

Key Stage 3

<p>Curriculum Aims</p> <ul style="list-style-type: none"> Our curriculum builds on the learning that has taken place in the middle phase of our All Through Trust. It builds on their knowledge and provides a learning program that will reflect age appropriate content and discussion. Our program is designed to not only meet the statutory requirements, but also to encourage students to appreciate a wide range of religious ideas, philosophies and viewpoints To challenge prejudice and to address the moral issues thrown up by any study To provide the questions to assist students in developing skills of analysis and argument – both oral and written To assist students in the discovery and understanding of the world that is constructed around them 	<p>What will you see in B&V lessons?</p> <ul style="list-style-type: none"> Students exploring topics including fundamental questions, origins of religion, humanist approaches Students learning about issues in the world, and how different religions respond to them Students developing their communication skills, as much of the work in class will be focused around debates and discussions. Students being encouraged to have an open mind to different points of view before forming opinions Lots of reflection on what they have learnt, the opinions they have developed and how they grew them Students learning from a wide range of resources Clear links to further information and support, where relevant 	<p>What will you see in students' B&V books?</p> <p>Students have A3 topics sheets that all contain the following:</p> <ul style="list-style-type: none"> Evidence of key facts on the issue Explanations of key words Balanced arguments An analysis of ideas that are raised Final judgement on the issue, which comes from the students own informed opinion <p>In addition, students also have a record of their progress on which students not only self-assess their understanding, but also set themselves meaningful targets to aid them in future learning</p>
<p>Curriculum Content and sequencing</p> <p>Year 9</p> <ul style="list-style-type: none"> Religious ideas on the Sanctity of Life Religious views on relationships An introduction to world religions Humanism Stewardship <p>Year 10</p> <ul style="list-style-type: none"> Religious views on justice Religious views on forgiveness <p>Year 11</p> <ul style="list-style-type: none"> Fundamental questions <ul style="list-style-type: none"> Religious festivals 	<p>What formative assessment will you see in B&V?</p> <ul style="list-style-type: none"> A range of methods are used to ascertain the progress of a student, however discussion and recorded thoughts are most informative Students are encouraged in class to explain their evaluative opinions Sometimes students are asked to use signals to show their general opinion on some topics Some students do prefer to share their learning with teachers on a one-to-one basis, rather than in front of the whole class Students are asked to self-reflect and set themselves targets after each unit. 	<p>What is the faculty currently reading and discussing and why?</p> <ul style="list-style-type: none"> One colleague is reading “Outstanding RE lessons” from the 100 ideas for Secondary Teachers series because she has been in teaching a long time and wants to be open to new ideas Another listens to TED Talks Education podcasts on a regular basis as these give witty and insightful ideas on many aspects of education The Morgan Freeman series about God on Netflix is also being watched, discussed and ideas used in lessons The NATRE blog is also well used by one colleague who then shares ideas within the department