

Humanities -Religious Education (RE)

Our vision in Humanities

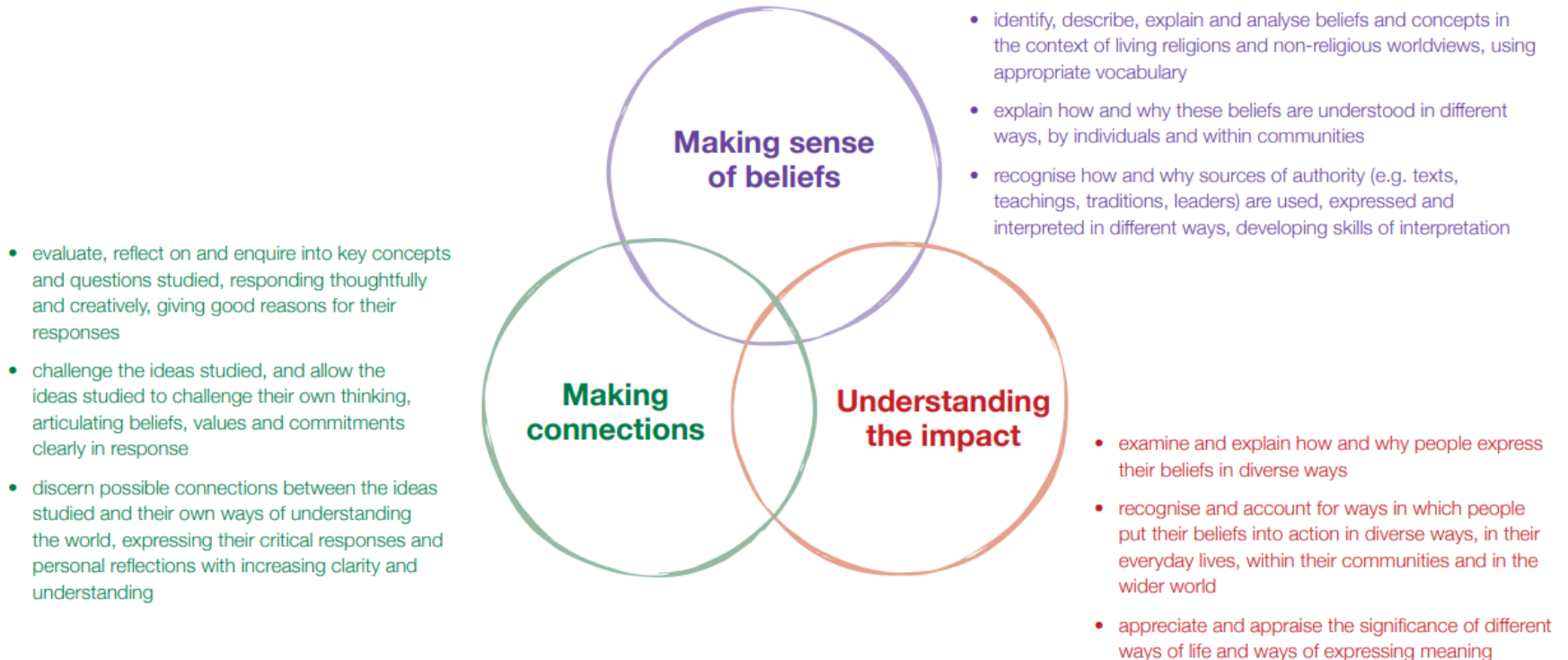
We are striving to enlighten students to the broader human experience in a 21st century world. Students will be aware of the risks to our planet, tolerant, and celebratory of different faiths and understand the significance of the past and how it has shaped the world today. The seeds that Humanities gives them will grow into curiosity and compassion for the planet and its people.

Our Religious Education curriculum is broad and ambitious. Subject specialists carefully plan and resource lessons to share with students an authentic representation of world religions and non-religious worldviews. Students are afforded opportunities to explore their own worldviews and are challenged with ultimate questions about philosophy, ethics and faith.

Shropshire Locally Agreed Syllabus

Teaching and learning approach and the aims for RE in Shropshire

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.



