

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Curriculum Intent

Primary: At Kettering Buccleuch Academy, the curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude to fulfil every child's potential. Every child will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity. Our children will develop a strong sense of moral purpose in addition to a respect for and understanding of people and the world around them.

Primary-KS3

- For students to acquire and develop knowledge and understanding of Christianity, other major religions and world views found in the UK.
- For students to have an understanding of the influence that beliefs, values and traditions have on individuals, communities and societies.
- To develop an attitude of respect towards those with different beliefs to themselves.
- For students to develop transferable skills such as communication, collaboration, empathy and logical, independent thinking.
- To acquire and develop the ability to make informed and reasoned judgements about religious and moral issues, with reference to a range of religious traditions.

KS4-KS5

- To challenge students with questions about belief, values, meaning, purpose and truth in order to develop students' analytical, logical and critical thinking skills.
- To foster an ability to work with abstract ideas, encourage leadership, communication and research skills.
- To enable students to develop their own attitudes towards religion and contemporary ethical issues.

1. How do you ensure consistent delivery of the subject across all key stages?

- Dedicated weekly timetabled lessons at all Key Stages across the Academy
- Centrally planned lessons and resources for each Key Stage ensuring all groups access the same content and activities (tailored by individual teachers to suit the needs of their students)
- Rosenshine principles incorporated into planning and delivery
- Teaching and Learning Reviews (lesson dips, book sampling and student voice) are used to monitor consistency across groups and Key Stages
- Department meetings: SoL checked and updated based on department discussions/feedback and T&L reviews

2. How does the curriculum cater for disadvantages, SEND and other minority group students?

- All students have access to the same curriculum – students have access to differentiated learning tasks (secondary – Key tasks for lower attainers, Aspire tasks for higher attainer)
- Differentiation (by resource, task, outcome as appropriate) to provide accessibility, appropriate levels of challenge and achievement for all
- We produce strategic plans per class to target and plan for individual needs of the student
- Scaffolding and modelling to support thought and writing processes
- Wide range of resources and materials used to engage, motivate and allow access to the curriculum
- Draw upon life experiences and current affairs to enable students to see the relevance of the curriculum to them and their lives

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- Use of knowledge organisers to enable pre-learning (where appropriate), revision and preparation for quizzes and assessments
- Schemes of Learning are sequenced to enable students to acquire, build upon and apply prior knowledge

- Prior knowledge/knowledge organiser quizzes throughout schemes of learning
- 'Test in/Test out' for each unit at Primary
- Whole school assessment periods (mid term/end of year testing) and end of unit assessment at KS3
- GCSE/A Level – interleaving - weeks revisiting previous modules

PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Christianity and religious beliefs represented in the class, school and local community					
1	The Christian Family	Celebrations	The Family in Islam	What makes a place special?	Books and stories	Questions about God
2	Harvest and Thanksgiving Introduce other religions	Christmas	Books and stories	Who is Jesus?	Places of worship	Special Times
3	The Hindu Community	How is Christmas celebrated around the world?	Family life and who are Jews?	How do people pray?	How can we make a difference in our world today?	Sacred Writing
4	Sikhs in Britain	Different places of Christian worship.	Commitment and Belonging	Is Easter the festival of new life or sacrifice?	Good and Evil	Peace
5	Words of wisdom	Whose world is it?	Art and Music in religion	The Easter Story	What does it mean to be a person of faith today?	What is Islam?
6	Stories of Faith Gospels	What does it mean to be a Christian?	What is Buddhism?		What happens when we die?	People of Faith, courage and commitment

KEY STAGE 3

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<ul style="list-style-type: none"> • What is belief? • Basic Beliefs – introduction to major world religions (Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism) • Judaism 	<ul style="list-style-type: none"> • Judaism • Christianity • Belief in Action
	Mid-Year Assessment Basic beliefs & Judaism	End of Year Assessment Judaism & Christianity
8	<ul style="list-style-type: none"> • Religious Festivals: What brings our community together? • Hinduism 	<ul style="list-style-type: none"> • Ultimate Questions • Human rights & social justice
	Mid-Year Assessment Religious Festivals & Hinduism	End of Year Assessment Religious Festivals, Hinduism, Ultimate Questions, Human rights & social justice
9	<ul style="list-style-type: none"> • Creation: Science vs. Religion • The Environment and Animal Rights 	<ul style="list-style-type: none"> • Judaism • Evil and Suffering, inc. Jewish responses to the Shoah • From Easter: GCSE Short Course: Relationships and Families
	Mid-Year Assessment Creation & the Environment	End of Year Assessment Religious Festivals, Hinduism, Creation, the Environment, Religion & Family

KEY STAGE 4

Full Course

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	AQA GCSE Spec A <ul style="list-style-type: none"> • Theme A: Relationships and Families – finish • Buddhist Beliefs • Buddhist Practices 	<ul style="list-style-type: none"> • Theme E: Religion, Crime and Punishment • Christian Beliefs
	Mid-Year Assessment Theme A: Relationships and Families & Buddhist Beliefs/Practices	End of Year Assessment All Year 10 content
11	<ul style="list-style-type: none"> • Theme B: Religion and Life • Buddhist Beliefs & Practices – Revision • Christian Practices 	<ul style="list-style-type: none"> • Theme D: Religion, Peace and Conflict • Revision of all units
	November Mock Exams The B: Religion and Life and Year 10 content	March Mock Exams Both exam papers <ul style="list-style-type: none"> • Revision of ALL units and development of exam skills
		ACTUAL GCSE EXAMS.

Short Course

	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	AQA GCSE Spec A <ul style="list-style-type: none"> • Buddhist Beliefs 	1. Theme D: Religion, Peace and Conflict
	Mid-Year Assessment Theme A: Relationships and Families (year 9 content) & Buddhist beliefs	End of Year Assessment Theme A: Relationships and Families, Buddhist beliefs & Theme D: Religion, Peace and Conflict

KEY STAGE 5

	September – November	December – March	March - June
12	<ul style="list-style-type: none"> • Arguments for the existence of God – Ontological, Teleological • Evil and Suffering • Natural Moral Law theory 	<ul style="list-style-type: none"> • Situation Ethics • Virtue Ethics • Applied Ethics • Christian ideas of Life After Death 	<ul style="list-style-type: none"> • Religious Experience • Key Moral principles • Sources of wisdom and authority • Religious Identity
	<p align="center">November Mock Exam Timed essay</p>	<p align="center">March Mock Exam Exam covering Christianity, Ethics & Philosophy</p>	<p align="center">End of Year Exam Paper 1: Christianity, Ethics & Philosophy Paper 2: Dialogues</p>
13	<ul style="list-style-type: none"> • Religious Language • Conscience • Gender and sexuality 	<ul style="list-style-type: none"> • Miracles • Bentham and Kant • Determinism • Religion and Science 	<ul style="list-style-type: none"> • Life after Death (philosophical arguments) • Meta ethics • Secularisation • Pluralism
	<p align="center">November Mock Exam Paper 1 (3hrs) Philosophy & Ethics Paper 2 (3hrs) Christianity & Dialogues</p>	<p align="center">March Mock Exam Paper 1 (3hrs) Philosophy & Ethics Paper 2 (3hrs) Christianity & Dialogues</p>	<p align="center">ACTUAL A LEVEL EXAMINATION</p>