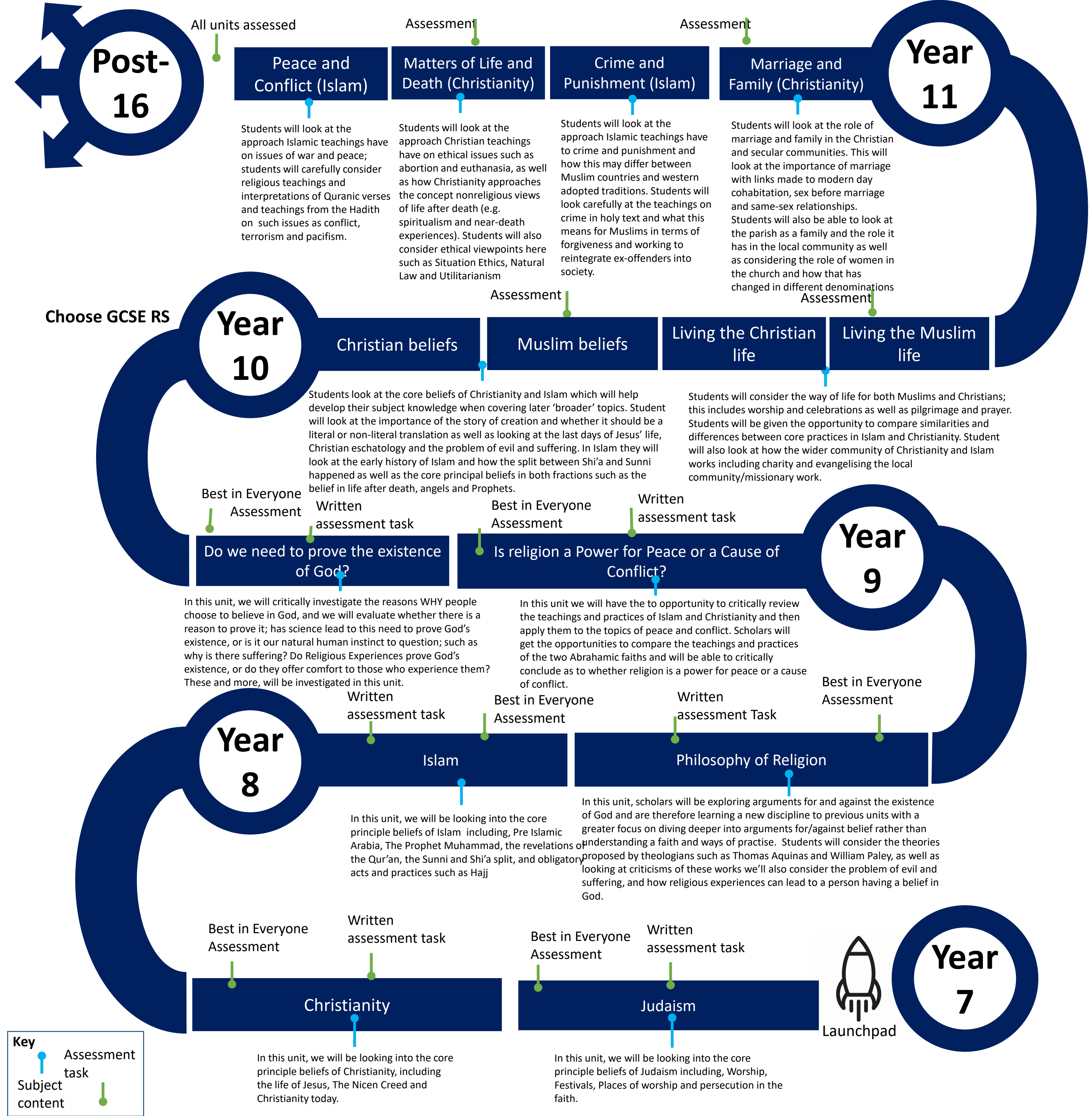

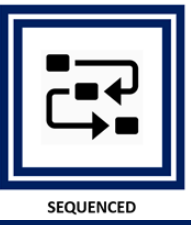






The Religious Studies Curriculum



The Religious Studies Curriculum at Nova is Ambitious, Sequenced Carefully, Principled, Inclusive, Research-informed and Enriching.

