

RELIGION, SELF AND SOCIETY

“In a world deluged by irrelevant information, clarity is power” *Yuval Noah Harari*

Our primary aim is to equip our students with the ability to form an opinion, support it with reasons and evidence, show that they have considered an alternative point of view and evaluate; state which side of the argument is stronger and why. These critical thinking skills are essential to a young person’s development in the twenty first century and the means by which they may navigate an era of ‘fake news’, ‘alternative facts’, and an ever-changing job market.

The Religion, Self and Society curriculum is delivered by a dedicated and passionate team, it brings together the subjects previously taught separately as RE, Citizenship and PSHEE. There is now one coherent programme of study, with more time allocated to enable breadth and depth of topics. There will be an unbiased approach to cover a range of different topics; at no point will students be told this is the best or worst political party, the right or wrong religious view, the right or wrong thing to do. The skills we endeavour to foster are those that enable our students to evaluate the reasons and evidence of each and to make up their own minds.

Key Stage 3

Topics covered in Years 7-9 include:

- Who am I?
- What is prejudice and discrimination?
- How do people’s belief affect their actions?
- Does God exist?
- What is a ‘healthy relationship’?
- How do I change when I get older?
- What is authority?
- What is a political party?
- What career is best for me?
- What are my rights and responsibilities?
- What health and sexual risks do I need to be aware of?
- What is the truth?
- How can I make informed choices regarding my own health and well-being?
- Does religion cause conflict?
- What is a fair society?
- What is consent?

Students will use a wide range of resources including videos, ICT, newspaper articles, research articles, outside agencies and practical exploration of the world around them. There will be lots of different activities throughout the

course, which have been designed to be thought provoking, create discussion, and build upon and enhance functional and critical skills. The schemes of work take on an AFL (assessment for learning) approach. For example, students will often assess their own and each other's work and use this active discussion role play and group work to improve their own abilities.

Throughout the schemes of work there are formative assessment opportunities. These are often small pieces of work or reflection tasks which help the teacher and learner to build up a picture of each individual's ability. It often involves the learners deciding upon the criteria for success.

In essence all work is designed to enable learners and their teachers to decide where the learners are in on their learning journey, where they need to go and how best to get there. This will be a constant dialogue with teachers and learners.

There are also summative assessments where teachers will assess pieces of work and use this data. The aim is that these assessments are reliable and valid –each assessment will be discussed by learners and staff and clear, written feedback will be given on what went well, areas for development as well as next steps for how to improve.