ethics

Free Will and Moral Responsibility

Conscience



Intent

How is your content sequenced?

Key Stage 3 covers a range of religious and non-religious views

GCSE - Students cover units on Christianity and then Islam

A Level - Students study Christianity and Philosophy alongside each other. There is more content on the philosophy side, so the teacher of Christianity also covers the dialogues section



Intent

Sequencing to enable progression KS3

AT TOLLGATE



AT HORRINGER



The study of History is vital for all our students because it gives them an insight into past worlds, helping them understand the world in which we live. The study of History equips students with the tools to participate, discuss, critically evaluate evidence and reach justified conclusions that affect their everyday lives.

The study of History is vital for

Content & Sequencing

Introduction to Curriculum Route Planners. Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain. Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus. The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

Links with English, Maths & British Values

Links to English: History not only provides opportunities for discussion and debate, but is ideal for enabling access to a wide range of texts and sources, which students need to communicate their response to.
Links to Maths: Sequencing chronology
Links to British Values: Understanding the world around them and the impact of British individuals

Key Stage 3

UK Trade and Incomes

Year 9
The Impact of WW1
International Relations and the Second World War 1919-1945
The search for equality in the 20th century



Support

The lessons are organised so that students can build on prior learning. Students will be given resources that are accessible to all, including writing frames, stimulus questions and lists of key words and events to learn. Students are also offered a range of extension texts and sources to stretch their skills of analysis.

AT WESTLEY MIDDLE SCHOOL



AT COUNTY UPPER



To enable pupils to learn about Christianity and other religions, recognising the impact of religion and belief both locally and globally.

Pupils will: make connections; learn about sacred texts and consider similarities and differences within and between religions.

Links with English, Maths & British Values

Links to English: RE not only provides opportunities for discussion and debate, but is ideal for enabling access to a wide range of texts and sources, which students need to communicate their response to.
Links to Maths: Statistics and historical/calendar dates
Links to British Values: The syllabus reflects the fact that religious traditions in Great Britain are, in the main, Christian whilst taking into account of the teaching and practices of the other principal religions represented in Great Britain.

Big Ideas

- Pupils will recognise the challenges involved in distinguishing between ideals of right and wrong, and in valuing what is good and true.
- They communicate their ideas clearly, 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.

Retrieval Practice

Students will be revisiting the religions named above throughout the key stage and this also builds on knowledge gained in Key Stage 1. They will be taught through a range of activities with discussion and debate being a key element of this.

Content & Sequencing

Key Stage 2	Year 3	Year 4	Year 5	Year 6
Beliefs and questions	Hinduism Christianity	Hinduism Christianity	Judaism Christianity	
Inspirational people	Hinduism Christianity			
Teachings and authority			Judaism Christianity	
Religion and the individual	Hinduism Christianity			
Religion, family and community			Christianity	
Worship, pilgrimage and sacred places		Christianity		
The journey of life and death				
Symbols and religious expression			Christianity and others	
Beliefs in action in the world				

Progress

• Schemes of work are carefully sequenced to cover and build on the learning themes set out in the Agreed Syllabus for Religious Education in Suffolk.

Support

As students will revisit religions throughout Key Stages One and Two, this will allow them to build on prior knowledge. Lessons will have a strong oral focus, allowing all pupils to participate to an appropriate level. Where used, resources will be differentiated to allow access for all.

The study of History is vital for all our students because it gives them an insight into past worlds, helping them understand the world in which we live. The study of History equips students with the tools to participate, discuss, critically evaluate evidence and reach justified conclusions that affect their everyday lives.

Links with English, Maths & British Values

Links to English: History not only provides opportunities for discussion and debate, but is ideal for enabling access to a wide range of texts and sources, which students need to communicate their response to.
Links to Maths: Exploring statistics and sequencing chronology
Links to British Values: Students look at the social, political and religious development of Britain. The curriculum then turns to the Wider world, and links to modern beliefs and values in society

Big Ideas

- Key topics/themes/strands covered across the four years.
- Causation and consequence
- How significant are people/events/ideas
- How convincing are Historians' interpretations
- What makes a source useful?

