Valentines High School – Curriculum

"In harmony achieving excellence"

Department Curriculum Intent

The PRE (Philosophy, Religion and Ethics) Department aims to provide a broad and well-rounded curriculum in order to develop pupils who are open-minded, global citizens. We aid pupils in discovering a multitude of concepts through opportunities such as Explorers Club, which investigates different themes through disciplines such as History, Anthropology and Philosophy.
We ensure all students receive a wide range of academic and character-building experiences through the curriculum. This includes a diverse range of cultures and beliefs, initial thinking opportunities, trips, external speakers and an exploration of personal views.
Ultimately, we aim for our pupils to develop as conscious citizens, and support them to shape and cultivate their values and contribute to a rich and diverse society they can thrive in.

In considering our curriculum*, we take into account the context of students at VHS:

- The requirements of Universities
- The job market in Redbridge, London and beyond
- Student safety, welfare and PSHCE including an adaptive/reflective curriculum because of school and contextual concerns.
- British Values and Equality
- The development of character and skills that are important for life

*The curriculum includes all organised/guided experiences for students including:

Assemblies
Extracurricular Clubs
Interventions
PSHCE
Structured Lessons
Trips
Tutor Time
Speakers
Workshops
Cultural and social capital opportunities

At Valentines we believe it is important that we develop learners who are:

- Resilient
- Aspirational
- Kind
- Respectful

Valentines Core Values

Respect	Kindness	Resilience	Aspiration
We value every voice, celebrate difference and promote fairness.	We act with empathy, knowing our words and actions matter.	We face challenges with courage, learn from setbacks and grow stronger.	We aim high, work hard, and strive to be our best—for ourselves and others.

Years 7-9

To achieve our vision for the PRE Department, we present a rich and diverse curriculum embedded with key academic and experiential skills. All work is centered on enquiries for our pupils to develop the ability to critically engage with big ideas and key questions. Through the exploration of key beliefs, teachings and practices of the six traditional faiths, pupils are supported in not only looking at these from an insider's perspective, but also using their time to evaluate, analyse and examine opposing views through classroom discussions, assessments, and debates.

Years 10-11

In KS4, pupils cover the AQA GCSE qualification. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills.

For the second paper, students will be aware of different religious perspectives on the issues studied within and between religious and non-religious beliefs such as atheism and humanism. Students also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.

These lessons encourage critical thinking through the use of discussions, research and trips to provide a wholly positive and meaningful learning experience.

Years 12 - 13

A level PRE is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world. There are three components the first of which provides learners with the opportunity to undertake an in-depth and broad study of their chosen religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity. The second component explores philosophical themes which consider ultimate reality, arguments that shape worldviews and how religious debates have formed, changed and been applied over time. The final component covers key ethical issues that have been influenced by religious and philosophical thought, but have also been used to apply the works of key thinkers and scholars to societal and global issues.

The Valentines Way

Our School Vision

"At Valentines High School, we strive to ensure that all our students are happy, open-minded and leave school with meaningful qualifications."

In Harmony

Achieving Excellence