



Head of Department Welcome

Thank you for your interest in Glebelands school and the Religious Education department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

Currently there are 4 members of the department, myself and 3 non specialists, who teach RE at Key Stage 3 and Key Stage 4. As a team, we are friendly and hard working and meet regularly to discuss student progress, curriculum content and share good practice.

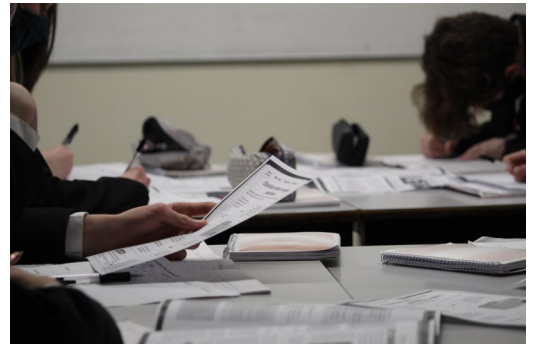
We aim to put student development and progress at the heart of our planning and strive to create RE lessons that are engaging, current and relevant to students. Students enjoy RE as it gives them the opportunity to reflect, compare, debate ideas from a variety of perspectives, including religion, philosophy ethics and life.

The Department is well resourced and organised. With easy to follow resources on the shared drive and a range of appropriate text books, and guides. As a new member of the team, you will be well supported and encouraged to contribute your ideas and skills thus facilitating growth and further progress in RE.

This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

Mrs Pamla Sunger

Head of Department



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Religious Education Department Vision Statement

As a core subject (at Key Stages 3 and 4, students also have the opportunity to pick RE as a GCSE option) at Glebelands School RE seeks to promote inclusivity by offering a broad and balanced approach to worldviews and critical philosophical thinking. Students will learn to weight up the value of wisdom from a variety of sources and develop an aptitude for dialogue so that they can participate positively in school and the wider community.

The RE curriculum is designed and taught in a fashion that appeals to a variety of learners and learning styles to provoke a curiosity and love of the subject. It is also ambitious and aspirational - having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. This is achieved through peer and class discussions and by referencing/responding to real life examples and scenarios. From this students are able to develop opinions, offer reasons and evaluate strengths and weaknesses in the opinions of others. For example, should we care for the planet (the Greta Thunberg factor)? What happens when we die (exploring reincarnation case studies)?

Alongside the subject's contribution to pupils' mental cognitive and linguistic development, RE at Glebelands offers the opportunity to promote pupils' spiritual, moral, social and cultural development as well. By provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Students will learn to articulate their personal beliefs, ideas values and experiences while respecting the right of others to differ.

It is our purpose in teaching RE to ensure students leave Glebelands being able to:

- Develop students' ability to investigate and evaluate religious and world views in a local, national and global context. They will learn to explore and evaluate different answers to these questions and try to offer solutions to help solve problems.
- Encourage students to promote values that support community cohesion by developing a sensitivity and empathy towards multi-cultural communities
- Provide students with an excellent standard of education in RE that meets the expectations and criteria of local (SACRE) and National Bodies (NATRE)
- Have the confidence and enthusiasm to be able to ask questions of the world around them, developing their independence of thought which has resulted from an engaging and thought provoking curriculum.
- Develop an understanding of key words, phrases and vocabulary associated with RE, thereby promoting good community relations
- Extend learning opportunities beyond "classroom learning" through the invitation of external speakers, and extracurricular participation in events organized by the local religious groups.
- Provide a platform of skills, knowledge and confidence that will enable students to study RE and Philosophy at higher levels.



About the Religious Education Department

The RE Department is currently made up 4 members.

Department Staff

- Mrs P Sunger (Head of RE)
- Mr S Jones (History, PE and RE teacher)
- Mr R Bryant (History, RE and L4L teacher)
- Mrs H. Hanson (History and RE Teacher)

Facilities

Each Classroom has an Interactive Smart Board, Projector, Visualiser, DVD access, audio speaker points at the front of the room and drywipe teaching white board.

Curriculum Provision

Key Stage 3:

In Year 7, 8 and 9 students have 2, 50 minute lessons every fortnight.

Key Stage 4:

RE is both a Core and GCSE Option subject.

In Core RE , years 10 and 11 students are timetabled for one 50 minute lesson every fortnight. In GCSE RE years 10 and 11 students Mr S Jones are timetabled for three 50 minute lessons every week.





Religious Education Key Stage 3 Curriculum

We offer a broad and balanced provision at KS3: Students are taught in mixed ability groups and the average size of a class is between 26 –28.

