The Religious Education Department

The RE Department is a successful, friendly and supportive department which benefits from a strong team of specialist teachers and the established leadership of someone with clarity of vision and understanding, enthusiasm and energy. In the 2016 SIAMS inspection RE was seen as outstanding. RE contributes richly to the ‘standards, responsibility, opportunity’ mission of the school and to students’ SMSC development.

In addition to the Subject Leader, there are three other qualified RS specialists; two full time and one part time, and other staff who teach in other departments. Teaching arrangements are as follows:

Key Stage 3

Religion is taught to all pupils in mixed ability sets at KS3. Year 7 have two periods of RE weekly. Years 8 and 9 have one period a week, with Y8 having an additional period termly on a carousel basis. Students complete assessments after each unit of work and we assess and track students’ progress, identifying specific individual targets in all the key skills in RE.

The KS3 scheme of work is mapped against the Diocesan Framework for Religious Education and ensures that curriculum provision is in line with Diocesan expectation, especially regarding the balance of Christian to other faiths’ teaching. The aim is that students adopt a ‘dynamic’ approach to learning which takes seriously the interaction between what we believe to be true, how we experience the world, and our ability to reflect and make sense of our lives as individuals and in Community. The three strands are Theology (This is about believing and where our beliefs come from, how they have changed over time, how they are applied differently in different contexts and how the relate to each other.) Philosophy (This is about thinking. It is finding out how and why things make sense. It deals with questions of morality and ethics and takes seriously the nature of reality, knowledge and existence) and Human / Social Sciences (This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.)

Year 7 begin by considering terms such as ‘belief’ and ‘religion’ and how the terms themselves may have different interpretations. They then consider their Judeo- Christian heritage and how pagan Britain became a Christian Country, before looking more closely at religious diversity in Cumbria and Nationally. This is followed by teaching on Jesus and in the summer term students, units on Buddhism and Islam are taught before students produce a rule for life which allows them to reflect on their own beliefs and practices and form them into a code for living.

All Y8 students complete the Archbishop of York Young Leaders Award which is accessed through a combination of taught modules (Faith and Hope) and community action (Hope and Action). All Students will be involved in personal volunteering work, school charity and community service. These activities should lead to ‘change’ within the community. This aspect of RE develops in students’ important social skills such as teamwork, conflict resolution and decision making.

Year 9 students cover a number of important issues for 21st century Britain such as Human Rights, Social Justice, Good and Evil, Religion and Conflict; issues relevant to Christianity but also other world views, including religious as well as Humanism, Secularism and Atheism or a ‘personal’ world view drawn from the others. The year ends with a unit on Morals, Ethics and Philosophy.

There is regular testing and developing of memory skills throughout.
Key Stage 4
At KS4 students commence the Religious Studies GCSE EDUQAS (short course) specification following route A and focusing on the religions of Christianity and Islam. They are taught in sets based on ability and continue to follow GCSE Eduqas Religious Studies leading to the award of a short course GCSE. This GCSE course enables pupils to develop their understanding of the relationship between religion and life and their response to philosophical, ethical, moral issues. It also ensures that pupils continue to study a predominantly Christian syllabus while allowing for further learning about and understand of another faith to occur. There are three examinations; an hour Issues Paper (Relationships, and Life and Death) and two 35-minute papers in Christianity and Islam.

Students also can opt for full course GCSE. There are three examinations; a 2-hour Issues Paper (Relationships, Good and Evil, Human Rights and Life and Death) and two 1-hour papers in Christianity and Islam.

RSE
The RS department contributes to the teaching of several modules in the RSE programme in both key stages.

Key Stage 5
In Sixth form, A Level students follow OCR Advanced GCE Religious Studies (H573). There are 3 two-hour papers in Philosophy of Religion, Religion and Ethics and Developments in Christian Thought. These three components have clear well defined content and allow the opportunity for learners to apply their knowledge and skills to contemporary issues. The emphasis of this course is to enable students to respond critically and engage in a wealth of philosophical, ethical and religious concepts. There are currently 13 students following this course. Students are allocated five hours a week in Y12 and four hours a week in Y13.

Chaplaincy Links
The relationship between chaplaincy and RS is good and mutually supportive. We work together to link our curriculum to TFTW and constantly link back to this throughout the year.

The Post
This post would suit a well-qualified, enthusiastic and innovative RE specialist, either a newly qualified or more experienced teacher. The ability to teach ‘A’ level RE would be an advantage but is not essential.

What to do next
We hope that these details have helped you decide that you would like to apply for this post. Please fill in the application form, in black as we will photocopy it, and write a letter of no more than two sides about your work so far, and what we would gain if you joined our school. Send the completed application form and a letter explaining why we should be thinking about appointing you to Mrs Judith Clarke, PA to the Headteacher, Trinity School by email jcl@trinity.cumbria.sch.uk by 9.00am, Friday 22nd May 2020.

We look forward to receiving your application.

Jo Hawkin, Headteacher