

Key Stage 3&4 Religious Studies (RS) Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the RS curriculum is taught following the Royal Borough of Kensington and Chelsea's Agreed Syllabus for Religious Education – Living Difference III. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in RS to the level and pace specific to each learner. For all areas of the RS curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- The opportunity to study a broad religious curriculum
- To support pupils to understand the application of religious traditions, beliefs and practices from different perspectives
- To inspire pupil's curiosity and acceptance of difference
- To help pupils to gain the skills to debate, question and discuss in a respectful, mindful and inquisitive manner
- To provide the opportunity to pupils to experience a wide range of religious traditions, artefacts, beliefs and places of worship.
- To help pupils understand the role of religion or one informed by non-religion in the way one may live their life
- To explore the beliefs, teachings and practices of Christianity, Islam, Sikhi, Hindu Dharma, Judaism and Buddhism.
- To explore alternative belief systems such as Humanism and to apply these in the context of philosophy and ethic debates
- At Key Stage 4, to provide the full EDUQAS WJEC Religious Studies Route A course, Component 1: Philosophy and Ethics – Theme 1 Issues of Relationships, Theme 2 Issues of Life and Death, Theme 3 Issues of Good and Evil and Theme 4 Issues of Human Rights, Component 2: Christianity and Component 3 Islam.
- To foster a culture of appreciation

Implementation

- The RS curriculum is planned based on the Local Syllabus
- Delivery of the RS curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Where possible prior learning is considered and opportunities for revision of facts and religious understanding are built into lessons.
- The introduction and revision of key vocabulary is built into each lesson.
- The opportunity to visit a wide range of places of worship where possible
- The RS curriculum will build upon religious festivals and use these as opportunities to explore a wider range of belief systems
- Constructive debate to allow for understanding of different perspectives and to develop evaluation skills will be built in from Year 9.

Impact

- Pupils are engaged, curious and respectful in RS lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can describe and explain key beliefs, teachings and practices
- Pupils are analytical in their thinking, making informed and balanced judgements based on their knowledge of religious perspectives
- Pupils are tolerant and respectful of religious difference and can use this in social interactions with individuals from a variety of religious backgrounds.
- At KS4 pupils are able to describe, explain and evaluate different religious perspectives and apply these to a variety of philosophy and ethic topics

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In RS we strive to include information related to the religious background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In RS, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis. Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).