



## **CURRICULUM INTENT**

The Religious Studies team at Biddulph High School wants all students to explore and understand religion and worldviews in the past and present, in different communities, taking into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews and the multiple dimensions of belief, belonging, culture and identity. All students are unique and we want students to thrive in their Religious Studies lessons regardless of their starting point. We want to provide an excellent education in a safe supportive learning environment, one where students are valued and make positive contributions to the school community, and where students go on to become responsible, independent members of society. We also want our students to become independent learners, who are critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world, who are respectful and tolerant, driven and confident and who strive for the best.

## **SCHEME OF LEARNING/COURSES/CURRICULUM MAP**

<b>Yr9</b>	<b>Winter Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	Good and Evil	What is belief	Islam
	What is belief	Islam	Forgiveness
<b>Yr10</b>	<b>Winter Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	Crime and Punishment	Human Rights	War

## **FEEDBACK POLICY**

In Humanities and Social Sciences: Feedback is to be used to support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.

Feedback is powerful for several reasons:

1. It informs teachers about levels of knowledge, understanding and skills attained or yet to be attained by the student
2. It aims to facilitate learners in being able to identify and amend a gap in learning
3. It assists teachers in reducing and selecting suitable tasks or activities, and
4. It allows teachers to modify their teaching in order to support the closing of the gap

Staff will use a variety of oral feedback measures, the main purposes of using different types of feedback is to:

- Acknowledge what pupils have learned and encourage them to reflect on and extend their learning still further;
- Recognise that pupils need time to reflect on their learning;
- Encourage pupils to pose further questions to clarify or further develop their own or each other's thinking;
- Encourage pupils to make next steps.
- Teachers' comments should always be both positive – recognising pupils' efforts and achievements to date, and developmental – offering specific details of ways forward.

Examples of the type of written feedback that students will be provided with by staff within the Humanities Faculty:

- Yellow-box marking
- Focused on the use of subject specific terminology and compliant with the BHS Literacy Policy
- Bullet point actions
- Whole-class feedback sheets
- Simple question prompts: Why? How? Explain?
- Linked to success criteria, mark schemes and level descriptors,
- Encouragement of “up-wording”
- Supportive
- Linked to modelling of exemplar answers
- Quizzing
- Deeper-marking of one/two selected pieces