



Background

Religious Education at Broughton Hall has been recognised for its quality of teaching and learning of RE by the Quality Mark award, when it received Gold. The Religious Studies Department is dedicated to understand and use subject knowledge to achieve its objectives. It seeks to explore the religious dimension of life and to give pupils a chance to be aware of the nature and effect of religious experience. We are a thriving successful department, and our teaching conforms to the doctrines of the Roman Catholic Church. In the light of our mission statement, we endeavour to interpret human knowledge and experience in the light of Gospel values.

In November 2023 Ofsted rated the school as a 'good provider. Our last Section 48 Inspection took place in November 2018, at which point we were rated as Good with outstanding leadership and management. As a department we work in partnership with the school's Chaplain.

The department is hardworking, forward thinking team. Relationships within the department are strong. The department's accommodation is situated in close proximity on the B corridor. Rooms are bright and airy. The department benefits from a good range of ICT and other teaching resources.

Staff

The department consists of 5 full time specialists.

Curriculum Rationale

The KS3 RE curriculum builds on the work done at KS2 by enabling students to develop knowledge not only of Christianity but also of other world religions. Students reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging students to explore and respond to these aspects of religion and draw upon their own experiences. We help the students learn **about** religions as well as **from** religions.

The KS4 RE curriculum follows Eduqas Route B – Catholic Christianity and Judaism, and at KS5 A level Eduqas, Philosophy, Ethics and Judaism. We have a General RE programme too where years 12 and 13 attend one lesson per week. Results are good at GCSE and A level and GCSE has seen a particular improvement with the recent move from AQA to Eduqas.

Progression model

The key drivers of progression are related to three aims in RE, they involve: extending and deepening knowledge, asking questions and expressing views. This means that generally through the key stages:

- The study of specific religions and worldviews become deeper and more comprehensive.
- Vocabulary becomes wider, more abstract and used competently.
- Enquiries, concepts, content and source materials become more challenging and complex, and concepts help form a coherent narrative in relation to the matters studied.
- Pupils will become more challenging and perceptive in the questions they ask why.

- Pupil's will respond to more complex and closely identify with the material and sources they are studying.
- Pupil's will complete a learning journey that maps out how they live as Covenant people (Sequencing and Mapping)

Extra-Curricular

The RE department offer a variety of school trips:

Catholic Church and Historical trip to Rome –Year 12 and 13

Faith tour of London – Year 8/9

Holocaust education trip to Krakow – Year 9

