

Quality of Education – R S



Intent

RS: 'The Science of Life' – We intend to equip young people with the skills they need to live in society, to explore more about themselves and to understand more about those they live alongside and who may live differently, to think, speak and act for themselves and others.

- **Freethinking and Inclusive** – As a non-faith school our intention is that of a non-confessional approach to RS. It is regarded as the study of an academic subject just like any other; open to all. In the case of RS, there is a particular focus on what it means to live a religious orientation in life and the value of this, as well as those who may have a non-religious perspective.
- **Exposure** – Given our school locality we wish to expose the students to other religions, ideas, concepts and issues they may not otherwise have had exposure to
- **Engagement** – To prepare the students to engage in a complex multi-cultural and multi-secular world. To give them the opportunity to engage with the commonality and difference that can unite and divide us, the diversity between those with a religious orientation on life and those with none at all, and diversity within those of similar religious orientation in life.
- **Skills for Life** – We have a particular focus on developing the students' enquiry based skills of Communication, Apply, Enquire, Contextualise and Evaluate. This is in line with Hampshire Agreed Syllabus – Cycle of Enquiry. Additional key skills we intend to develop include questioning, interpretation, synthesis, reasoning, analysis, communication, and critical thinking.
- **Consistent and Progressive** – It is our intention that regardless which teacher the students have they will all have a similar diet in RS which builds progressively year on year from Years 7 to 11.

Implementation

How effectively are your curriculum objectives translated into processes and policies?

- From lesson 1 in Y7 the intent of RS at Thornden is shared with the pupils and revisited throughout both key stages.
- Further units at KS3 and 4 build on this in a logical sequence as per the curriculum map.
- Each unit of work at KS 3 and for the world religions at GCSE focuses on the key concepts at the heart of religions using the HAS cycle of enquiry.
- Theme based lessons in both key stages are also based on key concepts (e.g. the sanctity of life) and follow a similar cycle of enquiry.
- The unit at the end of KS3 – Persecution, draws elements of previous learning at KS3 together and builds on it further. Year 9 also helps with the transition to KS 4 for RS GCSE (AQA) and Core RE (entitled Ethics & Belief)
- Review and evaluation of units are ongoing. These are student driven in terms of keeping them engaging/up to date/relevant e.g. as relevant stories/events/topics feature in the media. These are also student driven in terms of the needs of the pupils and pedagogy about how pupils learn e.g. GCSE podcasts, unit booklets at both key stages, dual coding, interleaving etc.
- Units of work at both key stages are written collaboratively.

Impact

Young people equipped with the skills they need to manage and lead a positive life and to have a greater understanding about themselves and those they live alongside and who may live differently, to think, speak and act for themselves and others.

- **Positive RS GCSE results** which helps to enable them to move forward into the next phase of their education. Some go on to do RS at A Level or further study that has a basis in RS GCSE, such as, Philosophy and Sociology.
- **Enrichment** and a **deeper understanding** of other religions, ideas and concepts they may not otherwise have had the opportunity to experience given the school's context.
- **Appreciation** of the immense complexity of the societies and worlds we live in and what lies behind this complexity; appreciation of the commonality and difference that can unite or divide us; the diversity between those with a religious orientation on life and those with none at all; the diversity within those of similar religious orientation in life.
- **Skills Development** – The students cannot possibly study all the key concepts at the heart of every religion, every theme or every issue but having a knowledge and understanding of the basic concepts at the heart of religious belief systems and making ethical decisions, they can **apply** these, equipped with the skills needed to make sense of new things they encounter independently. They have the skills needed to dispel media myths and counter society's stereotypes. Some skills can be employed in a wider range of contexts, in particular, critical thinking and communication (dialogue – to make hypotheses and formulate good judgements based on evidence).