

Ethics/RS

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

	Leadership	Self-awareness	Resilience	Independence
<p>Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence.</p>	<p>Year 10 GCSE students to be RE representatives to support younger students. A PT student will take responsibility for maintaining displays in the classrooms to promote RS. Encourage leadership roles that have already been undertaken.</p>	<p>Students have a comprehensive SRE education that promotes personal wellbeing and responsibility to personal sexual health. The department also engages students in raising awareness about mental health and key strategies that can be used to protect, enhance, and enable positive mental health. Students are taught how to be a part of the wider community and to consider their own role as an individual in wider</p>	<p>Promotion of inspiring people and how they have overcome challenges to move forward in a positive and proactive manner in their lives. The Odd one Out with Jesy Nelson – which had a very positive message about how she has overcome cyberbullying. We instil in students that although life has many challenges, they can overcome them. We regularly signpost students, so they are able to obtain advice and guidance from either within the school or</p>	<p>Students are encouraged to research using appropriate sources to enhance and engage their knowledge of the subject. Students are given support in order to achieve their full potential but are also encouraged to complete work with less assistance as they build their skills. There is the opportunity for personal reflection on progress, work, and skill. Students are also encouraged to consider their own targets and aims so as to increase</p>

		society and the global community.	suitable outside organisations.	accountability for their own learning.	
Recognising diversity and encouraging empowerment strengthens our community .	Diversity		Empowerment		Community
	<p>Our curriculum is rich and incredibly diverse due to the plethora of religions from around the world that we teach students about. Students by the end of Year 9 have experienced learning about most of the world religions and, as to be inclusive, have the opportunity to explore Humanist and atheist views.</p> <p>In addition to this, students are taught through PSHE and some aspects of Global Citizenship to have a greater understanding of the life experiences of people in other parts of the world.</p> <p>We enhance student understanding of British Values and how tolerance, democracy and the rule of law are at the heart of these issues, further examining the contributions made by various of minority groups to the UK and wider world.</p>		<p>We empower students by giving positive and constructive feedback in order to enable them to successfully progress academically as well as an individual. We sign post students to appropriate support and services as required by them. Furthermore, we focus on the positive qualities, skills, and talents that each individual student has.</p>		<p>Students are taught from Year 7 how and why their contribution to their wider community is important. Students are encouraged to explore their own identity through the PSHE element of the subject and consider their own sense of belonging. Furthermore, students are taught about how religious identity can unite communities together and promote positive values that embrace kindness, understanding and empathy for fellow humans. As a department, we are working towards cultural capital to enable students not only to experience external learning but also to enhance the school community for students less able to attend extracurricular events.</p>

Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers .	Enrichment	Confident	Inquisitive	Creative	Critical thinkers
	As department we are incorporating cultural capital and organise guest speakers to attend school as well as giving students the opportunity to organise and run a faith night. Students are enriched in lessons through the discussion-based nature of the subjects that challenge their world views. This enables them to develop their own thought processes, opinions, and ideas.	Through our lessons we introduce the topics with care and sensitivity, making it very clear that the students are in a safe space to discuss, ask questions and consider the ethics of the topic. We use strategies to build students confidence such as, ask it basket, low stakes quizzes, example answers, clear assessment feedback and assessment lessons. Additionally, we encourage paired work, presentations, and group work as appropriate.	As department we cater for all students with different needs and abilities. We try to 'hook' students and engage pupils using a variety of tools such as Kahoot, paired work, videos, role play etc. Students are encouraged to research and strengthen their own knowledge and understanding of the topics to promote an inquisitive nature.	Students are given the opportunity to use artistic expression as part of their learning through drop down days (in which they built different places of worship). Students have been given the opportunity to write stories, role play, writing poems and drawing.	As a department we use targeted and effective questioning to probe students current and prior knowledge. In for students to attain the high-level thinking requirements, we engage pupil data and blooms taxonomy in order to successfully enable students to deepen their knowledge and understanding of the subject.