Retrieval Practice

Students will engage in lessons that inspire them to think about the content they have learnt. They will be taught through a range of activities including: comprehension activities, source picture analysis card sorts, sequencing and ordering activities, questioning, role play, watching documentaries, group work, research tasks, debating and creative expression

Year 7
Medieval realms
Victorians compared with other Empires
The History of Bury St Edmunds

Content & Sequencing

Key Stage 3

Year 8
Making the UK
Triangular Trade and its consequences

Year 9
The Impact of WW1
International Relations and the Second World War 1919-1945
The search for equality in the 20th century

Progress

- Schemes of work are carefully sequenced so prior knowledge & concepts are built upon from previous year groups and units leading to increased world knowledge.
- Assessments are written in GCSE style format to get students ready for the next stage

Support

The lessons are organised so that students can build on prior learning. Students will be given resources that are accessible to all, including writing frames, stimulus questions and lists of key words and events to learn. Students are also offered a range of extension texts and sources to stretch their skills of analysis.



Intent

Sequencing to enable progression KS3

BURY ST EDMUNDS ALL-THROUGH Trust		Trust Assessment Statements			All-Through Curriculum Planning
	Objectives for Key Stage One	Objectives for Key Stage Two	Objectives for Key Stage Three		
Learning About Religion	<ul style="list-style-type: none"> I can talk about the meanings of a range of religious stories and sacred writings. I can talk about and name different celebrations, worship and rituals in religion and explain the similarities and differences between them. I can explain why it is important for some people to belong to a religion and the difference this makes to their lives. I can identify and suggest meanings for religious symbols I can use religious vocabulary. 	<ul style="list-style-type: none"> I can describe the people, stories and traditions that influence religions. I can describe different practices, behaviours and ways of life in religions and explain how these are connected with beliefs and teachings. I can begin to describe the similarities and differences within and between religions. I understand ethical and philosophical questions and can explain a religious viewpoint. I can use religious vocabulary in communicating my ideas. 	<ul style="list-style-type: none"> I can explain how religious beliefs and ideas are taught by people, texts and traditions. I can explain diversity, the impact of religious beliefs and teachings on individuals, communities and societies and explain why people belong to faith communities. I can compare different evidence and arguments. I can evaluate how religious beliefs relate to ethical and philosophical issues. I can use religious and philosophical vocabulary consistently and accurately 		
Learning From Religions	<ul style="list-style-type: none"> I can explain what matters to me and identify what matters to others with religious commitments (such as worship, wonder, praise, thanks, concern, joy and sadness.) I can think about my own behaviour and know the difference between right and wrong. I can explain that religious belief makes a difference to individuals, families and the local community. 	<ul style="list-style-type: none"> I can reflect on what it means to belong to a faith community and consider commitment of myself and others within life. I can express my own and others opinions about religious belief. I understand the idea of right and wrong and others' responses to them. I can explain what inspires me and others. 	<ul style="list-style-type: none"> I can use reasoned arguments to explain different religious beliefs about philosophical issues. I can express and justify my own beliefs and ideas about the significance of religion on human relationships personally, locally and nationally. I can evaluate the challenges of belonging to a religion in the contemporary world. I can evaluate my own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment. 		



Intent

Learning and Teaching in PRE

- Students will be exploring the texts of the different religions and identifying their meanings and how they are applicable to the modern world
- Students will be exploring differences of belief within a religion and discovering the reasons for those differences
- Students shall be repeatedly defining key terms that are key to their study
- You will see students learning about issues in the world and forming opinions
- You will see us encouraging students to become open to different points of view
- You will see them reflecting on what they have learnt



Literacy and numeracy

Literacy

- Literacy is key to creating the foundations on which to develop learning
- Students need to be able to access a range of information and understanding key words is vital to that
- Therefore we have identified key words that are relevant for each lesson and there are regular keywords tests
- On their worksheets in B&V students have these key words clearly identified
- Literacy is also about developing communication skills and we encourage students to engage in discussion, this is through asking questions, hot-seating, role-play, group work and through debating

Numeracy

- Colleagues support students to interpret data so they can gauge meaning from it. For example looking at statistics to explain population habits, gender and ethnicity discrimination etc



Intent

British Values

- The department is committed to exploring different perspectives from around the world
- In lessons we are dedicated in working towards expanding the range of examples we give through our topics to ensure that students get a truly diverse curriculum all year round
- Students learn about different religions, different ways of lives, different relationships and different family types
- We have a unit on democracy to educate students of the political system in which they live and are a part of
- Students also explore community cohesion and how to improve race relations and prevent any form of discrimination