<div><div>AMBITIOUS</div></div> <div>At Nova Hreod, the Religious Studies curriculum aims to encourage scholars know and understand a range of religious and non- religious worldviews. this is delivered through a range of enquiry questions which allow students to ask ethical and philosophical questions, from why is their suffering to is there a need to prove God's existence?</div>	<div><div>SEQUENCED</div></div> <div>The Religious Studies curriculum at Nova Hreod follows the UL RE Curriculum which has been carefully and specifically designed to build on students' knowledge as well as their skills required to be good theologians. In Year 7 and beginning of year 8 we start with the fundamental beliefs and practices of the Abrahamic Faiths. We practice writing skills such as 'describe' and 'outline' and 'explain', which then builds to 'explain with evidence' and 'evaluate' in year 8 and 9 through big concept questions.</div>	<div><div>PRINCIPLED</div></div> <div>The topics and questions which we grapple with in the Religious Studies Department are designed to question and critically consider religious and non – religious world view teachings and practices. Our curriculum is designed to encourage critical thinking, allowing scholars to question and develop their own personal opinions. This will allow students to be able to develop their own personal opinions based on knowledge obtained from the curriculum. And in doing so will leave Nova with a more rounded understanding of the world around us.</div>	<div><div>INCLUSIVE</div></div> <div>Successful theologians can critically question and understand others' arguments and construct well-reasoned arguments in response. In order to ensure that all scholars at Nova Hreod can develop these skills, we regularly read a wide range texts as a whole class, and check scholars' understanding before we move on. We also explicitly teach vocabulary which scholars encounter and which they are expected to use in their writing. Before writing, we carefully model pieces of work in order to give scholars structure and criteria to support them.</div>	<div><div>RESEARCH INFORMED</div></div> <div>Current educational research is at the heart of what we do as a Religious Studies department; research into cognitive load and vocabulary acquisition has informed our approach to reading, Doug Lemov's <i>Teach Like a Champion</i> informs our classroom management, and the principles behind data driven instruction define our approach to standardising, moderating, and giving feedback on Common Interim Assessments and other assessment tasks.</div>	<div><div>ENRICHING</div></div> <div>At Nova Hreod, the Religious Studies department endeavours to demonstrate that studying the subject in the classroom is only the beginning of a scholars' journey within Religious Studies. We are also in the process of developing a selection of trips which align topics in each year group, such as trips to Worcestershire Cathedral and Gloucestershire Mosque in Year 10.</div>
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Principles and Purpose of the RS Curriculum

The purpose of the RS curriculum is for students to know and understand a range of religious and non-religious worldviews and be able to critically engage with those views. Students should gain an appreciation for how these worldviews have impacted the world they live in at a local, national and global level. The following principles have informed the planning of the United Learning curriculum in RS:

- **Entitlement:** All scholars have the right to study the core units of the United Learning RS curriculum, which expose students to key religious and non-religious views that have deeply affected the lives of people.
- **Coherence:** The RS curriculum is planned with carefully sequenced lessons and aims to provide a narrative to religious and non-religious views. The RS curriculum considers the disciplines which sit underneath the subject and makes powerful links to English, History and Geography in particular.
- **Mastery:** We ensure that foundational knowledge, skills and concepts are secure before moving on. Scholars revisit prior learning and apply their understanding in new contexts.
- **Adaptability:** The RS curriculum contains core units which all schools are expected to teach, however, we also provide optional units for schools to have flexibility in teaching RS within their local context. Lessons are centrally planned by the Subject Advisor, but schools are expected to adapt these lessons for their local context and the individual classes they teach.
- **Representation:** The RS curriculum is planned with diversity and inclusion in mind. All students should see themselves within the RS curriculum as it covers a great variety of traditions and perspectives. We also explicitly deal with issues of equality within the curriculum.
- **Education with character:** Through exposure to the big ideas of religious and non-religious belief, students have explicit opportunities for spiritual, moral, social and cultural development.