KS3

Learning Journeys

Year overview (sequencing)

Core knowledge

Year 7 Religious Education Year Overview

What is my Learning Journey this year?

What to expect...

Content – Why Sanatana Dharma is more authentic language than 'Hinduism': River Indus; gods and goddesses; mandir.
Judaism: Role of Abraham and Moses; 10 Commandments; synagogue; Bar/Bat Mitzvah.

Bigger Picture Questions
How many gods do Hindus believe in?
Why did God need to send the 10 Commandments?

Buddha Dharma: A religion without a god
Christianity: The world's largest religion

What to expect

Content – Siddhartha Gautama; Four Noble Truths; Eightfold Path; rebirth; the role of mandalas and meditation.
Christianity: Beliefs about God; Trinity; church; Jesus and his teachings; different Christian denominations.
Bigger Picture Questions:
Was the Siddhartha right to leave the palace?
Why is the day Jesus died called 'Good Friday'?

What to expect

Content – Revelation of the Qur'an; nature of Allah; Muhammad; mosque; Five Pillars of Islam.
Sikhi: Guru Nanak; other human gurus; Guru Granth Sahib; Khalsa; Five Ks; Gurdwara.
Bigger Picture Questions:
What are Sunnis and Shi'as?
Why is Sikhi more authentic language than Sikhism?

Sanatana Dharma: The world's oldest religion

Judaism: The first Abrahamic religion

Islam: The world's fastest growing religion

Sikhi: The newest of the six major world religions

On to Year 8

What to expect

Content – This introductory unit introduces the language of religion and worldviews and the idea that everybody has a worldview, because nobody stands nowhere. We will find out what the main world religions are to set us up for our year 7 journey finding out about the major six world religions in chronological order of their start date.

Bigger Picture Questions – Are religions really all that different?

Bigger Picture Question:

- What do religions have in common?
- How are religions different?
- Do I have to be religious to study and enjoy RE? (Psst. The answer is no!)

Cultural Connections/ Real World Links

- Over 80% of the population claim to be religious – RE helps us to understand their beliefs.
- The official religion of the UK is Church of England
- The Universal Declaration of Human Rights gives everyone the right to choose their own religion (or choose not to be religious)
- RE helps us to be tolerant and respectful people

How can I research more about these topics?

- BBC Website: A to Z of religion (26 short films)
- Living Faiths (Books)
- The Usborne Book of World Religions (Book)

Home Learning

Home learning tasks will be linked to people of faith.

Looking at people of faith reminds us that the religions we study are living faiths that influence the lives of their followers. They are not just books of the past.

One of the best things you can do to further your learning is talk to the people at home about the big questions and ideas covered in class.

