

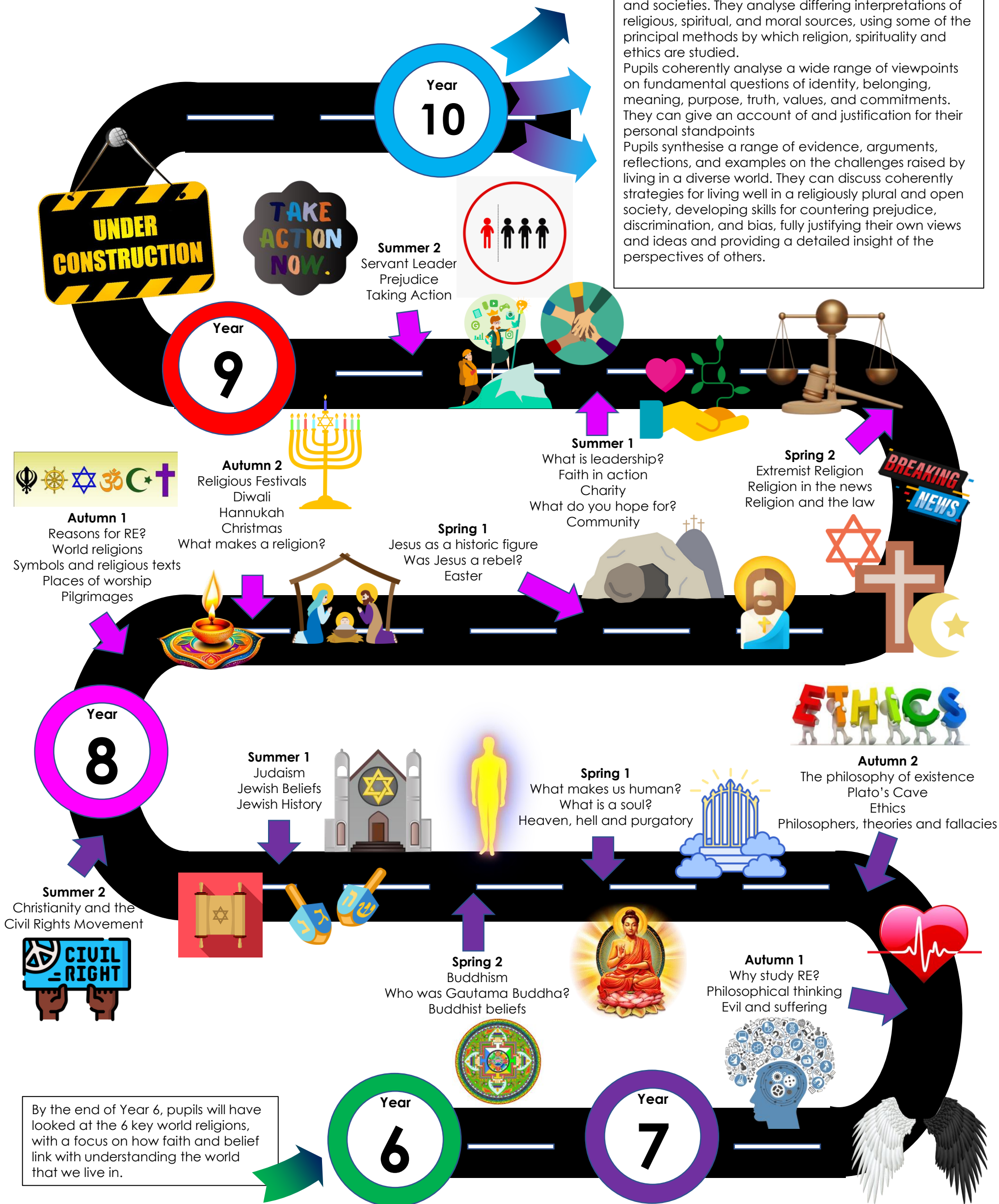


KS 4 RE curriculum intent:

Pupils use sophisticated vocabulary to analyse a range of religions and beliefs. They contextualise expressions of religion with reference to historical, cultural, social, and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual, and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied.

Pupils coherently analyse a wide range of viewpoints on fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments. They can give an account of and justification for their personal standpoints

Pupils synthesise a range of evidence, arguments, reflections, and examples on the challenges raised by living in a diverse world. They can discuss coherently strategies for living well in a religiously plural and open society, developing skills for countering prejudice, discrimination, and bias, fully justifying their own views and ideas and providing a detailed insight of the perspectives of others.



Churnet View's RE Curriculum:

The role of RE in schools is to help prepare and equip all pupils for life and citizenship in today's diverse Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter.

KS3 RE Curriculum Intents:

Pupils use a comprehensive vocabulary to show a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They account for the influence of history and culture on aspects of religious life and practice. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence, and forms of expression.

Pupils identify, and articulate critical responses to, fundamental questions of meaning, purpose and truth and ethical issues. They can express a clear sense of their own identity.

Pupils evaluate the significance of religious and world views for understanding questions of human relationships, belonging, identity, society, values, and commitments appropriate to living well in a diverse world. They identify interfaith opportunities and successes as well as instances of religious prejudice and of discrimination on religious grounds using evidence and examples and in the context of their own experience. They are able to articulate awareness of negative attitudes within themselves and others.