

	<p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;">SUBJECT NAME: RE</p>
<p style="text-align: center;">BE RESPECTED</p> <p style="text-align: center;">Be effective communicators and understand specialist concepts</p>	<p>We enable students to develop their use and understanding of specialist technical vocabulary so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read challenging texts. Students will be able to apply their reading skills and show their understanding across the curriculum, from one subject area to another.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students regularly use speaking and listening as part of learning at JRS in order to develop their ability to communicate in an appropriate manner, with an awareness of the audience, purpose and form when they talk in school and prepare them to be effective communicators with other adults and in the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and again being aware of the audience, purpose and form as they write. We ensure students produce accurate, organized texts that show understanding of concepts taught.</p>	<ul style="list-style-type: none"> • Students will learn a range of key religious words with a focus on the 6 main world religions. There will be a greater focus on key-words from Buddhism and Christianity in Year 9 & 10 to link with their GCSE course • Students will be able to understand a range of religious texts with particular focus on the Bible and the teachings of Buddhism • Students will be able to respond to these texts and show how they influence the believer. They will be able to explain the texts in the context of contemporary British life and its issues • Extended writing is developed throughout Years 7 - 10 and emphasis is placed on the sequencing of answers, particularly in 12 mark GCSE answers. • In lessons, opportunities for paired and group work and concentric circles are a regular part of learning
<p style="text-align: center;">BE RESILIENT</p> <p style="text-align: center;">Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>We ensure our curriculum takes into account the wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to develop the whole school community and the individual both in school and in the local environment.</p> <p>We encourage resilience by building in opportunities into sequences of learning for our students to use self and peer assessment effectively across the curriculum. We use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. The curriculum will build students'</p>	<ul style="list-style-type: none"> • Students are assessed regularly and always at the end of a unit of work. They will learn how to answer using extended writing in 12 mark answers and with religious teachings and quotes in 4 & 5 mark answers • For GCSE study, students are assessed according to their exam study and are given the opportunity to revisit key skills over time, particularly when writing sequenced answers to 12 mark questions. Students use folders for all assessed work to enable them to look back at their progress • Students will be more aware of the world around them and will develop a better understanding and respect of other cultures and beliefs • They will be able to respond to questions of belief and be able to explain their own views as well as those of others • Students will be well prepared for the rigours of GCSE in Year 10 through challenging questioning and the chance to analyse key topics in their learning from Year 7 onwards. The subject matter will provoke challenging discussions linking to contemporary issues such as abortion, euthanasia, death and war

	<p>stamina through challenging and engaging activities. We give students time to reflect on their work and know what to do to improve their knowledge and understanding.</p>	
<p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life by ensuring classroom experiences and the wider curriculum on offer introduces them to ‘the best that has been thought and said...helping them engender an appreciation of human creativity and achievement’</i> The curriculum will enable students to appreciate other cultures, religions and traditions.</p>	<ul style="list-style-type: none"> • Students will have the opportunity to visit the Buddhist Temple in Ulverston to enhance their learning for GCSE study • Students will have the opportunity to make thoughtful and positive contributions through developing their spiritual, social and cultural awareness. This will be seen in their extended writing answers where they are encouraged to explain their own opinions as well as those of others. Students will work in groups and pairs to enable them to discuss and evaluate each other’s opinions • Students will be able to draw on what they learn in RE to be able to then make better informed decisions in their lives. They are encouraged to show respect to each other and feel that every opinion is valued. They will be more aware of the challenges they and others may face in their lives
<p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>We will make sure Key Stage 3 provides students with the hooks to build on in further study, training or work. Ensuring students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<ul style="list-style-type: none"> • Students will develop the skills of resilience and self reliance so they can develop a positive mindset to deal with challenges in life. They will learn about the difficulties faced by others and how these difficulties could be overcome • Students will be better equipped to deal with life in a diverse and multicultural society • Students will develop skills which will help them solve a variety of moral dilemmas in their own lives • Students will relate their religious learning to a range of current everyday ethical issues giving them the skills to empathise with the decisions other people make when faced with a challenge

BE YOU

Be able to be the best person students' can be in their school, local community and society as a whole

We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective UK and global citizens.

We will be aware of our school context and our curriculum in order to make sure that students from a range of Key Stage 2 experiences and with a spectrum of starting levels, tailoring our curriculum to offer support in Year 7, Year 8 and Year 9 with some students receiving a bespoke curriculum

- Students will always be encouraged to develop their own views on a variety of religious and ethical topics
- We will take opportunities to visit local religious venues, including the Buddhist Temple in Ulverston. This will give them an insight into how another religious/cultural group live their lives and what is important to them
- We will challenge students to think critically outside of their own usual experience and therefore take them out of their comfort zone
- Students will learn that every individual is important through their study of tolerance and understanding
- Students will be encouraged to discuss a range of religious ideas and moral dilemmas