Sequencing

Year 7						
Year overview						
Content	Making sense of beliefs	Understanding the impact	Making connections	Prior learning (KS2)		Future learning (KS3)
Topic/unit name, enquiry question	Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation.	Explain how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Shropshire Locally Agreed Syllabus		
7a - Introduction to religion and worldviews	Understand the intent of RE is understanding people and the things that are important to them and the reasons why RE is a core subject in UK schools.	Impact: how important beliefs, people and places make people feel. Everyone has a worldview, nobody stands nowhere. Connection: What is my worldview? Why are certain things/places/people important to me? The value in studying RE.	Students will have varying encounters with the language of worldviews which is fairly new within RE circles		This is the foundation for all of KS3	
7b - Sanatana Dharma (Hinduism)	Understanding of Brahman as one God. How Hindus worship.	Impact: How beliefs about karma and reincarnation influence the lives of Hindus. How Gandhi's faith influenced his actions. Connection: How are you one thing but yet many things?	L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma] U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]		8a, 8b	
7c - Judaism	The significance of Abraham and Moses for the beginnings of Judaism. Features of the synagogue. Coming of Age ceremonies.	Impact: How the 10 Commandments influence the lives of Jews. Connections with coming of age in their own lives. Connection: Do we need rules, what rules govern our lives? How do we celebrate coming of age?	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] U2.9 Why is the Torah so important to Jewish people? [God/Torah]		8a, 8b, 9a, 9b	
7d - Buddha Dharma (Buddhism)	The life and the teachings of the Buddha. How Buddhists worship. How Buddhism is a religion without a god.	Impact: How Buddhist teachings on suffering influence the lives of Buddhists. How beliefs about karma and rebirth influence the lives of Buddhists. Connection: How can meditation be beneficial even if you aren't a Buddhist?	N/A - does not feature until KS3		8a, 8b, 9a	
7e - Christianity	Beliefs about the Christian God including divine attributes and the doctrine of Trinity. Significant events in the life of Jesus. How Christians worship.	Impact: Why different denominations of Christianity emerged. How events in the life of Jesus inform Christian beliefs about the world. Connection: Do the parables of Jesus have moral messages that everyone can learn from?	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]		8a, 8b, 8d, 8e, 9a, 9b, 9c, 9d	
7f - Islam	Beliefs about the role of Muhammad in receiving the Qur'an and founding Islam. How Muslims worship.	Impact: How Muslims put their faith into action through the Five Pillars. Connection: What duties and obligations do we have in our lives?	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah] U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]		8a, 8b, 9a, 9c, 9d	
7g - Sikhi (Sikhism)	Beliefs about the gurus, including Guru Granth Sahib. How Sikhs worship. The formation fo the khalsa.	Impact: How baptised Sikhs show their commitment with the 5Ks. Connection: What communities do we belong to and what commitments do they entail? Can we all learn from sewa (selfless-service)?	N/A - does not feature until KS3		8a, 8b	

Year 7			
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
1	First lesson - book admin, expectations, intro to RE	/	Learning journey Y7-13
2	What's RE got to do with me?	L2.11 How and why do people mark the significant events in life. U2.11 Why do some people believe in God and some people not?	Why RE is a core subject. How RE helps them to understand people.
3	What are religion and worldviews?	/	What a world view is. That everyone has a worldview. What the key features are that make something a religion.
4	How and where did Sanatana Dharma begin?	/	Why Sanatana Dharma is more authentic language than Hinduism. Oldest religion in the world. Collective beliefs of the people from the River Indus.
5	Is Sanatana Dharma polytheistic?	L2.7 What do Hindus believe God is like? [Brahman/atman]	Definitions of monotheism and polytheism. Brahman as one god with many forms. Language of avatar and murti.
6	How do Hindus worship?	/	Why Hindus try to incorporate all senses during worship. Features of puja tray.
7	What beliefs influence how Hindus live their life?	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	Language of karma, dharma, reincarnation, moksha.
8	Sanatana Dharma - Learning Review & MyLifeMyReligion video	Sanatana Dharma Unit of Work	10 key words, 5 key questions
9	Who was Abraham?	/	Story of Abraham. Significance of Abraham for Judaism, Christianity and Islam. Language of covenant and G-d.
10	Why did Moses receive the 10 Commandments?	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	Why the covenant was renewed. 10 Commandments. How G-d helped Moses free the Israelites.
11	How does the fourth commandment influence Jewish family life?	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	Language of Shabbat and Sabbath. How Jewish families observe Shabbat today.
12	How and where do Jews worship?	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	Features of a synagogue: ark, menorah, ner tamid, bimah, tablets.
13	How do Jews celebrate coming of age?	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	Similarities and differences between bar and bat mitzvah.
14	Judaism Learning review	Judaism Unit of Work	10 key words, 5 key questions

