

Subject:	Religious Education
Specification:	GCSE Religious Studies
Exam Board	EdExcel Specification B

High-quality RE will support pupils' religious literacy. In the context of Open Academy, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Aim of Religious Education at Open Academy.

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews

There are many other desirable outcomes for RE. For example, the subject may also contribute significantly to the following broader educational aims but is distinct from and not reducible to these:

- Spiritual, moral, social and cultural development
- Personal, social, health and citizenship education
- Reading and writing
- Vocabulary development
- Spoken language
- British Values
- The Prevent Duty

Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout this syllabus.

We have an expert teacher Mrs Thoppill. She is an examiner for GCSE Religious Studies and brings a wealth of experience to the academy.

Curriculum

We follow the Norfolk Agreed Syllabus and have adopted the latest version immediately following publication.

There are three themes throughout Religious Studies; philosophy theology and human and social sciences.

Theology: We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Philosophy: We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human/Social Sciences: We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Rich questions form the investigation for classes in a thematic curriculum. At Key Stage 4 the rich questions are developed at a higher level according to the requirements of the specification. For those not completing GCSE RE the requirement for RE is satisfied by developing the themes in special topics in core curriculum time. Content for Year 10 is drawn from rich questions explored in Year 6 and 7 now that students have a richer cultural knowledge. Content for Year 11 is drawn from rich questions in Year 8 and 9.

Term	Philosophy	Theology	Human & Social Sciences	Religions Considered	Links to other parts of the curriculum
Year 7			How is identity influenced by religious beliefs and culture?	Christianity, Islam, Sikhism, Humanism	PSHEE, British Values
2		Why does God have so many names?			PSHEE, British Values
3	Does the existence of evil prove that God doesn't exist?			Humanism Judaism Christianity	SMSC
4		What does it mean to say God became human?		Christianity	
5			Why is Christianity the way it is?	Christianity	Artefacts, British Culture
6			How do Sikhs interact with culture & society?	Sikhism	Music, art, design, artefacts
Year 8		How do Jewish people respond to suffering?		Judaism	SMSC, History
2		What are sources of authority for Christians and Hindus?		Christianity Hindu	PSHEE, British Values

3		How do creation narratives shape what it means to be human?		Christianity Hindu	
4			Why is Islam the way it is?	Islam	
5	What does it mean to have a good life?			Buddhism	British Values
6			How do Christians interact with culture and society?	Christians	Music, art, design, artefacts
Year 9			What is religion- a useful category or outdated concept?	Christianity, Islam, Sikhism, Humanism, Buddhism, Hinduism	British Values, SMSC
2	What is meant by sacredness?			Christianity, Islam, Sikhism, Humanism, Buddhism, Hinduism	PSHEE, British Values
3	Is it reasonable to believe in life after death?			Christianity Humanism Islam	
4		Can we put a price on human life- Is the sanctity of life more important than the quality of life?		Islam Christianity	
5		Is it ever right to fight?		Christianity Humanism Islam	History, SMSC
6			How do Muslims interact with culture and society?	Islam	Music, art, design, artefacts