

RPE CURRICULUM INTENT STATEMENT

In RPE at Teign School we believe every student should be given the opportunity to be religiously literate, by exploring what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own worldview and ways of living. We aim to equip all students to think for themselves as they study theological, philosophical and ethical issues. We encourage them to be open-minded to other points of view and to identify and challenge misconceptions and prejudice.

“All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.” (Michael Gove, *A Curriculum Framework For Religious Education in England*)

Alongside the RPE elements, the PSHE programme at Teign School supports pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, by covering PSHE concepts, essential skills and attributes which are developed through different contexts within a spiral curriculum. The 3 main themes which are covered in these lessons are Health and Wellbeing, Relationships and Living in the Wider World.

Definition of the Subject:

“RE gets to the heart of what it means to be a human, to live and to be a part of this amazing, wonderful planet. It provides a framework and a structure to help students unpick the big questions of religious belief and practice, of life and death, of society and culture, of morality and philosophy – all the things that make us human and help us to understand the shared identity of what it means to be human.” (Louise Hutton and Dawn Cox).

Nature of RPE:

RPE makes an enormous contribution to SMSC, developing not just academic skills in students but also self-knowledge, moral courage and empathy. PSHE is also incorporated into the RPE curriculum, enabling students to explore their attitudes, values and worldview, and to develop the skills, language and strategies necessary to manage PSHE issues when or if they encounter them in their lives.

RPE also includes the Citizenship curriculum, investigating how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Student's understanding of Citizenship develops through the knowledge of how a society operates and functions and its underlying values.

Design of RPE:

The RPE curriculum at Teign School is designed to provide students with knowledge and skills to scaffold up from the transition from Primary to Key Stage 3, to the demands of GCSE through to the independence and challenges of Key Stage 5 study. The Devon and Torbay Agreed Syllabus for RE is used as a reference point to ensure that core skills, knowledge, themes and vocabulary are revisited across the Key Stages and embedded.

RPE provides a balance between three disciplines:

- Theology
- Philosophy
- Social Science

These three disciplines are weaved into the curriculum in a balanced way.

Key Stage 3

Pupils study the religious traditions of Christians, Muslims and Sikhs. They are taught the core concepts for each of these religions:

Christianity: God, Creation, The Fall, people of God, Incarnation, Gospel, Salvation, Kingdom of God, Sources of authority (The Bible and different ways of understanding it).

Islam: Tawhid, worship (ibadah) and the mosque, the Five Pillars.

Sikhism: The Gurdwara (emphasis on the langar), The Guru Granth Sahib, The Five K's, The Ten Gurus.

Units are based around a key question approach, where the question opens up the content to be studied. The 3 main disciplines of Theology, Philosophy and Social Sciences are covered within these questions.

Within the PSHE curriculum, the following topics are included:

– **Health & Wellbeing** - Transition to secondary school, Managing change, Puberty, Self-awareness, Coping with stress, How to make healthy choices, Drug misuse, Peer pressure.

– **Living in the Wider World** - Introduction to careers, saving, spending & budgeting, skills for employment, making ethical financial decisions.

– **Relationships** - Managing on and off-line friendships, managing conflict, Diversity, Consent, Contraception, Online safety, Challenging extremism and radicalisation, tackling racism and religious discrimination, Tackling relationship myths and expectations, Healthy relationships, Risks of STIs.

Citizenship elements of the KS3 curriculum include enquiry questions. For example, What does it mean to be British? What makes someone a good or bad citizen? What do I know about how our country is governed?

Key Stage 4 Religious Studies GCSE

At Key Stage 4, students who opt for the GCSE focus on 2 of the religions studied in Key Stage 3: Christianity and Islam. Individual religious beliefs are studied before applying them to different relevant and contemporary themes, promoting awareness of modern world issues.

Key Stage 4 Non-Examined Core Curriculum

All students in KS4 follow the core curriculum and continue to develop the 3 disciplines of Theology, Philosophy and Social Sciences through applying Christian and Muslim beliefs previously studied in KS3 to the theme of 'Religion and Life.' Students then examine philosophical and ethical ideas of whether humans are intrinsically good, culminating in a unit on how Britain reflects the worldviews within it.

Key Stage 4 Citizenship Studies GCSE

At Key Stage 4, students who opt for the Citizenship Studies GCSE build on the Citizenship elements studied in Key Stage 3: Life in modern Britain, Rights and responsibilities and Politics and Participation.

Students gain a deeper knowledge of democracy, government and law and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

They will also gain the ability to recognise bias, critically evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Extension of RPE:

The subject of RPE is intertwined with rich cultural capital: students are given the opportunity to evaluate, reflect on and connect the beliefs and practices studied, allowing them to challenge the ideas studied, and allow the ideas studied to challenge their own thinking; discerning possible connections between these and their own lives and ways of understanding the world.

A visit planned for Year 7 students will provide them with the valuable opportunity to experience different places of worship within the local area.

The subject of RPE offers many opportunities for further study in the fields of Theology, Philosophy, Social Sciences and Politics.

Qualifications in Religious Studies and Citizenship Studies lend themselves to a number of careers including Education, Medicine, civil service, social research, Law and Politics.

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