



LAURUS
RYECROFT

**Curriculum and
Assessment in Beliefs and
Values at KS3**

Curriculum Statement: Beliefs and Values

Difference is the essence of humanity. Difference is an accident of birth, and it should therefore never be the source of hatred or conflict. Therein lies a most fundamental principle of peace: respect for diversity.

John Hume

Powerful Knowledge in Beliefs and Values

- An awareness that a knowledge of religion and culture are fundamental to a well-informed understanding of the past, present and future. Students gain the knowledge that religion, belief and culture are dominant human phenomenon.
- Inspiring students to look beyond their own sphere of influence in order to open minds, reduce prejudiced views and limit narrow-minded behaviours.
- Mindfulness of the reasoning behind individual choice. Knowing the deep-rooted reasons why people act in certain ways in particular situations.
- Preparation for life in modern Britain via an enhanced tolerance and respect for the beliefs and values of others. Pride in one's own sense of self and a genuine broadmindedness and appreciation of others despite known differences.

Curriculum features

Beliefs and Values within the Laurus Trust fundamentally aims to open minds to diversity and improve tolerance and respect in a multi-faceted society. Our curriculum is first and foremost rooted in academically rigorous religious, philosophical, ethical and textual studies whilst also building in opportunities for students to learn key life lessons through an exploration of PSHE. We challenge students to think about topics of metaphysical investigation. Our sequences of learning experiences are intended to develop students' both culturally as well as academically. Our curriculum reflects the very real nature of society as it stands today and this means that we have to expose students to often controversial topics.

Our curriculum seeks to break down barriers of intolerance and positively challenge stereotypes which students may well be presented with both in the media and at home. Our curriculum takes into consideration that whilst we are unashamedly academic, we also want our students to be unashamedly kind, respectful, tolerant and accepting of diversity. We want students to leave school with more than knowledge; we want them to be open-minded and progressive in their thinking.

Co Curriculum enrichment

The Beliefs and Values curriculum is supplemented by whole year group curriculum days. We have effective sessions which explore: Bullying, Self-Esteem, Abuse, Addiction, Mental Health, Sex and Relationships and LGBT awareness. Enrichment also takes the form of extended form time activities, Philosophy Club, House Competitions and National Competitions.

We aim to provide opportunities to learn about and participate in the religious festivals celebrated by the students and staff at our school. Furthermore, we welcome visitors from the 6 major world religions into school to engage in a 'contact curriculum' which in essence this means that students are given the opportunity to engage with diversity in 'real life' rather than only learning about it within the margins of the classroom.

Students are encouraged to attend additional support sessions at every point of their school journey and for those who are especially passionate about the subject we fully encourage participation as a subject ambassador. Students take responsibility for an annual Inter-Faith Week and a Pride in You Week.

Beliefs and Values Curriculum at KS3 – An Overview

Beliefs and Values at Laurus Ryecroft brings together Religious Studies, Philosophy, Ethics, Citizenship and PSHE. We aim to explore philosophical, religious and ethical issues in modern day society. We also aim to investigate religions, communities and cultures locally, nationally and internationally. We intend for our students to recognise and appreciate diversity and develop an understanding of, respect for and tolerance towards others. In Beliefs and Values students will learn about themselves, what it means to be a global citizen, the importance of British Values, religious and secular beliefs as well as Philosophical and Ethical theories. The main goal of Beliefs and Values is to reduce stereotyping, prejudice and racism whilst allowing students to cultivate a sense of wellbeing and confidence in their own beliefs and values.

In **Year 7** students intertwine between a study of Christianity, with an initial focus on the Life of Jesus, as well as PSHE style topics including mental health, relationships and 21st century contemporary issues. Students will continue the year with the study of Judaism: God and The Patriarchs.

Upon entering **Year 8** students study the religion of Islam followed by the religion of Buddhism. Students end the year by looking at Personal finance as a PSHE topic where they will engage with Barclays Life Skills lessons to prepare them for managing money outside of school.

In **Year 9** students study Philosophy and Ethics looking at deep philosophical questions and controversial ethical issues. Students end the year with two PSHE units of work: Mental Health and Sex and Relationship Education. At the end of Year 9 students have the choice of whether they would like to continue with their studies at GCSE and are able to choose GCSE RS and Philosophy as an option subject.

