



**REDEPT**

RE Department

# Curriculum Implementation

Our curriculum is broad, challenging and aspirational for all students. The topics promote personal response and enquiry learning. The knowledge is sequenced through topics and between years. The ambitious curriculum is outlined in the aims below.

## The RE Curriculum Structure:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	New Beginnings	Sacraments	Mass	Meaning of Life	Morality and Ethics	World Faith: Sikhism
Year 8	Salvation History	Person of Jesus	Passion of Jesus	Church in Britain	World Faith: Islam	World Faith: Overview
Year 9	Vocation	Connecting Classrooms: CAFOD	Judaism Beliefs	Judaism Practices		Origins and Meaning Intro
Year 10	Origins and Meaning		Judaism review	Good and Evil		revision Life and Death: Intro
Year 11	Life and Death	Mocks	Sin and Forgiveness	Revision/ D Question practice	Exam	

All Schemes of Learning outline:

- Intent/ Aims
- Wider Context (KS3, KS4)
- SMSVC and RECD fulfilments
- Formative and Summative Assessment Tasks
- Assessment Criteria (new Age Related Standards)
- CST/ CCC/ Scripture
- Keywords
- Priorities (Challenge, problem solving, collaboration, differentiation, memory, DIRT, GCSE link, Spirituality, Sustainable Development Goals)

## Intent of Curriculum

## How it is implemented

❑ to allow students to engage, through enquiry and personal response, with common and alternative worldviews that are represented in our wider society

All lesson titles are “big questions” to promote enquiry, and topics cover a range of views. Lessons promote personal responses and the breadth of topics present different views.

❑ to develop an appreciation of the wider cultural influence religion historically and currently has had on our way of life and how teenage culture responds to this

Schemes explore historical context of beliefs and faith in Britain today. Modern media (Year 8: Passion of Jesus) and elements of popular culture are included in schemes to demonstrate influence

A Student Voice is conducted to check the relevance of content.

❑ to enable a range of academic skills that reflect the multidisciplinary nature of RE, relying on psychological, philosophical, sociological, geographical and historical factors

Schemes include challenging scholarly content and topics such as Year 7: New Beginnings include sociological content

The schemes are audited to check they meet these requirements

❑ to equip students with skills that will allow them to determine how to live morally within a multicultural Britain

The schemes promote a respect of other beliefs and viewpoints, and include a range of opinions. Students are guided through different responses to issues and are given opportunity to develop a sense of right and wrong through the schemes, especially Year 7: Morality and Year 9: CAFOD

❑ to equip students with vocational skills that will allow them to discern their own future, and prepare them for it.

Students are allowed regular opportunities to reflect upon their learning, skills and preferences that allow them to develop a sense of their true selves, as stated in our Mission Statement. Leadership opportunities are given in lessons and encouraged through presentations.

❑ to develop an attitude of personal learning to establish their own views and value the views of others

Different points of view are explored within schemes, with alternatives views and those of other faiths embedded within lessons

❑ to deliver a character education and Catholic nature of our school through the Gospel Values and personal skills of compassion, respect, consideration, forgiveness and empathy.

The schemes are labelled where SMSVC is met within the lesson content, and links to the Ullathorne Way are outlined. Topics such as Year 9: CAFOD are designed to promote personal response to global issues.

❑ to give opportunities for exploration of faith, spiritual development, prayer, and communion with God.

The schemes are labelled where SMSVC is met within the lesson content, prayer is always on the title slide, and staff are encouraged to promote reflection where appropriate in lesson