Homework: Hindu person of faith

Homework: Jewish person of faith

Year 7			
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
15	Who was Siddhartha Gautama?	/	Story of Siddhartha Gautama and how he became the Buddha. Significance of these events for Buddhism. Language of Buddha, enlightened.
16	What did Siddhartha teach?	/	What the Four Noble Truths are and how the Noble Eightfold Path can be followed to end suffering.
17	What is karma and how does it impact the future?	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	Define karma and understand the impact it has on a Buddhist's life. Language of karma, samsara, nirvana
18	How and where do Buddhists worship?	/	Vihara, Temple, Stupa, Pagoda. Flowers, incense, food offerings.
19	Buddha Dharma Learning Review and Mandalas and meditation	Buddha Dharma unit of work	10 key words, 5 key questions. How Buddhists use meditation to free their mind. How mandalas symbolise the path to enlightenment and impermanence. Language of enlightenment.
20	What do Christians believe about God?	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] U2.1 What does it mean if Christians believe God is holy and loving? [God]	Persons of the trinity. Belief in God as omnipotent, omnibenevolent, omniscient, just/fair.
21	Who was Jesus?	L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	Belief about incarnation, crucifixion, resurrection.
22	What did Jesus teach?	L2.2 What is it like for someone to follow God? [People of God] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	Parables of Jesus - Good Samaritan (love your neighbour), Prodigal Son (sinners who repent), Sheep and Goats (judgement).
23	How and where do Christians worship?	L2.2 What is it like for someone to follow God? [People of God]	Features of a church - nave, font, aisle, altar, east window.
24	What is a denomination?	L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]	Why denominations occurred. Why they are all still Christian. Protestant means they 'protested' against Catholicism.

Homework: Buddhist person of faith

Homework: Christian person of faith

Core knowledge

Year 7			
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
25	Revision	Y7 units on Sanatana Dharma, Judaism, Buddha Dharma, Christianity and Islam	
26	CORE SUBJECT EXAMS	Y7 units on Sanatana Dharma, Judaism, Buddha Dharma, Christianity and Islam	
27	MAD Time	Y7 units on Sanatana Dharma, Judaism, Buddha Dharma, Christianity and Islam	
28	Christianity Learning Review	Christianity unit of work	10 key words, 5 key questions
29	Who was Muhammad?	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	Muhammad challenged polytheism and idol worship in favour of belief in one unseen god. Muhammad was the final prophet of Islam.
30	What is the Qur'an?	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	Allah sent his word many times to the prophets but it was revealed perfectly to Muhammad via Angel Jibril. Qur'an is the direct word of Allah.
31	How and where do Muslims worship?	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	Features of a mosque - dome, prayer hall, minaret, minbar, call to prayer, wash room. Muslims bow when praying and face Makkah.
32	What duties to Muslism have?	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	The 5 Pillars of Islam - declaration of faith; prayer; charity; fasting; pilgrimage.
33	Islam Learning Review	Islam unit of work	10 key words, 5 key questions
34	Who was Guru Nanak?	/	The life of Guru Nanak. How he broke away from Hindu and Muslim influences.
35	How many gurus are there?	/	Belief in 10 living gurus. Final, 11th guru, is the Guru Granth Sahib - book - how it is treated like a living guru.
36	How do people officially join Sikhi?	/	Guru Gobind Singh (10th guru) established the khalsa. Story of the tent at the first festival of Vaisakhi.
37	What does it mean to be part of the khalsa?	/	The 5ks - kanga, kesh, kara, kacchera, kirpan. Law in relation to kirpan (knife).
38	How and where to Sikhs worship?	/	Features of a Gurdwara and how they show equality and respect.
39	Sikhi Learning Review	Sikhi unit of work	10 key words, 5 key questions

Homework: Muslim person of faith

Homework: Sikh person of faith

Year 8 Religious Education Year Overview

What is my Learning Journey this year?

What to expect...

Content – Pilgrimage: the significance of Lourdes, Jerusalem, River Ganges, Golden Temple, Bodh Gaya and Makkah.
Festivals, food and faith: Christmas, Easter, Eid ul Fitr, Diwali, Wesak, Halal food laws, Kosher food laws, Langar.

Bigger Picture Questions
Does going on a pilgrimage strengthen your faith? How does food play an important role in some religions?

Beyond the Big 6

What to expect

Content – An exploration of worldviews beyond the major 6 world religions covered in Y7. This unit introduces the worldviews of Humanism, Bahai, Jain Dharma, Australian Aboriginal Dreamtime Spirituality; Inuit tribes.

Bigger Picture Questions:
How is being religious different to being spiritual? What matters most to Humanists and those who don't believe in God?

What to expect

Content – We set spirations high with these two titles borrowed from our A Level syllabus.
Philosophy of Religion – ways of knowing the truth, the role of God in the world.
Religion and Ethics – what should inform our ethical decision making? Ethics applied to matters of animal rights.

