

RE Curriculum Rationale



CORNFIELD SCHOOL

LEARNING FOR LIFE

INTENT



Alignment to National Curriculum

The Cornfield RE curriculum adheres to the West Sussex Agreed Syllabus (20-25), and aligns with the AQA Religious Studies Examination Board at KS4. Emphasising the importance of British Values, the curriculum intertwines spiritual, moral, social and cultural aspects at its core, facilitating holistic progression for students of all learning stages.



End Points

Learning End Points in the RE Curriculum involve clear progression from Stage 4 in KS2 to Stage 11 in KS4, focusing on connections between self and other. Students develop their knowledge and understanding of religious beliefs, practices and identity and the impact of sources of wisdom on contemporary society. Students develop their knowledge whilst building on exploration, interpretation and evaluation skills.



Sequencing

The RE Curriculum is sequenced to SACRE as outlined within the West Sussex Agreed Syllabus. The design of the spiral curriculum allows for all major religions to be studied, whilst predominantly focusing on British Values and Christianity. Opportunities are provided across the key stages to revisit central concepts to build and delve further into religious meaning and purpose. Students are increasingly able to make connections between concepts and a diverse range of religious beliefs and practices.



Addressing Social Disadvantage

The RE Curriculum is about bringing the world to the classroom. Learning is embedded into Experiential and Phenomenology Approaches to RE. The written word is never a starting point. Cultural Capital is embedded through story, art, drama and music. Sources of Wisdom are introduced through the curriculum to ensure that our students are rich in both religious and secular text.

IMPLEMENTATION



Pedagogical Approaches

The Cornfield RE curriculum draws on two distinct disciplines; the Phenomenological approach, where RE is seen as a means for learners to develop an understanding of religions as an academic discipline akin to history or science. In contrast, the Experiential approach focuses on experiencing religion and religious practices through multi-sensory methods, including reflection, meditation, drama, and role-play. The primary objective is to engage students in exploring and responding to the spiritual dimensions of life.



Promoting Discussion and Understanding

Encouraging discourse and comprehension is fundamental in the RE curriculum as it delves into themes of belonging, identity, and understanding of oneself and others. Early into the RE learning experience students engage in reflective discussions, exploring beliefs about the world's meaning and purpose. As they advance, they learn to articulate their views, respect diverse perspectives, and develop critical literacy skills essential for academic and cultural expression. Talk for writing is integrated at all stages of the curriculum, enhancing communication proficiency for examinations.



Remembering More Knowing More and

Students know and remember more in RE because they learn by doing. Students actively engage in multi-sensory experiences, associating key vocabulary with actions for better retention. Photos capture learning moments for future reference, aiding in linking past experiences with new knowledge. The Building Blocks of Literacy and 'Talk for Writing' strategies further enhance opportunities for practice and application. Creative speaking and listening assessment tools deepen student understanding and contribute towards an inclusive and supportive learning environment.



Teacher Assessment

Students are continually assessed within the classroom. The learning cycle ensures students are assessed throughout the lesson in a variety of way. A number of questioning strategies are utilised in lessons for stretch and challenge purposes and to ensure the learning of every student has been assessed, addressing any misunderstandings.

IMPACT



Approach to Assessment

Each half term students will be assessed on the AWLs identified for the specific scheme of work. Summative assessment will take the form of a knowledge test of subject concepts and use of subject specific vocabulary. These are topic based assessments with specific skills taught through these and assessed each half term through formative assessment. Key skills and formative success criteria shared with students at the beginning of each scheme of work and shared on a regular basis within the lessons. Every lesson is linked into a specific AWL that is explicitly shared with the pupils and feeds into all assessment (both formative and summative).



Progress Data

Data collected throughout the series of topics within each stage of learning is recorded and shared through the EagWig system. Teachers will share the level of progress with parents and careers on a regular basis. Evidence is based on the learning they see in class and the evidence in students books or online records.



Students' Work

Students work (paper or online) will be used as a way of securing and showing learning and not simply a record of activities done in class as this does not necessarily evidence the learning that has taken place. Students have workbooks that can be used to evidence their learning. Worksheets should only be used when they are the most efficient way of teaching a concept. The use of worksheets can provide students with too much scaffolding, therefore not providing the opportunity to apply their knowledge.



Feedback to Students

Students will receive constant immediate verbal feedback within all lessons. This feedback will be used as a more effective way that writing long descriptive pieces of feedback in books. Professional practice reviews will analyse the impact of the verbal feedback, alongside talking to teachers and students. Students will be asked what they know now that they didn't know before to identify if the knowledge has been understood and transferred to the long-term memory.