Support

- Teachers will know their students and support their emerging learning needs
- Faculty training with the SENDco, including yearly updates on students we will teach
- Any SEND requirements are prepared for and accommodated
- Ideas for in class support:
 - Group work and pair work tasks to enable peer-support
 - Digital support via audio and visual input
 - Progressive tasks
 - Highlighting the use of key terms through to enable access to the learning content
 - Verbal support, one-on-one and scaffolded tasks
 - Targeted questioning
 - Tasks with variable outcomes to enable students flexibility and freedom of individuality
 - On-going assessment to highlight gaps in learning
 - Structured writing frames and starter sentences are used to enable students to visualise and support them in building their confidence so they can move forward to writing independently
 - Peer assessment and group work allow students to use their relationships to feed off each other's expertise and develop confidence
- Lessons will be structured to ensure students gain the best possible outcomes
- Teacher feedback will guide individuals to progress
- Resources, such as textbooks or financial support for trips etc. will be provided for pupil premium, as needed
- A3 worksheets provide a familiar working system for students

Stretch and Challenge

- Ask questions to extend depth of understanding
- Encourage students to share their knowledge and skills
- Allow students to be an expert in the room
- Enhanced reading materials
- Stretching vocabulary
- Use of speakers
- Increasing their knowledge of the world



Intent

Cross Curricular Links

- English - B&V and PRE engages students with a range of literature, from primary sources to secondary evidence. The nature of the enquiries also means we need to work with building written skills and debating
- History - Students are looking at the ways in which we arrived at the present situation
- Science - Through the changing body to healthy lifestyle choices
- Politics - Students are encouraged to learn about politics, through the discussion of franchise, citizens rights and the electoral systems in all out units.
- Sociology – the study of different worldviews and belief systems allows pupils to explore differing sociological perspectives



Intent

Recovery curriculum

- Essential knowledge and vocabulary has been covered throughout the year as we continued live remote learning lessons
- Content had to be switched around for B&V, as we were due to start sexual health and relationships. It was decided that this was better done in class where teachers could provide clear advice and support
- GCSE and A Level curriculum is on track



Intent



Intended areas of development

B&V

- Annual review of curriculum content, following student evaluations, to ensure we continue to offer the correct courses that are accessible and engaging
- This will mean a large alteration due to now having lessons in year 11 and being clear in splitting RS and PSHE/RSE
- Develop systems of assessment for the RS component to ensure more rigorous assessment, in line with recent guidance from ofsted
- Prepare inset and resources for colleagues new to teach the subject from September
- Work to get speakers in

PRE

- Annual review of curriculum content, following student evaluations, to ensure we continue to offer the correct courses that are accessible and engaging
- Development of more in class retrieval practice, through inset, planning and implementation
- Offer revision support to students in yr 11 and 13 next year, early on
- Analysis of practice exams to identify and deliver intervention



Implementation

Philosophy, Religion and Ethics Implementation



Students work

What will you see in students' B&V books?

Students have A3 topics sheets that all contain the following:

- Evidence of key facts on the issue
- Explanations of key words
- Balanced arguments
- An analysis of ideas that are raised
- Final judgement on the issue, which comes from the students own informed opinion

In addition students also have a record of their progress on which students not only self-assess their understanding, but also set themselves meaningful targets to aid them in future learning

In religious studies:

- Summaries of religious beliefs, alongside specific quotes from religious thinkers and works
- Evidence of students analysing the reasons for beliefs
- Key words having been recorded alongside their definitions, ready for students to revise from
- Marked exam answers which students have responded to, alongside their reflections and target setting



Planning

All units are resourced fully. there are schemes of work with accompanying powerpoints, resources, links etc, which are available to all members of the department via the T drive - though this is being moved to google drive.

Teachers take these and adapt and add to the collection to ensure we have variety and lessons tailored to each class and individuals need.

Colleagues also have access to a faculty website with links to current thinking on key areas of teaching and learning.

1 Crime
2 Human Rights
3 Peace and Conflict
4 Working Life
5 Health and wellbeing
6 Living In Community
7 Finance
Year 10 Summary.docx
Year 10 Core RE Scheme of Work
Year 10 Core RE Scheme of Work.docx

CU History Faculty

Home

History, Politics, Religious Studies, Beliefs & Values, Sociology and Citizenship

On this site our Faculty can share resources to assist our professional development, subject knowledge, minutes from meetings, etc...

Each month we will have a focus for development of ideas and learning activities, there will be a page created for it and we can all add and contribute. This means that we have begun to compile a worthwhile bank of resources at everyone's disposal.

Please note the Faculty Handbook is in the office and on the T-Drive and it lays out information and policies. Alternatively there is the interactive version, known as ViC.

Navigation links in sidebar: Home, 2020-21 Minutes, 2019-2020 Minutes, 2018-19 Minutes, Distributed Practice, Assessment for Learning, Behaviour Management, Differentiation, Encouraging Participation, Flipped Learning, Skills in History, Group Work, Mini Plenaries, Planning for Revision, Resources and Links, Bell activities and Starters.



Literacy

Reading Students are presented with a range of texts that they need to analyse. Classes will often take part in whole class reading out loud as well as in partners and individually. Tasks can be focused comprehension with set questions or quizzes, etc. This is often followed by questioning students understanding of the text.

Vocabulary Subject specific vocabulary is very important as there are lots of technical terms in RS and terms that students need to learn for life skills in B&V. Students are introduced to these in lessons - and they are recorded on worksheets and/or in books. Keywords tests are regularly carried out.

Knowledge Knowledge is built up through the course with the use of retrieval practice techniques to ensure long term embedding of knowledge. This is seen in starter questioning, quizzes, end of topic tests and practice exams. Modelling of how to incorporate knowledge, and what constitutes 'evidence' is undertaken in preparation for practice and actual assessments.

Oracy When discussing their ideas and thoughts or presenting information, pupils are encouraged to become involved in the dialogue and challenge each others opinions. Teachers use subject specific language and terminology in every lesson where possible to encourage students to use it.

Writing Students undertake a number of written tasks to build up there skills in not only the method of writing for an extended period of time, but also in a methodical and well organised way. Pair, group and whole class activities are used to build up core essay writing skills. Essay planning is also modelled to students and the importance of how to take notes made clear during lessons.



How are lessons tailored for different learners, including pupils with SEND?

- Teachers are knowledgeable of SEND needs of students, as we read all documentation and also have training with the SENDco
- Additional support and resources are provided in advance to meet needs
- Teachers work with LSAs to ensure the most effective support is delivered
- Scaffolding of learning to enable progression through knowledge to understanding
- Reinforcement of keywords to enable understanding and access to further knowledge and understanding
- A high level of discussion and debate in this subject allows teachers to identify progress, emerging needs and offer support
- Students who needs support constructing written work are shown sample answers, see starter sentences and engage in group work to construct 'perfect paragraphs' before undertaking independent extended writing tasks.
- A3 worksheets provide a familiar support structure
- HoD also monitors progress through central data to see if any additional intervention is needed



Implementation

Stretch and Challenge

- Ask questions to extend depth of understanding
- Encourage students to share their knowledge and skills
- Allow students to be an expert in the room
- Stretching vocabulary
- Lessons are tailored to provide opportunities for the more able to engage in higher level thinking and tasks, such as getting them to draw out synoptic links
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners seen through CYC
- Students are encouraged to engage in extra research about faiths and life choices
- Students are told they can explore their passion for the subject through B&V club
- The library is working on creating a bank of resources for students to access more easily



Implementation

Resources

- All units are delivered with the use of high quality texts, visual stimulus and up to date resources
- Use of NATRE and PSHE association websites and resource
- We are also on the Suffolk RSE portal, which gives access to key resources
- We have a well stocked library, which has all key texts for A level and also for GCSE
- We have a shared T drive with links to documentaries and films, we also have links to video clips on line in our schemes of work and lesson PowerPoints
- Our websites points students to further resources



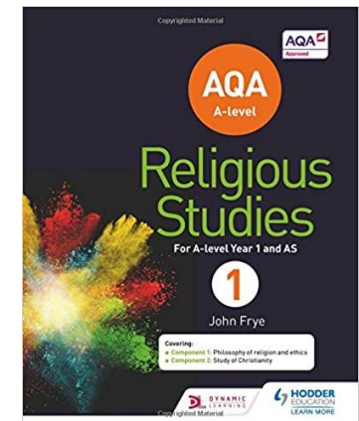
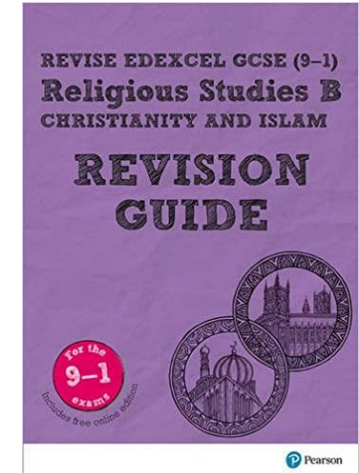
TV and Film

Capital Punishment: Let Him Have It
Medical Ethics: My Sister's Keeper
Race Relations: The Servant
LGBT+ Love: Simon



Books

There are a range of books in the library that explore these topics. Just go to the access library app and search 'inspirational' it should show you a suggested reading list.
Here are a few suggestions also:
The Boys Guide to growing up by Phil Wilkinson
The Girls Guide to growing up by Anita Naik
From Prejudice to Pride by Amy Lane
This book is Gay by Jane Dawson
Who's a Big Bully, Then? by Michael Morpurgo
The Self-Esteem Teen's Guide by Barrett and Devon





Impact

Philosophy, Religion and Ethics Impact



How do you monitor progress and achievement?

