



# **Curriculum and Assessment in Beliefs and Values at KS3**

## Curriculum Statement: Beliefs and Values

Difference is the essence of humanity. Difference is an accident of birth, and it should therefore never be the source of hatred or conflict. Therein lies a most fundamental principle of peace: respect for diversity.

John Hume

### Powerful Knowledge in Beliefs and Values

- An awareness that a knowledge of religion and culture are fundamental to a well-informed understanding of the past, present and future. Students gain the knowledge that religion, belief and culture are dominant human phenomenon.
- Inspiring students to look beyond their own sphere of influence in order to open minds, reduce prejudiced views and limit narrow-minded behaviours.
- Mindfulness of the reasoning behind individual choice. Knowing the deep-rooted reasons why people act in certain ways in particular situations.
- Preparation for life in modern Britain via an enhanced tolerance and respect for the beliefs and values of others. Pride in one's own sense of self and a genuine broadmindedness and appreciation of others despite known differences.

### Curriculum features

Beliefs and Values within the Laurus Trust fundamentally aims to open minds to diversity and improve tolerance and respect in a multi-faceted society. Our curriculum is first and foremost rooted in academically rigorous religious, philosophical, ethical and textual studies whilst also building in opportunities for students to learn key life lessons through an exploration of PSHE. We challenge students to think about topics of metaphysical investigation. Our sequences of learning experiences are intended to develop students' both culturally as well as academically. Our curriculum reflects the very real nature of society as it stands today and this means that we have to expose students to often controversial topics.

Our curriculum seeks to break down barriers of intolerance and positively challenge stereotypes which students may well be presented with both in the media and at home. Our curriculum takes into consideration that whilst we are unashamedly academic, we also want our students to be unashamedly kind, respectful, tolerant and accepting of diversity. We want students to leave school with more than knowledge; we want them to be open-minded and progressive in their thinking.

### Co Curriculum enrichment

The Beliefs and Values curriculum is supplemented by whole year group curriculum days. We have effective sessions which explore: Bullying, Self-Esteem, Abuse, Addiction, Mental Health, Sex and Relationships and LGBT awareness. Enrichment also takes the form of extended form time activities, Philosophy Club, House Competitions and National Competitions.

We aim to provide opportunities to learn about and participate in the religious festivals celebrated by the students and staff at our school. Furthermore, we welcome visitors from the 6 major world religions into school to engage in a 'contact curriculum' which in essence this means that students are given the opportunity to engage with diversity in 'real life' rather than only learning about it within the margins of the classroom.

Students are encouraged to attend additional support sessions at every point of their school journey and for those who are especially passionate about the subject we fully encourage participation as a subject ambassador. Students take responsibility for an annual Inter-Faith Week and a Pride in You Week.



# **Curriculum Overview**

## **Beliefs and Values**

Beliefs and Values at Laurus Cheadle Hulme brings together Citizenship, PSHE, Religious Studies, Philosophy and Ethics. We aim to explore philosophical, religious and ethical issues in modern day society. We also aim to investigate religions, communities and cultures locally, nationally and internationally. We intend for our students to recognise and appreciate diversity and develop an understanding of, respect for and tolerance towards others. In Beliefs and Values students will learn about themselves, what it means to be a global citizen, the importance of British Values, religious and secular beliefs as well as Philosophical and Ethical theories. The main goal of Beliefs and Values is to reduce stereotyping, prejudice and racism whilst allowing students to cultivate a sense of wellbeing and confidence in their own beliefs and values.

### Year 7 Beliefs and Values

Beliefs and Values at Laurus Cheadle Hulme will bring together Religious Studies, Philosophy, Ethics, Citizenship and PSHE (Personal, social, health and economic education).

Beliefs and Values, in Year 7, will begin by enabling students to learn about themselves, what it means to be a global citizen, the importance of British Values and religious and secular beliefs. By doing so, students will engage with a range of aspects of the PSHE and Citizenship guidance: health and wellbeing; relationships; living in the wider world; and British Values. Following this, Beliefs and Values lessons will progress to enable students to investigate religions, communities and cultures locally, nationally and internationally. We intend for our students to recognise and appreciate diversity and develop an understanding of, respect for and tolerance towards others.

The main goal of Beliefs and Values is to reduce stereotyping, prejudice and racism whilst allowing students to cultivate a sense of wellbeing and confidence in their own beliefs and values.

