

Religious Studies

Curriculum Intent

By the end of their education, a student of religious studies at Dixons Brooklands Academy will:

- Understand and appreciate the values, beliefs and customs of our major world faiths in an increasingly multicultural world, they will understand how they influence individuals, communities and cultures around the world.
- Reflect on their own spiritual, philosophical and ethical views so that they can make a special contribution to the world we live and share and their communities. They have a strong respect for the commonality and diversity amongst other beliefs, values and customs.

It is the vision of the religious studies department at Dixons Brooklands Academy to ensure that students can articulate their perspectives on religious, ethical, and philosophical concepts, listen to others and think in depth about major world views, and explore the complexity that these views have, and continue to have on our world. We will help students to live a fulfilling life where they understand and appreciate difference within their communities.

In order to achieve a true understanding of religious studies topics have been intelligently sequenced based on the following rationale:

- The level of rigour and challenge develops through the key stages and year groups and has been planned coherently towards building cumulative knowledge. Our powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. These two types of knowledge work together. This also means that students extend and deepen their knowledge and understanding of a range of religions and other worldviews throughout the key stages. This has been done through careful scheme planning, for example Islam at Y7 and Christianity at Y8 is built upon in Y9 and Y10 where Muslim and Christian beliefs and practices are focal; the accumulated knowledge at key stage 3
- Our curriculum is centred on three broad themes: belief about god, life after death and influence upon beliefs and actions. This organisation allows to support the development of scheme and enable students to retain knowledge in their long-term memory. This will also help with the notion that there are commonalities across religions.

The religious studies curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- The curriculum has been designed with regular opportunities to assess and identified times to close any gaps in knowledge which also supports the most vulnerable students. We revisit content at key points across each cycle in the form of assessments, do nows and low stake quizzing which allows us to identify gaps and give us the opportunity to reteach
- Religious Studies gives students rapid exposure to powerful knowledge that they may fail to encounter in their everyday lives; something which can provide pupils with real purpose in the ever-changing modern world. The curriculum will expose students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. By studying a wide range of world faiths and worldviews, it provides students with the knowledge and skills to flourish both within their own community and as members of a diverse and global society.
- Literacy is the key to education and a successful life, and Religious Studies is a significant vehicle in promoting this. The subject depends on frequent application of tier II and III terminology which can enthuse and inspire students to engage with challenging and exciting material.
- The RS curriculum is built upon developing religious literacy. Key vocabulary is introduced via knowledge organisers and in lessons and is continually revisited and reinforced through continuous low-stakes quizzing. This helps with knowledge retention and allows for flexibility of application.

We fully believe Religious Studies can contribute to the personal development of students at Dixons Brooklands Academy:

- We want pupils to be lifelong learners that understand the world is forever adapting and changing, and we are part of that process. RS will allow students to consider the relationship between religion, worldviews, and cultures and how religions, worldviews, and philosophical/ethical thinking contributes to cultural identity and practices in the Academy and the wider community.
- The knowledge gained from the study of Religious Studies can be a contributory factor towards tolerance and acceptance in modern society. RS provides opportunities for students within each scheme of work to discuss and critically reflect upon key questions of meaning and truth such as those pertaining to the origins of the universe, life after death and beliefs about God/gods. This can be done through 'quiet partners' discussions, group activities, or through independently, silently written responses. This can only be done effectively through the experience of and embedding of a knowledge-rich curriculum.
- As we expose students to diverse and varied experiences, students begin to build up the tools needed in order to become positive citizens.



Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- At DBK, we want pupils to be able to thrive in a rewarding career job and have a happy and purposeful life. To that end, Religious Studies contributes significantly as an academic subject which creates a plethora of opportunities post-GCSE.
- Throughout all key stages, students will encounter a wide-range range of vocations. Each topic taught has a 'careers spotlight', where students will explore a profession linked to that particular unit of work. Students will understand the purpose behind why they learn about a range of religions and philosophical concepts at key stage 3. For example, they will be informed that there is a need for writers, journalists, people working in public service (e.g. police officers, doctors, nurses), and so on to have a good understanding of the religious beliefs and worldviews of the communities they may serve
- As part of their RS curriculum, students will acquire cross-curricular skills such as the ability to analyse, problem solve, write and articulate. These skills run throughout the key stages of the RE curriculum. By giving students the opportunity to practise such skills it supports their pursuit of getting to university, thriving in a top job, and living the best life they can.

We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- The department provides opportunities for students to hear from a range of people from diverse backgrounds and religions that can allow pupils to develop the knowledge they have acquired through our assembly programme.