KASH Reporting Criteria in Beliefs and Values: Knowledge and Skills at KS3

Year 7:

Students will develop their **KNOWLEDGE** of:

- the significance of God and the patriarchs in Judaism
- an awareness of varying cultural images of Jesus
- historical accounts of Jesus' birth, death and resurrection
- the role and significance of Christian and Jewish scripture
- an exploration of body confidence and the importance of exercise and a healthy lifestyle

Students will develop their **SKILLS** in:

- posing and suggesting answers to questions of belonging, identity, meaning, purpose, truth and commitment relating these to their own lives and other's lives
- explaining what inspires and influences them, expressing their own and other's views of the challenges of belonging to religion
- connecting religious ideas and practices
- articulating their own personal responses to ultimate questions
- taking a proactive part in decision making activities with your peers
- respecting the views of others

KASH Reporting Criteria in Beliefs and Values: Knowledge and Skills at KS3

Year 8:

Students will develop their **KNOWLEDGE** of:

- the significance of the five pillars of Islam
- challenging Islamophobia
- Christian beliefs about god, the bible, life after death and the sanctity of life.
- Christian faith in action
- challenging racism, prejudice and discrimination
- key Buddhist beliefs

Students will develop their **SKILLS** in:

- Analysis of religious texts
- Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues
- Evaluate your own and other's views on ultimate questions
- Consider the challenges of belonging to religion in the modern world, focusing on values and commitments
- Evaluate the significance of religious and other views for understanding abstract concepts
- Use a range of sources to find out about topical and controversial issues.
- Make informed contributions to a debate
- Respecting the views of others and explore a range of opinions to draw your own conclusions

KASH Reporting Criteria in Beliefs and Values: Knowledge and Skills at KS3

Year 9:

Students will develop their **KNOWLEDGE** of:

- secular world views- atheism and humanism. explorations of arguments against god's existence. the philosophical problem of evil and suffering.
- ultimate philosophical questions such as 'why is there something rather than nothing?' and 'why do evil and suffering exist?'
- sacred texts
- philosophical literacy
- sex and relationships
- mental health

Students will develop their **SKILLS** in:

- using comprehensive religious, ethical and philosophical language to analyse a range of religions and beliefs
- contextualising interpretations of religion with reference to historical, cultural, social and philosophical ideas
- critically evaluating the impact of beliefs and values
- coherently analysing differing interpretations of religious, spiritual and moral sources, using some of the principle methods by which religion and belief is studied
- appraising different understandings of religion and belief
- interpreting and evaluating varied forms of expression
- synthesising a range of evidence, arguments, reflections and examples, fully justifying their own views and providing detailed evaluations
- giving independent, well informed and highly reasoned insights in the beliefs and values of others
- providing well-substantiated and balanced conclusions
- debating challenging questions

Foundation Stages in Beliefs and Values – Assessment Criteria at KS3

	Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
BFS	<ul style="list-style-type: none"> Analyse arguments clearly, justifying perspectives Refer to and unpick the context and meaning of scripture 	<ul style="list-style-type: none"> Synthesise research using different disciplines Appraise various dimensions of religion 	<ul style="list-style-type: none"> Use varied methods of study to research ultimate questions
FS5	<ul style="list-style-type: none"> Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life Examine responses to ultimate questions Express a well-supported personal viewpoint, showing appreciation of differing views 	<ul style="list-style-type: none"> Explain ideas creatively and coherently, using the main methods of religious study Appreciate various dimensions of religion Express personal reflections with expertise 	<ul style="list-style-type: none"> Evaluate questions and arguments personally and critically Explain the significance of beliefs on the life on the believer
FS4	<ul style="list-style-type: none"> Appraise different understandings of religion and worldviews Explain the impact of beliefs on individuals and communities 	<ul style="list-style-type: none"> Express insights into questions, giving coherent accounts of beliefs and ideas Respond critically to questions 	<ul style="list-style-type: none"> Enquire into and interpret ideas, sources and arguments Articulate beliefs, values and commitments clearly
FS3	<ul style="list-style-type: none"> Explain the impact of and connections between ideas and practices, linking different viewpoints Appreciate different understandings of religion and worldviews 	<ul style="list-style-type: none"> Explain diverse ideas and viewpoints clearly in various forms Explain your own opinion in a mature and meaningful way 	<ul style="list-style-type: none"> Investigate and explain why religions and worldviews matter
FS2	<ul style="list-style-type: none"> Describe religions and worldviews Connect ideas 	<ul style="list-style-type: none"> Describe your opinion giving relevant reasons Give thoughtful responses using different forms of expression 	<ul style="list-style-type: none"> Apply ideas about religions and worldviews thoughtfully Respond creatively to key concepts
FS1	<ul style="list-style-type: none"> Describe stories and artefacts, suggesting meanings for sources of wisdom, festivals and worship Discuss ideas and express an opinion 	<ul style="list-style-type: none"> Ask questions and give opinions about religions, beliefs and ideas 	<ul style="list-style-type: none"> Consider and discuss questions, ideas and various points of view Collect, use and respond to ideas
PFS	<ul style="list-style-type: none"> Recall, name and talk about materials of religious and non-religious significance 	<ul style="list-style-type: none"> Observe, notice and recognise religious and non-religious materials 	<ul style="list-style-type: none"> Notice and find out about religions and worldviews



LAURUS
RYECROFT

Attitudes and Habits

At Laurus Ryecroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations