



Intent

Queen Elizabeth's Church of England School/Academy

You will be secure because there is hope' Job 11:18

Context: 'Religious Education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world'.

Religious Education: realising the potential- Ofsted

As a faith school we are committed to the delivery of high quality RE to all our students, we are driven by our theological roots in Hope and believe that RE should be accessible to all members of our school community. We are more than our results and believe we have developed a programme of study that is rich in opportunities for both individual development and academic progress.

RE is taught to all lower school students. We offer the study of Religious Studies as an option for sixth form students. The school has historically always valued the study of religion and ethics, and continues to recognise the positive impact that religious education has on the holistic development of a person. Through the study and exploration of RE students gain a wider understanding of how religion impacts and influences the lives of those who follow one, and can better understand different cultures and how societies have been shaped by religions. Students can better understand contemporary literature through contextualising them with The Bible, and can develop their literacy and oracy skills when interpreting texts and discussing abstract concepts. Study of religion promotes critical thinking and inquisitiveness within the student and requires the discipline of evaluation, interpretation, analysis and explanation to name a few. These are transferable skills which are useful throughout their life.

Furthermore, students benefit from the opportunity to explore a number of contemporary moral dilemmas and issues that affect them; considering them from a local, national and global perspective. RE provides a safe environment to express and develop their own opinions on these issues, whilst learning to listen, understand and respect approaches and viewpoints that are different to their own. Ethical topics have some overlap with statutory PSHCE requirements and so the two disciplines work together in providing ample opportunity for development of the individual student and their wellbeing.

The main benefits of studying RE for the student is that they develop theological literacy, a sense of morality, spirituality, an awareness of their rights and responsibilities within a local, national and global world. The study of religion provides a context for religious beliefs regarding society, life after death, God, and allows students a safe space to explore sensitive, metaphysical and philosophical questions. The intent of RE is to develop students who have respect, empathy, acceptance of different cultures, ideals and viewpoints. It is to encourage students to be aware of contemporary moral issues and to learn to discuss these in a calm and rational manner.



We aim to develop critical thinkers who engage with their world, are inquisitive and questioning in a respectful manner, and who recognise the strength in differences in people's cultures, attitudes and opinions in a diverse world. We aim to develop individuals who want to work towards developing a cohesive community and who challenge things that are unjust and result in inequalities.

How is this achieved? We pride ourselves on putting students welfare first and this can result in bold curriculum decisions. In October 2024 we reviewed our KS3/4 provision and decided to move away from full GCSE for all students to provision of a non examined core RE curriculum with GCSE RE an option subject.. This was driven by a need to be outward looking, an ethical choice which we believe better provides for the young people in our care.

At a national level Religious Education has moved to adopt a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world.

Non-examined RE: we are committed to ensure that the RE curriculum at QE provides students with the opportunity to engage with the subject at a deeper level and we are excited to be trailing a new non-examined RE course written by Lat Blaylock editor of RE Today. This has been written as part of work in partnership with Wolverhampton SACRE and aimed specifically at 14-16 year old students. It enables high quality RE for all who have not opted for examination studies.

The core aims include:

- to engage students with scholarly approaches to religion and worldviews in ways that may fascinate, stimulate curiosity and open minds in a 6 lesson exploration of secularisation and religiousness in the UK and globally
- to enrich the learning of every pupil in the field of religion and worldviews
- to motivate students in Core RE to tackle tasks in argument, reasoning, creativity, personal self-expression and team work
- to use philosophical, ethical social and theological material to set a wide and deep field of enquiry
- to enable teaching teams including those with other specialisms to prepare and deliver quality RE



The titles of units include:

A. Will religion be growing or dying out in the UK and globally in my lifetime?	Humanism, Buddhism, Islam, Christianity, Baha'i faith.
B. Evil and goodness: is the human race going to hell in a handcart? If so, whose fault? What can be done?	Existentialism, Christianity, Judaism
C. 'Spiritual but not religious' Will this identity continue to grow in the UK?	Non-religious worldviews, responses from Christians and Buddhists
D. Nature / religion: can faith save the earth from boiling seas?	Christians, Muslims, Humanists, Pagans
E. The persistence of faith? Marx, Feuerbach, Darwin and Freud theorised in ways that seem to undermine religion. But it grows and grows. How and why?	Non-religious worldviews, Christianity, Judaism
F. Expressing spirituality through the arts: what's in your inner life?	Students' own worldviews, informed by case studies from Islam, Hindu tradition, Christianity
G. The ethics of money: What do the rich owe to the poor? Is equality a moral end?	Sikhs, Hindus, Christians
H. Pacifism or violence: can the world escape its doom-spirals of conflict?	Christians, Hindus, Muslims, Jewish people
I. Crime and redemption. How could a society enact justice and forgiveness?	Humanists, Christians, Jewish people
J. Holy life? Are the ethics of sanctity of life from different religions of any use to the whole human community?	Muslims, Secularists, Christians

In addition to this, students will be given the opportunity to deepen their understanding of some key Christian concepts and explore the importance of contextual analysis within theology. This will in part be supported by Understanding Christianity.

Assessment will be in a variety of mediums including discussion and art.



GCSE Specification: AQA Religious Studies a specification. This offers the opportunity to study Christianity along with another of the main six world religions of our choosing; we teach Buddhism as our second religion. The specification, as with all of the GCSE specifications, requires the study of Christianity as recognition that we are a Christian country and this enables students to see how our society, culture and laws are linked with this. We have chosen Buddhism as the second religion as it provides a culturally diverse belief system which acts a good contrast to the theology of Christianity. This develops on the education that students receive in KS3 where they study Hinduism and the basics of Buddhism.

The AQA specification has 6 themes of which students are examined on 4. We have chosen: Religion, Relationships and Families, Religion, Peace and Conflict, Religion Crime and Punishment, and Religion and Life. We do not study Religion, Human Rights and Social Justice and The Existence of God and Revelation. We have chosen these themes as we believe they are the most relevant to our students, offer a wider scope of study and exploration of different topical issues.

2024+	AUTUMN	SPRING	SUMMER
Year 10	Theme A: Relationships & Families	Islam Practices	Theme D: Peace & Conflict
Year 11	Theme B: Religion & Life	Christian Practices	Revision

We teach in this order to we the foundations for applying Christian and Buddhist teachings to the Thematic studies. We teach the practices in year 10 and 11 to make use of revision opportunities as we revisit beliefs and teachings to explain why Christian and Muslims carry out certain practices. The themes are taught in this order as the level of maturity required to properly engage with the more complex and sensitive themes i.e. Religion and Life is more suited to Year 11 students. These units explore issues abortion and euthanasia. Religion, Relationships and Families is taught Autumn term 1 as this corresponds with what they are learning in PSHCE and enables a cross curricular approach to parts of the unit i.e. contraception, healthy relationships, marriage and divorce.

We do not restrict student learning to the exam board specification but use this as a framework and develop learning and thinking beyond this.

Core KS5: RE is delivered through daily DACW and also weekly picture news.

A level KS5: students study the OCR religious studies specification philosophy, ethics and Christian developed thought. Moving forward and depending on the cohort this could be interchanged with Buddhsit developed thought.