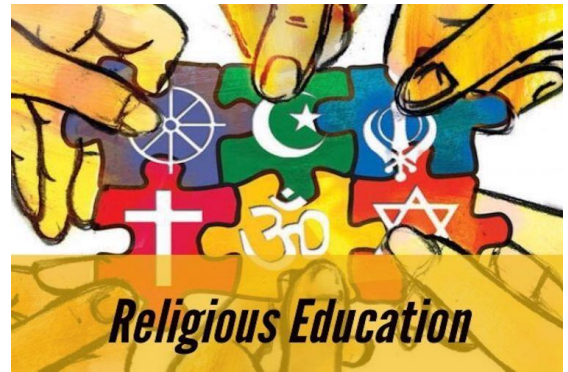


RE Curriculum Statement

INTENT

- Religious Education at Samuel Cody School is part of a broad and balanced curriculum enriched with opportunities to experience the local community and the wider world.
- RE aims to support all students in developing their own coherent patterns of values and principles and to support their spiritual, moral, social and cultural development.
- It contributes to the whole school aim of preparation for the opportunities, responsibilities and experiences of adult life.



IMPLEMENTATION

- All students have one lesson of Religious Education per week, in accordance with guidelines set out in the Hampshire Agreed Syllabus, Living Difference IV. The aim is to help students to develop a reflective approach to life and enrich this through a study of living faiths, whilst acknowledging that the main religious traditions in Great Britain are Christian. The department offers students the opportunity to visit local places of worship and to interact with the local community.
- The department aims to give all students equality of opportunity, whatever their ability. This involves setting suitable learning challenges for all students, responding to the diverse needs of the students and overcoming potential barriers to learning and assessment for individuals and groups of students.
- Religious Education promotes the idea of the subject being accessible to all students regardless of race, colour or creed. RE is able to provide students with an opportunity to explore issues of equality, including discrimination, gender, prejudice, and stereotyping.

IMPACT

Students' progress is assessed against a set of end of year criteria as outlined in the Living Difference IV for learning about religion and learning from religion.

At KS4 students work towards gaining AQA Unit Awards linked to the topics outlined on the long-term-plan.

Through Religious Education:

- students at Samuel Cody develop a knowledge of the practices and beliefs of the world's major religions as well as secular beliefs.
- they are encouraged to develop their own values and principles, through their spiritual, moral, social and cultural development.
- students have opportunities to develop an understanding of their own and others' culture. They are given opportunities to widen their life experiences and learning outside of the classroom.
- opportunities are given for students to consider the 'big questions' in life and to evaluate the beliefs of others in a safe and secure environment.