Bigger Picture Questions:
Why did Descartes doubt everything?
Can we justify using animals for human benefit?

Philosophy of Religion

Religion and Ethics

On to Year 9

Why do we study RE? Recap of religion and worldviews

START

What to expect

Content – This introductory unit returns to the beginning of Y7 and the idea that everybody has a worldview, because nobody stands nowhere. We will remind ourselves of the foundations of the major 6 world religions to enable us to approach the thematic study of pilgrimage and festivals as we begin Y8.

Bigger Picture Questions – Why is studying RE important? What does it mean to say we all have a worldview?

Bigger Picture Question:

- How do you put belief into action?
- Can you be spiritual but not religious?
- Do our physical senses lie to us?
- Is it acceptable to experiment on animals?

Home Learning

Home learning tasks will prepare for future learning or extend learning.

Pilgrimage Food, festivals and faith

Cultural Connections/ Real World Links

- Over 80% of the population claim to be religious – RE helps us to understand their beliefs.
- The official religion of the UK is Church of England
- The Universal Declaration of Human Rights gives everyone the right to choose their own religion (or choose not to be religious)
- RE helps us to be tolerant and respectful people
- Animal ethics

In the festivals, food and faith unit of work you will be set a project to research and create a presentation.

One of the best things you can do to further your learning is talk to the people at home about the big questions and ideas covered in class.

How can I research more about these topics?

- BBC bitesize
- Oak National Academy
- RE:Online
- Living Faiths (Books)
- The Usborne Book of World Religions (Book)

