



**Millthorpe  
School**

**“Whether one believes in a religion or not, and whether one believes in rebirth or not, there isn’t anyone who doesn’t appreciate kindness and compassion.”**

Dalai Lama

# RELIGIOUS EDUCATION

## KS3 SUBJECTS ON A PAGE

### OUR AIMS AND INTENTIONS

It is our aim to enable students to embrace diversity and to learn about, and from, other people’s perspectives. We aim to provide students with knowledge that will help them navigate an increasingly multicultural and diverse world. We teach them how they can disagree with others whilst being respectful of the views that people hold.

### CURRICULUM KNOWLEDGE

- To develop pupils holistically, as respectful and responsible individuals within society.
- To explore issues such as anti-Semitism and Islamophobia, equality and the challenges that face religious believers in modern day society.
- To ask pupils deep, and often searching, questions about their own faiths and beliefs.
- To explore a range of faiths, ensuring that pupils are provided with a breadth of knowledge, reflecting the multi faith society within which they live.

### SUBJECT SPECIFIC SKILLS

Pupils are taught to describe, explain and offer their opinions on different topics before learning to provide evidence and examples to support their views. We teach them how to navigate and use sacred writings as sources of information, and how to include elements of critical analysis in their work. Our units ensure students can make connections and apply their knowledge.

### IMPLEMENTATION

- We follow the curriculum provided by City of York Council in the locally agreed syllabus, which we regularly review.
- Lesson by lesson resources are Quality Assured and shared on the M drive.
- Re-call of knowledge is supported via the interleaving of topics through starter tasks, homeworks and end of unit assessments.
- Formal feedback is given at least once per term and identifies strengths and areas for development and includes a comment on progress after each KAP.

### RE IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

RESPECTFUL	RESPONSIBLE	READY
<ul style="list-style-type: none"> <li>■ Participate positively in discussions to respectfully hear the views of others.</li> <li>■ Tackle discrimination, racism, sexism.</li> <li>■ Understand family life – differences, the awareness of similarities across communities, broader SMSC education.</li> </ul>	<ul style="list-style-type: none"> <li>■ Aiming high in RE ATL</li> <li>■ Aspiring to the ‘gold/thinking harder challenges’ in lessons</li> <li>■ Engaging positively with assessments to identify next steps.</li> <li>■ Using R for reflection time for personal improvement.</li> </ul>	<ul style="list-style-type: none"> <li>■ Appreciation of people from other cultures and ways of life</li> <li>■ Exploring ways in which people from other backgrounds and cultures have contributed to British society.</li> <li>■ Exploring similarities and common ground between pupils and people of faith (SMSC)</li> <li>■ Promoting British values of respect and tolerance (SMSC)</li> </ul>

### INTENDED IMPACT

- Pupils have a breadth of knowledge that will prepare them for the diverse range of cultures and individuals that they may encounter throughout their lives.
- Pupils will become empathetic, with misconceptions and stereotypes about different faiths eradicated (for example through the exploration of anti-Semitism and Islamophobia).
- Pupils will also be aware that there are different opinions on various ethical issues, but will nonetheless be able to confidently articulate their own justified opinions on them.
- Responses to formal feedback via ‘R for reflection’ activities will become more considered.