In Beliefs and Values

- A range of methods are used to ascertain the progress of a student, however discussion and recorded thoughts are most informative
- Students are encouraged in class to explain their evaluative opinions
- Sometimes students are asked to use signals to show their general opinion on some topics
- Some students do prefer to share their learning with teachers on a one-to-one basis, rather than in front of the whole class
- Students are asked to self reflect and set themselves targets after each unit.

PRE GCSE

- All students regularly practice the four types of GCSE exam question for each of the topics as the course proceeds
- They will use peer assessment to ensure that they understand command words and mark schemes
- Students sit practice exams as they proceed through the course and will use peer assessment to ensure that they understand command words and mark schemes.
- Often students are set homework based around key words, and these are regularly tested in class
- Mind Mapping of existing knowledge
- Lots of questioning on key points
- Students will also be asked to reflect on their learning and form opinions within what they have studied, this can be recorded in their books or be explored in class discussions

PRE A Level

We engage in a range of formative mini tests, such as quizzes, kahoots, factual knowledge and key word tests, etc.

Every few weeks, students complete at least one research essay and one timed essay for each teacher. This is aimed at building up skills needed in the exams.

- Students undertake two exam papers, one for each section of the course.
- Each paper is 3 hours and contributes to 50% of students' grades each.

Students are taken through the mark schemes and given opportunities to put their understanding into action through peer assessment. Following feedback, all students are asked to reflect on their learning and set targets and action points for the future.



Impact

How do you measure the impact of teaching?

We use a range of measures to monitor the impact of teaching, including:

- Verbal feedback from students
- Confidence students have in seeking out staff for support
- Debates
- Books
- A3 sheets
- Opinions being justified
- Exam results
- Keyword tests
- Low stakes testing
- Assessment
- Formal observations
- Learning Walks
- Departmental discussions
- Sharing of resources, building ideas as a team
- Reviews of schemes of work
- Books
- Student Evaluations



Impact

What do you consider to be the strengths of RS within the school?

- Students enjoy their lessons
- Teachers are passionate and knowledgeable about their subject and they are specialists
- Teachers work collaboratively to develop interesting schemes, lessons and resources
- Resources and materials support the learning and are well organised
- Students are inspired to take the subject at GCSE and A level
- B&V is prominent beyond the classroom
- Ability to provide resources for students beyond the classroom

How do you know?

- Uptake of the subject at GCSE and A Level are always good
- Department meetings and teacher feedback on curriculum content
- Learning walks and formal observations
- Sampling of books/ A3 folders
- Student evaluations
- Student and parent/carer comments and consultations
- Results are generally where we would want them to be



Impact

How do we provide enrichment and expansion of students cultural capital?

The Faculty strongly believes that students deserve a rich, supportive, extra-curricular program. Over the years we have offered a variety of clubs, as they have been requested. This has ranged from Christian Union to B&V club to Pride club. These clubs have been involved in raising awareness of key issues and campaigns. Every year we try to run a trip to an PRE lecture for A level students. There were plans to hold events in curriculum enrichment week and get speakers from different faiths in. We hope that we can achieve this in the future. Teachers will also make videos and run activities about relevant events/campaigns as the need arises. In some years during the healthy eating unit students are offered taster sessions of food they have possibly not tried before, such as lentil crisps.





Careers development

In year 9 we approach careers advice in PRE by explaining potential careers, especially around GCSE option time. In B&V we talk about the role of the religious leaders.

In year 10 we approach careers advice through a careers unit, where students explore jobs, their skillset and develop skills in making CVs in preparation for work experience. We also cover units related to the law and discuss these job opportunities

In year 11 we approach careers advice through discussions about future choices post 16

In year 12 we approach careers advice by talking one on one about University options and future careers. Students often get an opportunity to attend lectures for PRE, which means they get an insight into university life.

In year 13 we approach careers advice by following up on UCAS options and future careers choices.

The department career champions are Mrs Kingston and Miss Meakin