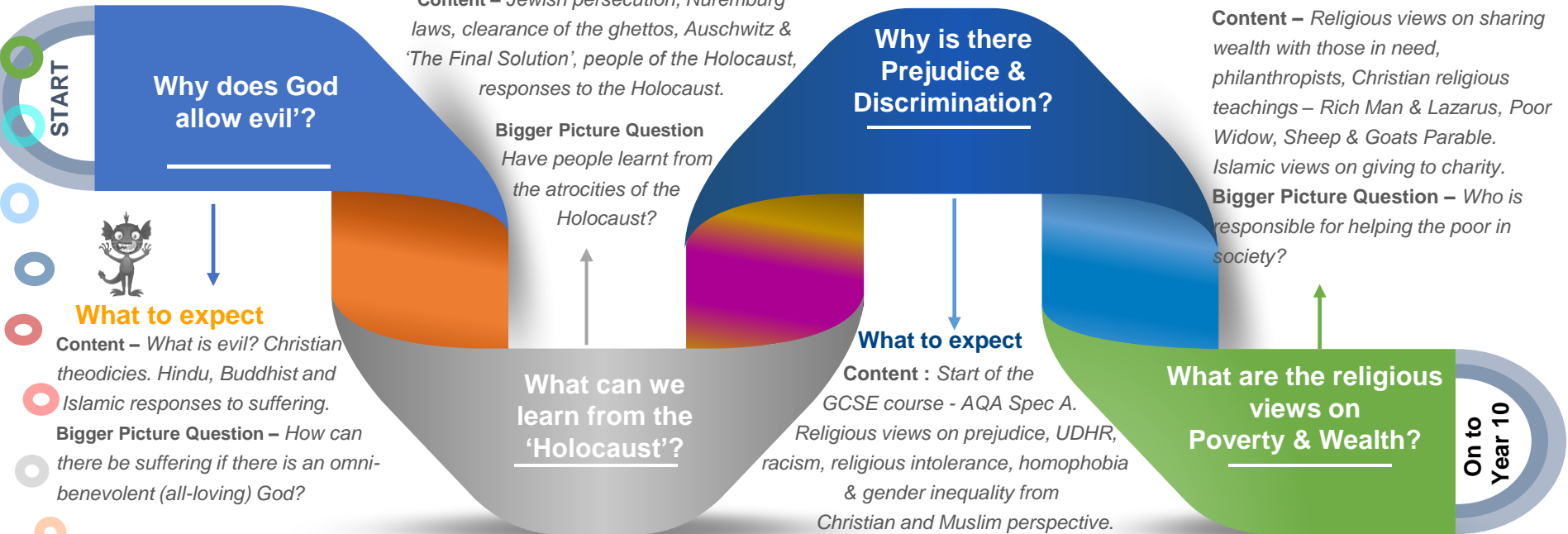
Sequencing

Year 8						
Year overview						
Content	Making sense of beliefs	Understanding the impact	Making connections	Prior learning (KS2)		Future learning (KS3)
Topic/unit name, enquiry question	Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation.	Explain how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Shropshire Locally Agreed Syllabus		
8a - Why do we do RE? Recap of Big 6 (Y7)	Understand the reasons why RE is a core subject in UK schools. Identify what it means to hold a worldview and recap that 'nobody stands nowhere'.	What do other people believe? How does it impact their daily lives? Why is it important to me?		Y7		
8b - Pilgrimage	Locate a range of holy pilgrimage sites and explain which pilgrimage sites are important to different religions.	What the religious journey makes a religious person feel - how does it impact their faith? Is pilgrimage essential? What journeys are special to us and why?		No specific reference to pilgrimage. Y7 Foundations in faith underpin this practice.		KS4
8c - Festivals, food and faith	Identifying the different festivals that religious people celebrate throughout the year. What important event happened that the festival symbolises? Understanding the different food that religious people eat during their festival.	How is the festival celebrated? How does celebrating the festival today, allow someone to feel closer to their religion? What impact does eating food have on someone celebrating a festival? What festivals do we celebrate?		L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah] L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] Y7		KS4
8d - Beyond the Big 6	Identify other worldviews alternative to the 'Big 6' religions. What similarities do these worldviews have to the big 6? What differences?	What matters most to people with non-religious views? How is it similar, and different to, religious views? Is being spiritual different to being religious?		U2.10 What matters most to Humanists and Christians? U2.11 Why do some people believe in God and some people not?		
8e - Philosophy of religion	Different philosophical arguments for how we can know the truth. Beliefs about how God created the world and works within it. Explain the arguments with reference to scholarship.	How convincing are the arguments? What are the counter arguments? What is our opinion?		U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?		9a
8f - Ethics	How do know right from wrong? What does scholarship argue?	Using real life scenarios that could cause debate in relation to what is right or wrong. Is Animal Experimentation morally right and wrong? Assessing the religious views on morality and real life topics		L2.12 How and why do people try to make the world a better place? U2.12 How does faith help when life gets hard? U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]		9a

Year 8		Core knowledge	
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
1	First lesson - book admin, expectations, intro to RE	Year 7	Learning journey Y7-13.
2	What's RE got to do with me?	L2.11 How and why do people mark the significant events in life. U2.11 Why do some people believe in God and some people not?	Why RE is a core subject. How RE helps them to understand people.
3	Recap of Y7 religions	Y7- Big 6	Grouping of Abrahamic and Dharmic religions. Names of buildings, books and followers.
4	What is a pilgrimage?	Y7 Hajj	How pilgrimage puts faith into action. Reasons why people may go on a pilgrimage.
5	Lourdes (Catholic Christianity)	Y7 Denominations, Life of Jesus-miracles, incarnation	Lourdes is in France. Sightings of Mary at Lourdes. Belief about healing water.
6	Jerusalem (Christianity, Islam, Judaism)	Y7 Judaism, Christianity, Islam	Jerusalem is important to Christians as Jesus spent last days here. Important to Jews as Abraham was willing to sacrifice Isaac here and location of the destroyed temple. Significant to Islam as both Jesus and Abraham were prophets and Muhammad visited here during his Night Journey.
7	Places of pilgrimage in India (Sanatana Dharma, Buddha Dharma, Sikhi)	Y7 River Indus, life of Buddha, Gurdwara	India has many important pilgrimage sites for different religions, including.
8	The significance of Makkah (Islam)	L2.9 How do festivals and worship show what matters to a Muslim? Y7 5 Pillars, Life of Abraham	Makkah, is in Saudi Arabia and is important place as this is where Muhammad was born. This is where the Kabba is located, of which Muhammad walked around seven times. Many significant events in Islamic history occurred here.
9	Hajj (Islam)	L2.9 How do festivals and worship show what matters to a Muslim? Y7 5 Pillars, Life of Abraham	Hajj is the Islamic pilgrimage to Makkah. Muslims wear white to show equality. The Hajj is one of the 5 pillars of Islam and this is a Muslim duty to take this journey
10	Introduction to festivals and set project work	/	How festivals are a way of putting faith into action. How festivals are used to commemorate significant events.
11	Eid ul Fitr (Islam)	L2.9 How do festivals and worship show what matters to a Muslim? Y7 Islam	Eid is celebrated twice a year to celebrate the end of Ramadan. Ramadan is undertaken to show loyalty to Allah. Eid is a festival that is celebrated with a large feast, visiting the Mosque and exchanging presents
12	Halal food laws (Islam)	Y7 Islam	Halal is food that is 'permissible' in Islam. This is the food that they are allowed to eat. On the contrary, Haram is food that Muslims are not permitted, such as pork.
13	Why is Diwali called the festival of lights? (Sanatana Dharma)	L2.8 What does it mean to be Hindu in Britain today? Y7 Sanatana Dharma (Hinduism)	Diwali is the festival of light and retells the story of Rama and Sita.
14	Why do Christians celebrate Christmas? (Christianity)	L2.3 What is the Trinity and why is it important for Christians? U2.3 Why do Christians believe Jesus was the Messiah? Y7 Life of Jesus-incarnation	Christmas is when Jesus was born, three wise men brought gifts, a star appeared in the sky. Jesus was born in a manger in a stable, which shows a lowly birth. The incarnation means God becoming flesh.
15	Why do Christians celebrate Easter? (Christianity)	L2.1 What do Christians learn from the creation story? L2.5 Why do Christians call the day Jesus died Good Friday? U2.3 Why do Christians believe Jesus was the Messiah? U2.5 What do Christians believe Jesus did to save people? Y7 Life of Jesus-crucifixion and resurrection	To remember Jesus' sacrifice for the sins of humanity. He died on Good Friday and rose of Easter Sunday. Christians celebrate Easter with remembrance services and eat certain foods.
16	What was Jesus eating on Maundy Thursday? (Communion - Christianity, Passover meal - Judaism)	L2.5 Why do Christians call the day Jesus died Good Friday? U2.5 What do Christians believe Jesus did to save people? L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] Y7 Life of Jesus-crucifixion and resurrection	The bread and the wine to represent his body and blood. He said to his disciples "do this is in remembrance of me". It is also a Jewish festival of passover.
17	Kosher food laws (Judaism)	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] Y7 Judaism	Jews have rules around what they are (kosher) and aren't allowed to eat (Trieif-unclean). There are also rules around food is prepared (cannot mix milk and meat).
18	Wesak (Buddhism)	Y7 Buddhism	Wesak celebrates when Buddha was born, gained enlightenment and died. Buddhists will pour water over statues of Buddha to signify the washing away of the three poisons (Greed, ignorance and hatred)
19	Langar (Sikhi)	Y7 Sikhi	Sewa means selfless service, this is a central feature in Langar. Sikh's make food for other people in the Gurdwara.

