

Religion and Ethics

Religion and Ethics at Astrea Academy Dearne is underpinned by the academy's values. The curriculum is ambitious and challenges students to think deeply about religious, philosophical and ethical ideas. Students' learning experience is rooted in mutual respect, dignity, honesty, trust and inclusivity. Students are supported to critically examine thoughts and ideas sensitively. Our curriculum follows the Barnsley Agreed Syllabus and is designed to reflect the religious character of the area of South Yorkshire (according to the 2011 National Census) whilst also providing opportunities for students to explore worldviews beyond their own. By exploring issues within and across faiths, students learn to understand different religions, beliefs, values and traditions, and their influence on individuals, communities and cultures. Our aim is to encourage students to think for themselves and make informed decisions about their own beliefs, values and ideals.

RE's 'ambitious end goal for the end of year 9:'

- Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour.
- Students are able explain some of the key differences within faiths between religious denominations and traditions.
- Students are able to frame these world faiths historically and geographically.
- Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths.
- Students can explain different philosophical responses to ultimate questions and compare and contrast them to scientific responses.
- Students are able to critically examine the portrayal of religion in the media and the public's resulting perceptions.
- Students are able to reflect on their own perceptions of religion and worldviews.
- Students are able to explain age-appropriate ethical concepts and explain religious, humanist and non-religious responses to these concepts
- Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.
- Students are able to explain the individuality and humanity of the Jewish men, women and children who were targeted by the Nazis and understand that they represented communities and cultures across Europe.
- Students are able to explain the change and continuity in the development of anti-Jewish prejudice.
- Students are able to challenge common myths, stereotypes and misconceptions about people during the Holocaust.

RE's 'ambitious end goal for the end of year 11':

- Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews.

- Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues
- Students are able to explain the impact of beliefs on individuals, communities and cultures.
- Students are able to explain how religious beliefs link to religious practices
- Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints.
- Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own.
- Students are able to craft well-structured, extended pieces of academic writing.