



## **Clevedon School Religion, Philosophy and Ethics (RPE) Curriculum: Statement of Intent**

**“One of the central facts of human existence is that every society shares a set of beliefs and assumptions that goes far and beyond the life of an individual”. Neil MacGregor**

### **Purpose of study:**

- Our curriculum gift for all learners is to give them the knowledge, religious literacy and the capacity to think critically.
- The world religions and topics that students explore in their lessons serves to overcome misconceptions and encourage tolerance and an empathetic approach to differences of opinion.
- Critical thinking is fundamental to empowering students to read, write, speak and listen with autonomy and confidence, both within school and in the wider community. Students engage with debate and discussion around key religious and cultural concepts and debates.
- We want to ensure students understand the value of exploring religion, faith and philosophy for their own personal SMSC development and appreciate the wider benefits of religious, philosophical and ethical literacy in a secular, multi-faith and multi-cultural society.
- RPE offers students a unique opportunity to explore contemporary British religious traditions as well as non-religious attitudes to issues of life and society founded upon our school values of kindness and brilliance, and a focus on academic articulation and debate.
- As a coastal town with minimal diversity, Clevedon’s students will be given the necessary knowledge and space to empathise so that they are equipped to embody British values in wider society.

### **The Clevedon Way promotes character, ambition and community in our curriculum:**

- The RPE curriculum aims to develop students’ confidence in oracy by engaging with big societal goals and questions and focussing on inclusivity and clear articulation of language alongside empathy and tolerance.
- Our fundamental aim is to instil a passion for questioning, critical thinking and understanding.
- The RPE curriculum aims to stretch students’ ability to evaluate and broaden their approach to understanding the world in order to actively engage in their learning and become self-motivated positive change-makers of the future.
- Our curriculum is ambitious because of the high quality and aspirational content and literacy (including Philosophy and Ethics) alongside the expectation that all students will opt in.
- The RPE curriculum also aims to ensure students encounter diverse cultures, societies and people through a broad study of world religions and philosophical thinkers.
- Underpinning our curriculum is the study of British values in that it gives students the space to explore why these values are essential in the first place. Students understand why democracy, rule of law, individual liberty, respect and tolerance are the values of Britain, rather than simply knowing what they are.
- The intention of our curriculum is to embed the Clevedon School values of kindness through creating positive learning environments.
- By developing student’s critical thinking skills we enable them to be brilliant at reflecting on the assumption we all make.

## **Our curriculum is ambitious for all learners:**

- We realise it is crucial to root learning in the skills needed for life after school in order to help students see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In RPE, we promote the importance of oracy, good listening and evaluative skills.
- In order to ensure pupils have the opportunity to continue study at KS5 we ensure that our skills and content are building towards those needed in the study of Philosophy and Ethics at A level.
- For students who are PP, we ensure we are supporting them to achieve their potential by using the 'Five Cs' alongside our aspirational curriculum.
- For students with SEND, we ensure we maintain high expectations of their potential and progress by forging links between home, student support and RPE teachers.
- The GCSE curriculum content comprises the study of two religious traditions within Britain; Christianity and Islam, alongside the relevance of these religious traditions in discussions around a variety of societal issues (themes).
- We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by using high challenge questioning and tasks in class, further extended with homework and enrichment opportunities.

## **Our curriculum is sequenced to enable our students to progress to brilliance:**

- The curriculum is a progression model which allows students to engage with the major religious traditions in an approach that is grounded in philosophical investigation. The curriculum understands the beliefs of religious traditions to be answers to philosophical questions that students can critically engage with.
- The content is interleaved and builds towards expertise as critical thinking skills and exploring the impact of belief on the life of individuals and society is a consistent approach throughout the teaching of RPE.
- We incorporate spaced practice and retrieval such as knowledge recall and routinely apply specific skills such as explaining and evaluating.
- The RPE curriculum is enquiry driven. Students are consistently engaging with open questions and encouraged to develop their answers to these questions with reasoned consideration of different points of view.
- We have high ambitions for our PP and SEND students with the expectation that they access the same curriculum as their peers.