

## Curriculum

Our Core KS4 RE curriculum is provided in a variety of different ways allowing students to access the content in situations that are most beneficial for that information. The curriculum is designed to mirror significant elements of content from a mix of Religious Studies GCSE courses, chosen to provide a breadth of information about how different religions and worldviews interact with a complex modern society that allows knowledge from KS3 to be reviewed and placed in context.

	What pupils will learn	How it builds on learning
Year 10	<p>Lived Religion</p> <p>All students will be given the opportunity to visit a significant local place of worship and explore how key beliefs and practices are understood in modern Britain.</p> <p>Locations have recently included: Gurdwaras, Mosques, Cathedrals, Mandirs</p>	<p>Students are able to see how individual beliefs covered throughout KS3 are lived out today. Specific links will depend on the location visited.</p>
	<p>Religious attitudes to the environment</p> <p>Utilising a wealth of local faith speakers, students are given a tour of different perspectives on the way humans treat all parts of the environment.</p> <p>Non-faith speakers and campaigners also allow students to consider how the concept of belief doesn't limit itself to religion.</p>	<p>Students are able to draw on knowledge from topics as diverse as: the religious make up of Britain (7.1), Life after Death (8.1), Ethical theories (9.1), Religion – good or bad? (9.4) as well as topics that focus on individual faith perspectives to ask questions to the speakers and engage with the challenges that are posed to them.</p>
	What pupils will learn	How it builds on learning
Year 11	<p>Human Rights and Social Justice</p> <p>Students look at some of the topical issues around the rights of others both locally and internationally, considering questions about how we can provide for all people, especially in areas of conflict, to ensure that the value of humanity is maintained.</p>	<p>Students are able to draw on knowledge from their study of Ethical Theories (9.1), and Religion – good or bad? (9.4) to consider the challenges that are posed, as well as topics that focus on individual faiths to understand some of the reasons for action, or for conflict.</p>

## Assessment

There are no formal assessments in Core RE, but students are given questions related to both the content covered in Core RE, and previous learning to check how well their earlier study has been remembered.

## Supporting your child

### **What you can do at home:**

Enabling students to have a suitable space to complete their online tasks is the best support that can be offered for Core RE.

### **Equipment:**

Generally, students will only need their standard school equipment. For any trips out, information about required clothing and equipment will be sent out in advance of the trip.

### **Extended learning**

#### **Homework policy:**

There is no homework set for Core RE, although some of the curriculum is completed remotely utilising student iPads.

#### **Clubs/ Enrichment opportunities:**

There are no clubs for Core RE, but students can engage in events which link to their RPE studies through the Aspiration talks.

#### **Extended study suggestions and reading lists:**

There are a range of further reading materials and resources available on the CATalogue for students to access.

#### **Possible trips and visits:**

Part of the Core RE curriculum involves the Curriculum Extension Days for Year 10 students. This usually involves one day being a trip to a place of religious significance, looking at questions around what faith looks like as a lived experience in 21<sup>st</sup> Century Britain, and how believers apply their beliefs to their everyday life.