



Religious Education Curriculum Overview

What are the aims of the Religious Education curriculum?

The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

How does the Religious Education curriculum support the Seaton Valley Federation's curriculum vision and intent?

The Religious Education curriculum supports the Seaton Valley Federation vision as it contributes dynamically to children and young people's education, by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The Religious Education curriculum allows our students to be **literate** and **independent** learners by developing the skills needed to understand, interpret and evaluate texts, sources of wisdom, authority and other evidence. Students will develop skills in articulating clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ. The Religious Education curriculum allows our students to be **culturally aware** of others, by exploring different world religious views and beliefs.

How is the Religious Education curriculum sequenced to support pupils to make effective progress?

At Key Stage 3 (year 9) students follow the Locally agreed SACRE syllabus. The syllabus explores a religion at a time (systematic units) and then includes thematic units, which build on learning by comparing the religions, beliefs and practices studied. At KS4, whilst GCSE religious education is currently not offered, students study 3 units of work from the AQA exam board syllabus. The units studied build upon the religions studied at KS3 and explore at a deeper level beliefs, ideas, values and experiences.

How is assessment used to aid progress?

Students are assessed regularly in Key Stages 3 & 4. Students are assessed at the end of each unit formally. During the term students are given summative tasks as well as formative mini assessment to aid progress.

In lessons, formative assessment is completed each lesson to ensure progress is made via self, peer or teacher assessment (both written and verbal).



How is staffing organised within Religious Education?

Miss Gannon is the specialised subject teacher delivering Religious Education across Years 9-11.

Examined courses – exam board and course code (exams and controlled assessment elements)

Religious Education is currently not offered as a GCSE and therefore is not externally assessed by an exam board.