



Our Vision

Our vision for RS & PSHE at Ratton is to create a curriculum that is enriching and engaging for all students. We want to develop cultural capital through learning about a range of religions, cultures, beliefs and ideas. Students will learn to question the world around them and develop their own values. They will become critical thinkers who can debate today's issues in a respectful way. Students will also develop the knowledge and skills to keep themselves safe and healthy.

KS3

Intent

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

Whilst it is a legal obligation for schools to teach RS, at Ratton we teach it because it provides many opportunities for students to embed our school virtues, particularly compassion and respect. Good RS can create caring, thoughtful, and interesting students, who want to make a difference in the world they live in.

RS contributes dynamically to young people's education by promoting challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RS, students learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. Students learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. RS should develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs. Students should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

We develop students verbal responses by engaging them in discussions and debates, as well as encouraging good quality writing.

Implementation

At Ratton we follow the Local Agreed Syllabus at KS3 which aims to enable students to make sense of a range of religious and non-religious beliefs, understand the impact and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Year 7 students study topics such as “Big Questions” to introduce key skills needed to be successful in this subject. They will learn about different perspectives to questions such as “Why do we suffer?” and start to evaluate these responses. The knowledge and skills are then revisited and gradually made more challenging as the students move up the year groups. Students in year 8 will answer the question “Who was Buddha?” which sets the groundwork for further study at a deeper level at KS4. Year 9 begin start with “What difference does it make to be atheist or agnostic in Britain today?” to show an understanding of the changing societal views in Britain. Each year group will study four RS topics in total.

At KS4, all students will be working towards completion of a GCSE in Religious Studies. This consists of two areas of study.

- Component 1 - The study of religions: Beliefs, teachings and practices. Students will study about Buddhists and Christians. This will make up 50% of the GCSE.
- Component 2 - Thematic studies. Students will study four topics (Religion and relationships, religion and life, peace and conflict, crime and punishment). Students study religious and non-religious perspectives on these themes. This will make up 50% of the GCSE.

Further information about the GCSE can be found here [AQA | GCSE | Religious Studies A | Specification at a glance.](#)

Each unit of work has a focus on specific vocabulary to allow students to become articulate communicators. Many of these words are revisited in future years and learning becomes embedded. The 6 principles are embedded into the planning and teaching of each unit and staff use research to inform their approaches to specific skills, groups of students and beliefs studied.

Homework is set each topic and is used to encourage students to retrieve information, embed key vocabulary and revise for assessments. This is mostly done on-line through teams.

At the end of every topic, students will complete a written assessment which will be marked using GCSE criteria. Students will be given clear feedback that shows them how to improve and they will be expected to respond to this.

Impact

Observations of lessons shows that students enjoy Ethics and are often displaying the school virtues and British values of respect and tolerance of religious beliefs. Students develop an

understanding of worldviews so that they have a greater awareness of the world they live in and they are gaining the skills needed to engage with and discuss issues that affect us all.

In both key stages, students complete formative assessments at the end of each topic to ensure that they are making good progress. Teachers regularly give feedback and expect students to respond to this in order to improve their work (as TICK time) and ensure that they are given the best chance to succeed. They will also be expected to complete tasks on teams (as homework) designed to revise key skills and knowledge.

KS3 builds and develops skills and knowledge so that students begin the GCSE with a good foundation. This follows the Local Agreed Syllabus. Our GCSE results are strong and in line with the national averages. This prepares students well for those who wish to study Religious Studies at college and beyond. It gives students skills in communication, critical thinking and evaluation which are necessary for the world of work.