

Purpose: The inclusion of an understanding of religions, traditions, and worldviews in the national curriculum serves to cultivate cultural awareness, tolerance, and critical thinking. By exploring diverse belief systems and cultural practices, students gain an appreciation for the richness of human experiences and develop respect for cultural diversity. This fosters a sense of global citizenship, encouraging students to think critically about their own values and those of others. It promotes social cohesion by emphasizing the interconnectedness of societies and preparing students for life in a world where individuals with different beliefs coexist. Overall, the purpose is to equip students with the knowledge and skills to navigate a globalized and diverse society, fostering a sense of unity and contributing to their ethical, moral, and cultural literacy.

Assessment:

Key Stage 1: Assessments at this stage may involve interactive activities like storytelling and simple discussions to gauge basic understanding. Students might be asked to share what they've learned about different cultural traditions or religions, emphasizing foundational concepts like respect for diversity and recognizing similarities and differences in traditions.

Key Stage 2: In later primary years, assessments could include projects where students explore specific religious or cultural practices in more depth. This might involve creating visual presentations, posters, or short reports. Assessors can look for an understanding of basic beliefs, cultural customs, and the ability to convey information coherently.

Key Stage 3: Assessments could involve more complex tasks such as analysing the influence of religious or cultural perspectives on historical events, literature, or art. Students might participate in group discussions or presentations that explore how worldviews shape different aspects of society. Assessors can evaluate critical thinking skills, depth of understanding, and the ability to make connections between beliefs and broader cultural contexts.

Key Stage 4: In the later stages of secondary education, assessments might include more comprehensive examinations or research projects that delve into the comparative study of religions, traditions, or worldviews. Students could be asked to analyse the impact of different belief systems on global affairs or cultural interactions. Assessors can evaluate the ability to synthesize information, analyse complex issues, and present well-reasoned arguments. This prepares students for a nuanced understanding of global perspectives and cultural diversity.

Cross curriculum:

English: Read literature and texts inspired by Christian beliefs. Analyse religious themes in classic literature or explore contemporary Christian authors. Also, study Literature from diverse cultures and religions to understand different perspectives and values.

Mathematics: Explore historical contributions of Christian mathematicians. Discuss ethical considerations related to mathematical problem-solving. Examine mathematical concepts in the context of other cultures' contributions to mathematics.

Science: Study the history of Christian scientists and their contributions. Discuss ethical considerations in scientific research and technology. Explore scientific advancements in different cultures and consider the impact of cultural and religious beliefs on scientific thinking.

History: Study the historical development of Christianity and its impact on world events. Analyse historical conflicts and resolutions involving Christian influences. Examine the historical development of other major religions, their interactions, and contributions to global history.

Geography: Explore the geographical spread of Christianity and its influence on cultural landscapes. Discuss the impact of Christian missions on global geography. Study the geographical distribution of different religions and their impact on the physical and cultural environment.

Art and Design: Analyse Christian art through different periods. Explore religious symbolism in art and discuss the influence of Christianity on artistic expression. Explore art and design from various cultures and religions, examining how beliefs are expressed through visual arts.

Physical Education: Explore the role of Christian values in sportsmanship and teamwork. Discuss the historical connection between Christian traditions and physical activities. Investigate physical activities associated with different cultures and religions, emphasizing the values and traditions involved.

Design and Technology: Explore the influence of Christian ethics on technological developments. Discuss ethical considerations in design and technology. Examine technological advancements from diverse cultures and consider the ethical implications within those contexts.

Modern Foreign Languages: Explore Christian texts translated into other languages. Discuss the influence of Christianity on language and culture. Incorporate literature and language from different cultures and religions into language learning.

PSHE: Discuss Christian values in relation to citizenship and ethics. Explore the role of Christian charities and organizations in society. Promote understanding and respect for different belief systems and traditions, fostering a sense of global citizenship.

Key Stage or stage breakdown:

Key Stage 1: In KS1, the emphasis is on introducing the concepts of different religions, traditions, and worldviews in a simple and engaging manner. Students explore basic aspects of various cultures and belief systems through storytelling, interactive activities, and discussions. Assessments may involve observing students' ability to express basic ideas about different traditions and their level of engagement in activities.

Key Stage 2: In KS2, students delve deeper into specific religions and cultural practices. The focus is on providing more detailed information about different belief systems. Students may create presentations, posters, or short reports on specific religions, demonstrating an understanding of basic beliefs, practices, and historical contexts. Assessments aim to evaluate the clarity of their presentations and the accuracy of the information provided.

Key Stage 3: Middle school involves a more in-depth exploration of the impact of religions on societies and the interconnectedness of worldviews. Students may engage in projects or discussions analysing the influence of religious perspectives on historical events, literature, or art. Assessments can evaluate critical thinking skills, depth of understanding, and the ability to make connections between different belief systems and broader cultural contexts.

Key Stage 4: In the later stages of secondary education, the focus is on a comparative study of religions, traditions, and worldviews, emphasizing their impact on global affairs. Students might explore the connections between different belief systems and analyse how religions shape cultural identities and societal structures. Assessments could include more comprehensive examinations, essays, or research projects, evaluating their ability to synthesize information, analyse complex issues, and present well-reasoned arguments.