 Our Curriculum: Religious Studies

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| **Our Intent** |
| Through our curriculum, Eskdale School’s PTE Department aspires to:   * develop a deep love of Religious Studies and learning * explore a range of different beliefs and traditions that affect people all over the world * develop a tolerance and acceptance of different beliefs and cultures * become independent learners, critical readers and thinkers |
| **Our Implementation** |
| In order to realise our vision, our curriculum will provide students with the opportunities to:   * experience engaging and challenging lessons focusing on the development of transferable skills * study a range of topics that appeal to a wide range of interests and impact on the world in which they live * work alongside staff committed to ensuring they acquire the knowledge, understanding and skills that see them fulfil their potential in Religious Studies and help raise their aspirations * analyse religious beliefs and scripture * identify key beliefs and practices; develop the skills to be able to support these with specific scripture * develop their enthusiasm and passion for Religious Studies, deepening their learning as they progress through school and beyond * work independently to acquire and secure specific knowledge and supporting detail * debate with confidence their own ideas and opinions, taking account of differing points of view and beliefs * develop their recall skills so that their knowledge increases over time and they become confident in their knowledge base and their ability to apply this in their own work |
| **The Impact** |
| The impact of our curriculum will be evidenced in:   * our students’ enthusiasm for the subject which is displayed both in and out of the classroom * our students’ work and their progress as evidenced in their books * the increased number of students taking Religious Studies in KS4 and KS5, and beyond; the progress and attainment of students in external exams   Above all, our students are aware that British society and the global world in which they live is diverse; respect should be given to all. |