<p><b>Half Term One</b></p>	<p><b>PSHE (including Careers)</b> Students will carry out a study of themselves and their place within the school community. They will learn about education and its purpose, including the life chances and opportunities it gives, before moving on to discuss their lives so far and their lives in the future - establishing what it means to Dream Big and how this can be achieved.</p>
<p><b>Half Term Two</b></p>	<p>Following this, students will focus on their own health and wellbeing, including aspects of both mental and physical health, and relationships - including the ways that students should respond to the range of positive and negative behaviours that may be faced throughout their lives.</p>
<p><b>Half Term Three</b></p>	<p><b>Citizenship</b> Students will progress to focus on living in the wider world - they will learn about their place in the various communities and societies in which they operate (locally, nationally and worldwide) including a study of what it means to be a global citizen and the rights and responsibilities that this comes with.</p>
<p><b>Half Term Four</b></p>	<p>Finally, students will study the importance of British Values, including: democracy; the rule of law; individual liberty; mutual respect; and faiths and beliefs</p>
<p><b>Half Term Five</b></p>	<p><b>World Religions</b> Following on from their study of faiths and beliefs students will complete an overview of the major world religions, gaining an insight into the background of each religion; the key features, leaders, festivals and stories; and its place within the society in which students live.</p>
<p><b>Half Term Six</b></p>	<p><b>Christianity</b> This is the first of the six major world religions that students will study throughout KS3. Students will study Christianity with a focus on the Life of Jesus. When studying each major world religion students will focus on: the background to the religion; the key features, leaders, festivals and stories; and its place within the society in which students live. This will provide an excellent foundation for later years, where students will apply these beliefs to moral issues.</p>



# **KASH Reporting Criteria Beliefs and Values**

## **KASH Reporting Criteria in Beliefs and Values: Knowledge and Skills for Year 7**

### **Year 7:**

Students will develop their **KNOWLEDGE** of:

- Themselves and their place within the various communities in which they operate – at school, locally, worldwide and nationally – and what it means to be a global citizen, including the rights and responsibilities it comes with.
- Careers and future opportunities, establishing what it means to Dream Big and how this can be achieved.
- Education and its purpose, including the life chances and opportunities it gives.
- What it means to be a British citizen and the values that we hold, including: democracy; the rule of law; individual liberty; mutual respect; and faiths and beliefs.
- Major world religions, including: the background; the key features, leaders, festivals and stories; and its place within the society in which students live.

Students will develop their **SKILLS** in:

- Discussion
- Oracy
- Listening
- Understanding
- Respect
- Articulating their own personal responses and ideas
- Challenging the ideas and viewpoints of others
- Personal finance



# **Foundation Stages – Assessment Criteria Beliefs and Values**

## Foundation Stages in Beliefs and Values – Assessment Criteria at KS3

	<b>Knowing about and understanding</b> religions and worldviews	<b>Expressing and communicating</b> ideas related to religions and worldviews	<b>Gaining and deploying</b> the skills for studying religions and worldviews
<b>BFS</b>	<ul style="list-style-type: none"> <li>Analyse arguments clearly, justifying perspectives</li> <li>Refer to and unpick the context and meaning of scripture</li> </ul>	<ul style="list-style-type: none"> <li>Synthesise research using different disciplines</li> <li>Appraise various dimensions of religion</li> </ul>	<ul style="list-style-type: none"> <li>Use varied methods of study to research ultimate questions</li> </ul>
<b>FS5</b>	<ul style="list-style-type: none"> <li>Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life</li> <li>Examine responses to ultimate questions</li> <li>Express a well-supported personal viewpoint, showing appreciation of differing views</li> </ul>	<ul style="list-style-type: none"> <li>Explain ideas creatively and coherently, using the main methods of religious study</li> <li>Appreciate various dimensions of religion</li> <li>Express personal reflections with expertise</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate questions and arguments personally and critically</li> <li>Explain the significance of beliefs on the life on the believer</li> </ul>
<b>FS4</b>	<ul style="list-style-type: none"> <li>Appraise different understandings of religion and worldviews</li> <li>Explain the impact of beliefs on individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>Express insights into questions, giving coherent accounts of beliefs and ideas</li> <li>Respond critically to questions</li> </ul>	<ul style="list-style-type: none"> <li>Enquire into and interpret ideas, sources and arguments</li> <li>Articulate beliefs, values and commitments clearly</li> </ul>
<b>FS3</b>	<ul style="list-style-type: none"> <li>Explain the impact of and connections between ideas and practices, linking different viewpoints</li> <li>Appreciate different understandings of religion and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>Explain diverse ideas and viewpoints clearly in various forms</li> <li>Explain your own opinion in a mature and meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and explain why religions and worldviews matter</li> </ul>
<b>FS2</b>	<ul style="list-style-type: none"> <li>Describe religions and worldviews</li> <li>Connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>Describe your opinion giving relevant reasons</li> <li>Give thoughtful responses using different forms of expression</li> </ul>	<ul style="list-style-type: none"> <li>Apply ideas about religions and worldviews thoughtfully</li> <li>Respond creatively to key concepts</li> </ul>
<b>FS1</b>	<ul style="list-style-type: none"> <li>Describe stories and artefacts, suggesting meanings for sources of wisdom, festivals and worship</li> <li>Discuss ideas and express an opinion</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and give opinions about religions, beliefs and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Consider and discuss questions, ideas and various points of view</li> <li>Collect, use and respond to ideas</li> </ul>
<b>PFS</b>	<ul style="list-style-type: none"> <li>Recall, name and talk about materials of religious and non-religious significance</li> </ul>	<ul style="list-style-type: none"> <li>Observe, notice and recognise religious and non-religious materials</li> </ul>	<ul style="list-style-type: none"> <li>Notice and find out about religions and worldviews</li> </ul>



# Attitudes and Habits

At Laurus Cheadle Hulme we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

## ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

## HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations