

Programmes of Study

The programmes of study identify the content which should be taught about each religion at Key Stage 3. Teachers should ensure that the Religious Education schemes of learning devised in school are organised so that there is

- appropriate content for the Religious Education concepts
- core Christian Concepts
- and core, and supplementary faiths, are taught.

Teachers should refer to appropriate guidance (for instance, the Primary Religious Education Syllabus for Church Schools 'Questful RE' 2017 or the Locally Agreed Syllabus) to ensure that prior learning is built upon.

Subject leaders for Religious Education should liaise with teachers from the previous phase of education to ensure that there is continuity and progression in the students' learning of Religious Education. Teachers could:

- Liaise with primary teachers to devise bridging units.
- Ask primary partners for their long term planning and information on students' attainment and achievement in Religious Education.

Long term planning

The exemplar programmes of study show how content may be organised into teaching units, each with a key enquiry question. There is an exemplar provided for a two year Key Stage 3 and a traditional three year Key Stage 3.

Schools can use the exemplar programme of study or they can devise their own long-term plan, using the programme of study (encompassing the concepts, skills and attitudes) for the core religion and supplementary religions - chosen at the schools' discretion and ensuring that there are appropriate pathways to national accreditation at Key stage 4.

Teaching and Learning Activities in Religious Education

A range of activities should be developed to ensure effective learning in Religious Education.

The *Illuminating Pathways* materials with units of study, planning materials and resources are available from the Diocesan Education Team. Further resources to enhance and support the teaching and learning of the syllabus are available through the Religious Resources Centre. Further information can be found on <http://www.resourcescentreonline.co.uk/>. There are also multimedia resources, linked to the units, available on Pinterest and YouTube (please see individual units for further guidance). Resources to complement the DBE Services Framework for RE can be found on the Cleo (Cumbria and Lancashire Education Online) <http://www.cleo.net.uk/index.php>

Overview of Religious Education in Key Stage 3

At this stage students generally become more critical and questioning of faith. It is at this stage that teachers **must** build on prior learning and introduce a more comprehensive and complex study of world faiths. The use of enquiry based learning and higher order thinking skills are paramount in ensuring that students are engaged and challenged in their learning.

Students will consistently use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Students, when responding to the study of faith, use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. Students can evaluate their own views and those of others on questions of identity and belonging, meaning, purpose and truth. They give strong reasons to support them, using evidence from a range of sources. They can express their own and others' views on the challenges of belonging to a religion and explain the impact that this might have on others.

Students shall build on prior learning of Religious Education and develop an understanding of the beliefs, practices and other features of:

- Christianity (Core religion)
- Islam
- Judaism
- Buddhism
- Hinduism
- Sikhism

Key indicators of learning in Key Stage 3

Through the study of these units students will become more religiously literate and develop key skills for learning, equipping them for future pathways.

Students in Key Stage 3 will **explain** the reasons for diversity within faiths and between them. They **explain why the impact** of religions and beliefs on individuals, communities and societies varies. They **interpret** sources and arguments, **explaining** the reasons that are used in different ways by different traditions. Students can **evaluate** their own views and those of others on questions of identity and belonging, meaning, purpose and truth. They **give strong and persuasive reasons** to support them, using evidence from a range of sources.

All programmes of study need to be academically rigorous, ensuring appropriate progression for all students.