

RE Department Curriculum Intent Statement

You are the Salt of The Earth (Matthew 5:13-16)

At Holy Trinity Academy Religious Education (RE) is a core subject that provides pupils with a “forum where ‘reason enters into dialogue with faith’, where the pursuit of truth opens the mind and then the heart, to address the ‘deepest of questions of the human soul’.” (*Religious Education Directory 2023*).

At Holy Trinity Academy, the outcome of excellent religious education is religiously literate, enquiring and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.

Pupils will be given the opportunity to bear witness to their faith and/or beliefs in a safe and inclusive environment, where they will always experience, a culture of dialogue and debate within a sacred space where the Catholic Social Teaching themes of Dignity of the Human Person, Solidarity, Care for God’s Creation, Option for the Poor and Vulnerable, Family and Community, Dignity of Work and Education permeate through our entire curriculum and where pupils are encouraged to promote the Common Good for all in everything they do.

The aims of religious education at HTA are:

1. To engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Christians (Catholics and Anglicans) hold, the basis for them and the relationship between faith and life.
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
3. To present an authentic vision of the Church’s moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
4. To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own. As such we endeavour for pupils to ‘dialogue and engage with the world at large.’ (*Religious Education Directory 2023*)
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
6. To stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Christian faith.
7. To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.
8. Finally by learning about God and what it means to live as a community we aim to encourage our pupils to fulfil Jesus’ Greatest Commandment to love God and their neighbour throughout their lives.

Key Stage 3 Intent Statement

At Key Stage 3 pupils follow a programme of study based on a model curriculum presented in the Religious Education Directory for Catholic Schools – ***‘To know You more clearly’***.

In year 7 pupils revisit some of the most important learning from their study of Catholicism in primary school. For those who have not attended Catholic primary school, this Key Stage presents the theological foundations that are the basis for understanding Catholicism.

The programme is studied in Curriculum branches with expected outcomes that correspond to the six half-terms of a school year. The curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Christian (Catholic) belief and practice, which allows them to make links between the four knowledge lenses of Hear, Believe, Celebrate and Live, within the context of the narrative of salvation history. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter.

Key Stage 4 Intent Statement

At Key Stage 4 all pupils study AQA Religious Studies GCSE Specification A.

The first area of study comprises an in-depth awareness of Christianity as one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate.

Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.

The second area of study also comprises an in-depth study of Judaism as a lived religion in the United Kingdom and throughout the world. There are two sections: Beliefs and Teachings; Practices. Pupils will be expected to study Judaism within the context of the wider British society, the religious traditions of which are, in the main, Christian. Pupils should also recognise that within Judaism there may be more than one perspective in the way beliefs and teachings are understood and expressed. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout including reference to Orthodox, Reform and Liberal traditions. The significance and importance of the various beliefs and practices to Jews today should be explored throughout the two sections.

The third area of study comprises an in-depth study of aspects of Philosophy and Ethics in the context of Christianity as a lived religion within the United Kingdom and throughout the world.

There are four sections: Religious Teachings on Relationships and Families in the 21st Century; Religion and life; Religion, peace and conflict; and Religion, crime and punishment. The significance and importance of the various beliefs, issues and practices to Christians today should be explored throughout the four sections. This should include reference to how the Bible informs a Christian's understanding of the topics and how approaches to the issues are underpinned by philosophical arguments and ethical theory as applicable.

They must be able to explain contrasting beliefs on the four sections with reference to the main religious tradition in Britain (Christianity) and the religious tradition of Judaism.

Pupils should recognise that Christianity is one of the many religions and world views in Great Britain, which include Buddhism, Hinduism, Islam, Judaism, Sikhism and non-religious views such as Humanism and atheism.

Key Stage 5 Intent Statement

A Level Religious Studies

The students study 3 components – Christianity, Philosophy of Religion and Religion and Ethics.

Christianity - provides the students with the opportunity to undertake an in-depth and broad study of this religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

Philosophy of Religion – provides the student with the opportunity to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the use of religious language

Religion and Ethics - provides the student with the opportunity to undertake an in-depth and broad study of fundamental ethical themes, ranging from ethical language and thought to freewill and determinism.

The components encourage learners to demonstrate their ability to:

- reflect on, select and apply specified knowledge about religion and belief
- account for the influence of social, religious and historical factors on developments in the study of religions and beliefs
- construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence
- understand, interpret and evaluate critically religious concepts, texts and other sources
- present responses to questions which are clear and coherent
- use specialist religious language and terminology appropriately
- identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion including those of scholars/academics
- analyse the nature of connections between the components they have studied. Each

The components also allow learners to acquire and develop knowledge and a critical understanding/awareness of:

- religious thought, belief and practice and the different ways in which these are expressed in the lives of individuals, communities and societies
- how religious texts and/or other relevant sources of wisdom and authority are interpreted and applied
- major issues, challenges and questions within and about the study of religion (for example, the role of tolerance, respect and recognition and interreligious dialogue, methods of study, relevance to contemporary society) and responses to these
- the causes, meanings and significance of similarities and differences in religious thought, belief and practice within and/or between religion(s)
- questions, issues and arguments posed by scholars from within and outside religious traditions
- social, religious and historical factors that have influenced developments in the study of religions and beliefs
- connections between the various elements of the components studied

Sixth Form General RE

Religious education in HTA is a statutory requirement for all registered students in Key Stage 5 and all students are required to attend the lessons. The General RE programme broadens and enhances the curriculum by giving students the opportunity to ***'read the sign of the times'*** (Vatican II) and consider a wide range of religious, philosophical, sociological, political and ethical issues in the light of Catholic Social Teaching while also allowing them to develop their own codes of belief.

A stimulating programme that gives students the opportunity for spiritual reflection, the chance to examine moral issues and debate. It also incorporates time for personal reflection and development of faith.

The flexible course of study during Year 12 promotes the religious imagination and the development of key skills. It provides for students with a variety of aptitudes, abilities and needs and encourages all students to explore ways of communicating and presenting their knowledge and understanding of religion in a variety of media. In this way sixth form General RE caters for and affirms a range of learning styles, individual interests and gifts and talents of students.

RE at post-16 gives due consideration to:

- breadth and balance of knowledge, understanding and skills
- differentiation to meet the needs and abilities of the full range of students;
- the spiritual and moral development of students;
- progression and continuity from Key Stage 4 and through the sixth form
- challenge

Key skills developed throughout the programme are desirable for any profession or further education pathways, such as debate, enquiry and research, service, understanding of beliefs and perspectives and awareness of others.

During the second half of Yr 12 and into Yr 13 all students will apply the skills and knowledge they have acquired to complete an Edexcel Level 3 Extended Project Qualification (EPQ), with reference and consideration given to Catholic Social Teaching during the research, written dissertation, presentation and completion of the project.