We approach RE from the point of thematic approach offering Religion as a solution to modern day problems.

In Year 7 we start with an introductory unit entitled Worldviews which explores the main strands in RE (Philosophy Ethics, Theology and Social Science) and explains what RE is about in KS3 at Glebelands. There is a short baseline assessment (mid topic) based on prior values, beliefs and perceptions and an assessment at the end of the unit. We then move onto the Nature of Religion and key characteristics common to all religions. Following this we focus on Christianity—beliefs and practices and the role of Jesus in shaping faith. We then move onto the Hindu idea of reincarnation as an explanation for what happens when we die. Finally, we ask ourselves the question Is this world sacred and should we look after it?

In Year 8 The first philosophy and ethics unit explores What does it mean to be good and do role models help? We look at a variety philosophers and role models that we could classify as “good” applying absolute and relative criteria. We then move onto the study of Equality in Sikhism, and then onto how can Humans know Allah?

Finally students will reflect on whether violence is ever justified and apply these to real life examples of conflicts around the world; examining root causes.

In Year 9 we study the problem of evil and suffering, from a religious and non religious perspective. Then we explore whether there is right way to live—comparing orthodox and literal interpretations we will try to establish common societal rules and norms which govern out behaviour and examine their justification and purpose. In the topic of Religion and the Media we will look at how our views are shaped by others—stereotypes attached to certain religions. Finally we will look at why some decisions are hard to make explore the problems that this raises.



Curriculum Map

Year 7

Content How and why do we have Worldviews?
What Does It Mean to be Part of Religion?
Who was Jesus and why is he important to Christians?
Sacred Earth – should we look after the earth?

Year 8 Content:

What does it mean to be good and
how can role models help?
Why is equality important in Sikhism?
Can Humans know Allah?
Is Violence Ever Justified?

Y9 Content:

The Problem of Suffering
Is there a right way to live?
Religion in the Media
Religion and Sport
Why are some decisions difficult to make?



Religious Education Key Stage 4 Curriculum

Core RE: is based on the AQA GCSE short course, Specification B

GCSE RE: we follow AQA Specification A full course. This involves the study of Christianity and Islam in paper 1. And 4 out of 6 themes in paper 2. Students get to choose the themes of greatest interest as a class

The RE Department produces strong results each year with the majority of students achieving or exceeding their predicted grade.

Y10 content:

Paper 1: The study of religions: beliefs teachings (Christianity & Islam)

Paper 2: Theme A - Relationships and family; Theme B - Religion and life

Y11 content:

Paper 1: The practices of religion: (Christianity & Islam)

Paper 2: Theme E - Religion, crime and punishment; Theme F - human rights and social justice

CORE RE Y10

Philosophy

Is Science compatible with religion? – In search of theory/evidence/truths

Origins of the World versus Creation Theories versus Big Bang

TERM 2 Human Rights and Social Justice

Role UN and the Universal Declaration

Human Rights and violations – and religious responses

Global Inequality – gender, race and disability, wealth and poverty and religious re-

Y11 RE CORE

TERM 1 Philosophy – What happens when we die

What is the meaning of life?

Introduction to Alternative views

Evaluating Reincarnation stories

Heaven and Hell

TERM 2: Mysteries and Miracles

Project based student research to be peer presented and assessed. Students will select a mysterious event and explore its

origins/ causes and consequences

TERM 3: Community Cohesion

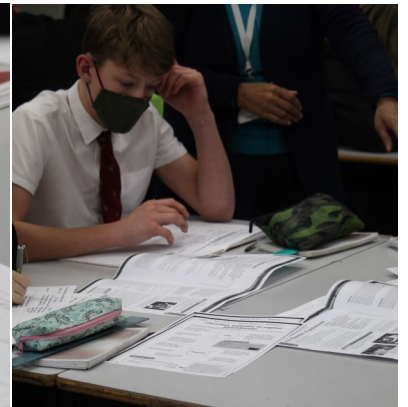
Is GB a Multi Faith/ Cultural society?

Celebrating faith and diversity

Religion and discrimination



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What our students said when asked to finish the sentence 'I like Religious Education because....'

"You get to learn about different religions."

"There is lots opportunity for discussion"

"You get to know what is offensive and grow spiritually as a person"

"The lessons are well planned and interesting"

"You can have discussions and share your opinions"

"I can reflect on ideas different to my own"

"Its interesting, learning about other people's religions"

"You can have your opinion and share it with others"

"So that I can understand what life is like in other countries and religions"



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