

Religious Education Statement of Intent, Implementation and Impact

Intent

Religious Education contributes significantly to the Catholic nature of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths, and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God as encountered and taught by Catholics and compare with other denominations and non-faith views. The teaching of Religious Education makes links between the beliefs, practices, and value systems of a range of faiths and world views studied. The Religious Education curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

The overarching concepts for Religious Studies at Mount St Joseph are:

- Personal growth – developing compassion and empathy
- Stewardship – caring for all creation
- Respect – showing tolerance of other beliefs, opinions, and cultures
- Asking Big Questions – communicating effectively and listening to others
- Morality – understanding right from wrong, accepting rules and boundaries
- Courageous Advocacy – challenging injustice by standing up for the rights of others
- Cultural capital – experiencing alternative environments for worship

Through the teaching of Religious Education we underpin the Catholic Virtues of

- Being grateful and generous
- Attentive and Discerning
- Compassionate and Loving
- Faith Filled and Hopeful
- Eloquent and Truthful
- Learned and Wise
- Curious and Active
- Intentional and Prophetic

Implementation

Learning is embedded through the development of knowledge and skills over time. The students are assessed throughout the unit of work through spelling tests and key questions based on the unit of work. Progression is mapped coherently over the academic year and allows the students to identify areas of strength and areas of development. The progression allows for effective differentiation, marking, and feedback. Pupils have access to vocabulary and spelling lists. Regular extended writing allows pupils to developing their language and vocabulary. Pupils will also be able to develop the key skills of analysis and evaluation using P4C and specifically designed debate lessons throughout Key Stage 3.

Intent

By the end of Key Stage 3 pupils will be familiar with the origins and history of Christianity as the major world religious tradition of Great Britain, as well as the other major world religions of Islam, Judaism and Hinduism.

Pupils will be able to describe a range of religious concepts including the practices of prayer and worship including the Seven Sacraments of the Catholic Church such as Holy Communion and how they are performed.

Pupils will understand the significance of religious rules such as The Ten Commandments and The Five Pillars of Islam and their lasting importance in contemporary society.

Pupils will develop confidence in becoming courageous advocates, challenging injustice, and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils will develop care and respect for each other and the world in which they live. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables will instil and reinforce the qualities of kindness and tolerance and support the need for equality for all.

Through the teaching of Human Dignity, pupils will develop the awareness that all lives are equal in the eyes of God, which is a teaching upheld by all religions, they will also be able to understand the non-religious views towards a number of issues thus allowing them to make informed choices throughout their lives.

By the end of Key Stage 4 pupils will demonstrate a deeper understanding of the Catholic Faith and the main religious tradition of Great Britain. They will have focused on Judaism and its beliefs, teachings, and practices and how these can differ depending on denomination. Pupils will be able to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage.

Pupils will confidently articulate justified opinions on ethical issues, giving personal, religious and non-religious views. Pupils will be able to explain in detail how religious teachings in both Christianity and Judaism can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious, and non-religious views.

The students will develop an understanding, appreciation and knowledge of how religious and non-religious belief shapes the world in which they live and in which they are a valued member of the community. The overriding aim is that the students develop a respect for themselves and respect for the local, national, and international community.