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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

Religious Studies

Curriculum Intent

The vision of the Religious Studies Department.

Bradford Girls' Grammar School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

With a strong focus on the personal development of every child; encouraging tolerance, compassion, and a strong sense of social responsibility and natural respect for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

The aims of the through school Curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils
- Provide personalised support for pupils with additional needs
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

INTENT: The vision of the Religious Studies Department

The main aim of Religious Studies at BGGGS is to provide a stimulating, varied and enriching learning experience to prepare pupils for life in a culturally diverse modern world. We aim to encourage enthusiasm for interest in the study of other people's beliefs and promote mutual respect, tolerance and understanding across different cultures and communities. To this end, pupils study the six major world faiths as well as having the opportunity to explore alternative world views. As well as learning the key beliefs, teachings and practices of the different religions, pupils will consider the influence of these beliefs on the lives of adherents and apply beliefs and teachings to a range of ethical and philosophical issues.

Fundamental to pupils understanding of religion is the development of their religious literacy – achieved through the specific teaching of key terms and regular reading from a variety of texts. RS provides students with the opportunity to debate and discuss, enabling them to articulate their views verbally as well as developing their extended writing skills. Pupils are encouraged to research thoroughly, to weigh up evidence, to develop chains of reasoning and to evaluate – articulating their responses using religion specific terminology.

From September 2021 Bradford is adopting the Kirklees Agreed Syllabus - 'Believing and Belonging'.

EYFS

EYFS Religious Education fulfils the 'Understanding the World' criteria of the Development Matters' document, specifically people, cultures and communities, by introducing religions and worldviews through special people, books, times, places and objects, focusing on questions pupils can relate to such as 'Where do we live?', 'How do people celebrate Autumn/Winter?', 'What makes a good helper?' and 'Who and what is special to us?'.

Key Stage 1 and 2

Religious Education in Key Stage 1 and 2 is enquiry based, focusing on key questions such as:

- How can we make good choices?
- How and why do people pray?
- How do Sikhs show commitment?
- What do Christians believe about Jesus' death and resurrection?

In Key stage 1 the focus is on Christianity and Islam. Sikhism and Judaism are added at Key Stage 2, and Hinduism and Buddhism at Key Stage 3. In addition, other (non-religious) views are included at each key stage.

Key Stage 3

In key stage 3 pupils extend and deepen their knowledge and understanding of the range of religions and worldviews, extending this to include Hinduism (year 7) and Buddhism (Year 8) and exploring diversity both within and between traditions. Students will investigate the beliefs and practices of the religions and world views, investigate how religions and worldviews address questions of meaning, purpose and value, and investigate how religions and worldviews influence morality, identity and diversity.

Year 9 builds on the critical content from the previous years, drawing together religious beliefs, teachings and practices from different faiths and world views to apply these to modern ethical and philosophical issues and highlighting the diversity of approaches to modern issues. They will address questions such as:

- How do beliefs affect death and mortality?
- Is it reasonable to believe in God in the 21st century?
- How do we know how to behave?
- Does religion promote or prevent equality?

Most of the resources used in KS3 are school generated and differentiated to reflect the school's ambitious intentions to stretch and challenge pupils in order to deepen their knowledge and develop their religious literacy. GCSE textbooks are used to challenge the most able where appropriate, and all pupils are encouraged to read for meaning during lessons – either aloud in class so that key information and concepts can be discussed and unpacked, in pairs to look for particular information or individually to research a topic in more depth.

Key Stage 4 – AQA GCSE Religious Studies

At Key stage 4 students follow AQA Religious Studies Specification A – studying Christianity, Islam and Thematic Studies.

We interleave the content from the religion paper with the content from the themes paper rather than teaching paper 1 and then paper 2 in their entirety. Students often find the themes more engaging, dealing as they do with current ethical and philosophical issues which lend themselves to discussion and debate. This also allows key beliefs such as the sanctity of life, the quality of life, stewardship etc to be taught and revisited several times over the course of the three years, leading to greater depth of understanding and a more synoptic view of the course. Themes units have been carefully placed to ensure age appropriate content. So, for example Theme A: Religion and Human Relationships which covers relationships, sexuality, contraception etc is delivered in year 11 when students have developed the maturity to engage in those discussions.

In all GCSE lesson planning, there is a choice of texts to allow for differentiation and challenge. All students are issued with the standard Oxford textbook at the beginning of the course. The Hodder books are much more detailed and challenging in the language used – and use of these is encouraged. Primary texts are routinely used - passages from the bible or Qur'an and quotations from scholars where appropriate, such as Thomas Aquinas' criteria for the Just War theory.

In year 11 students study 'The existence of God and revelation' which has overlaps with A Level RS. More able students are guided to use A level standard texts to further their understanding where appropriate.

IMPACT

Assessment opportunities, both formative and summative, are routinely built into lesson planning at all key stages. Starter and plenary tasks (for example TABOO, or 'If I am the answer, what was the question?') regularly check understanding of prior learning, reinforce key vocabulary and provide students with opportunities to apply learning to exam questions in KS4. Low stakes tests such as quizzes and key words/facts points tests are designed to quickly check knowledge and understanding.

Progress checks and summative end of unit assessments are built into all Schemes of learning, and end of year and mock exams are synoptic. Students in year 10 and 11 have regular dedicated review and reflection lessons to revisit previous topics.