

Religious Education at Sir John Cass aims to:

- Ensure that pupils learn about and from religion and develop knowledge that religion and faith have the capacity to change lives.
- Develop pupils' understanding of scripture and the skills to interpret texts and their meanings through critical engagement.
- Be inclusive so that pupils learn about Christianity, Islam, other faiths, non religious views and celebrate diversity.
- Think theologically exploring questions of life and death, meaning and purpose.
- Reflect critically on the truth claims of Christian belief. They should explore how Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society. A similar approach should be taken to explore other major faiths such as Islam.
- Develop a sense of themselves as significant, unique and precious. It should encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Experience the breadth and variety of the Christian community.
- Engage in thoughtful dialogue with other faiths and traditions. To teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice. Develop this through experiential learning opportunities.
- Become active citizens, serving their neighbour in a diverse community.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe and wonder and mystery.
- *See RE schemes of work for specific skills and attitudes developed in RE*

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Literacy development

Through the development of literacy skills, with a particular focus on oracy and extended writing, pupils are prepared for the academic rigour of university and the workplace.

Community cohesion

RE makes an important contribution to a school’s duty to promote community cohesion. It provides a key context to develop young people’s understanding and appreciation of

diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at the following four levels:

- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

The structure of RE schemes of work

Year 7: Christianity, Islam, Buddhism and Hinduism. Includes thematic reference to all major religions.

Year 8: Christianity, Islam and Sikhism

Year 9: Buddhism, Judaism and Hinduism. Start GCSE RE (Christianity and Islam)

Year 10 and 11: GCSE RE – Christianity and Islam

AS/A Level RE: Christian Ethics and Islam

General RE offered at post 16 through a thematic approach in designated tutorial lessons and timetabled lessons for level 2 pupils.

Teaching, Learning and Assessment

In line with the school's teaching and learning policy, it is expected that all lessons are well planned and outstanding or at least good lessons. Please refer to the school's teaching and learning policy for further details.

Assessment should be carried out regularly in line with the school's assessment policy. This should be monitored by the Head of RE and SLT line manager. Please refer to the school's assessment policy for further details.

AS/A LEVEL KS5

Students study the OCR AS/A level specification. This specification covers a number of options. They study the ETHICS option, and one world religion option which is ISLAM. Students are encouraged to adopt an enquiring, critical and reflective approach to the study of religion and ethics.

At AS level in ETHICS, students will study:

- Ethical theories including Christian, Kantian, Utilitarian
- Applied Ethics topics

At AS level in ISLAM, students will study:

- Background and origins of Islam
- Beliefs and practices

At A2 level, in ETHICS, students will study:

- Meta Ethics
- Free will and determinism including Christian ideas of Predestination
- Conscience including Christian and secular theories
- Virtue Ethics
- Topics such as environment, business and sexual ethics applied to Christian and secular ethical perspectives

At A2 level, in ISLAM, students will study:

- Articles of belief
- Muslim life and Shariah
- Developments in Islam

100% written exam broken down into four papers: AS 50% Islam and 50% Ethics

A2 50% Islam and 50% Ethics