

Cultural capital and local context	<p>In Religious Studies students are encouraged to develop a deep sense of understanding about different belief sets. Students are made aware of the variety of belief sets in the community they live in. At Key Stage 4 students will focus on two major world religions (Christianity and Islam), and will develop an understanding of the common origins and differences.</p> <p>Example: Students learn about the variety of different belief sets that are present in Redbridge. Across KS3, all pupils will be exposed to the six main world religions as well as Humanism. Students are expected to develop their critical thinking skills when looking at the variety of belief sets.</p>
Ambitious	<p>All RS lessons are ambitious in terms of the learning outcomes for students. Students are exposed to key Religious documents, and are taught how to analyse and understand their meaning and influences on religious beliefs. All lessons contain stretch and challenge tasks to facilitate the development of high level thinking skills. Our Key Stage 3 lessons build a ground level of knowledge and skills that feed directly into the Key Stage 4 syllabus.</p> <p>Example: Study of texts from the six main world religions. Literacy based tasks are present in all KS3 lessons. Key word testing occurs from Year 7 to allow all students to develop a rich subject specific vocabulary.</p>
Logically structured	<p>Students have a seven year journey in Religious Studies. In KS3, students are taught all of the six main religions as well as Humanism, and this knowledge is built upon in Key Stage 4. We also incorporate the current relationships between world religions into our learning, to enable students to grasp the effect of Religious Studies on politics and development across the globe.</p> <p>Example: Our GCSE syllabus has been restructured to ensure a smoother transition from Year 9 to year 10. We have reinforced the importance of key terminology which has led to the creation of key word tests in every unit from Year 7.</p>
Intelligent assessment	<p>The department has embedded transitional language into all KS3 lessons which allows students to practice assessment skills. Students are familiar with the Edexcel terminology at GCSE level as this has been heavily incorporated into KS3 tests. At the end of every unit from Year 7, there is a dedicated feedback lesson to ensure that pupils know what is needed to make good academic progress. There is dedicated improvement time incorporated into these lessons.</p> <p>Example: In KS3, assessments are modelled on the GCSE paper. There are short questions with some longer explanation questions as well as a big evaluation question. Embedded structures in KS3 allow for a seamless transition into KS4 to support outcomes at the end of Year 11. Evaluative and analytical skills which are reinforced in KS4 are then incorporated into AO1 and AO2 questions in KS5 across all three components of the A Level specification.</p>
Breadth and Depth	<p>To enable the teaching of a broad and balanced curriculum in Religious Studies, students are taught a wide variety of belief sets. We aim for students to be religiously literate, to understand the common origins of a range of religions and to be able to identify the main styles of belief system. We want all students to be able to explain why some people are religious whilst others are not, and why religion continues to be relevant in the modern day.</p> <p>Example: During the study of religions in KS3, students will be given the opportunity to delve into religious texts (many of which are on site). In KS5, students are provided with a plethora of extra readings to promote a sense of curiosity around the subject as well as instilling the virtues of scholarship and academia.</p>
Retention	<p>We believe that that key to helping students to retain knowledge is to make our subject relevant and interesting. We encourage students to look back at previous work, and incorporate recapping into our lessons. We also encourage debate as a means to help understanding, with students encouraged to explain their thinking and to justify it to other students and their teachers.</p> <p>Example: students will be introduced to key religious teaching, phrases and examples during their work, and will be encouraged to explain and refer to these examples in later lessons and assessments.</p>
Equality	<p>We believe that Religious Studies as a subject is relevant to all students, whether they are religious or not. We teach about world religions in an inclusive way, and don't disregard any beliefs because they are not our own. We encourage all students to be able to discuss their understanding, and to see why religious knowledge is important to them as member of a modern society.</p> <p>Example: All lessons start with lesson objectives and success criteria, so all students know what they have to do to succeed. There are also exam structures given at KS3, KS4 and KS5. Intervention groups are help at GCSE to support those students who underperform in their mock exam. This has an impact on the grade the students receive in the Summer.</p>