Year 8				Core knowledge	
Unit core elements					
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)		Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.	
22	Beyond the Big 6 - Humanism	Shropshire Agreed Syllabus. U2.10 What happens most to humanists and Christians? U2.11 Why do some people believe in God and some do not? 3.13 What difference does it make to be non-religious in Britain today?		Humanists find happiness despite having no belief in God and enuring they make the most of this life as have no belief in an afterlife. Introducing key Humanists eg. Stephen Fry	
23	Beyond the Big 6 - Jain	Shared concepts with Hinduism e.g Ahimsa, Karma and Reincarnation		The focus of the religion is the concern for the welfare of the universe. Looking specifically at 'Ahimsa' and how that concept impacts everyday life.	
24	Beyond the Big 6 - Baha'i	No previous links		Baha'i faith stives for unity in all areas of society. Introduction to the nine pointed star of unity.	
25	Beyond the Big 6 - Aboriginal dreamtime spirituality	Shropshire Agreed Syllabus. F6 Which stories are special and why?		The use of story telling to pass on belief systems and the story of creation.	
26	Beyond the Big 6 - Inuit tribes	No previous links		Inuit tribes believe in Animism - the belief that all objects, places and creatures all possess a distinct spiritual essence.	
27	How did Plato think we can know the truth?	No previous links		Plato is a rationalist (knowledge only comes through reason). He believes in two realms (the realm of forms and appearances). and believes truth knowledge comes through reason and uses the analogy of the cave	
28	Why did Descartes doubt everything?	No previous links		Descartes wanted to know, what was the only thing which he was certain of and he concluded it was that fact he was thinking- "I think therefore I am". He is also a rationalist like Plato.	
29	Was God the first cause of everything?	U2.11 Why do some people believe in God and some people not?		St. Thomas Aquinas is a Theologian who made 5 arguments for God's existence. One is called the First Cause argument. He argues that God is the first cause of the universe.	
30	Is God involved in the world?	L2.2 What is it like for someone to follow God? U2.11 Why do some people believe in God and some people not?		Christians believe that God is directly involved in the world. Christias pray to God, and it helps them understand him. Christians believe that Jesus is God. Hume critisces a belief in miracles.	
31	Can you believe in God and evolution?	L2.1 What do Christians learn from the creation story? U2.11 Why do some people believe in God and some people not?		Evolution is the theory that all life developed from a common ancestor through gradual changes over millions of years. Some Christians believe that this view is inconsistent with God's creation of the world in Genesis where he made the world in 7 days.	

Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
32	Revision	N/A	
33	CORE SUBJECT EXAMS	N/A	
34	MAD Time	N/A	
35	What do we mean by 'ethics'?	L2.12 How and why do people try to make the world a better place?	Absolute morality means things are right or wrong always. Relative morality means things are right or wrong depending on the situation. Deontological ethics means we should judge the action. Teleological ethics means we should judge based on the consequences.
36	Normative ethical theory - Utilitarianism - are goodness and pleasure the same?	L1.9 How should we care for the others and the world, and why does it matter?	Utilitarianism is the pursuit of the greatest good for the greatest number.
37	What should we do with the runaway train?	L1.9 How should we care for the others and the world, and why does it matter?	The trolley problem. Different ways of approaching the problem
38	Are animals as important as humans?	L1.9 How should we care for the others and the world, and why does it matter?	Ways animals are used by humans. The law regarding animals and humans.
39	The ethics of animal testing		Medical vs. cosmetic testing.



Bigger Picture Question:-
 Does the existence of evil disprove the existence of God?
 Should concentration camps be open to visitors?
 Who has responsibility for helping those in poverty?

Cultural Connections/ Real World Links

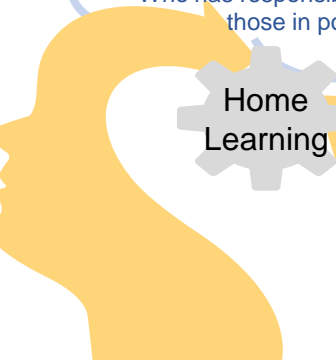
The work of Amnesty International
 Genocide in Rwanda and Kosovo
 'Black Lives Matter' campaign for racial equality
 Tackling child poverty in the UK
 The work of UK charities

What can I do at home?

Find out about the Holocaust and Holocaust memorials around the world.

Find out about the philosophy of evil & suffering

Find out about people who worked against prejudice in 1960's USA



Home Learning
 In the Autumn term there will be a Prep booklet to work through

Some extra information can be found in these QR codes

Sequencing

Year 9					
Year overview					
Content	Making sense of beliefs	Understanding the impact	Making connections	Prior learning (KS2)	Future learning (KS3)
Topic/unit name, enquiry question	Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation.	Explain how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Shropshire Locally Agreed Syllabus	
9a - Evil and suffering	To identify and understand the problem of evil. How do religions such as Christianity, Islam and Buddhism explain the presence of evil and suffering in the world?	To show how some people's faith is challenged by the presence of evil. Some people will justify reasons for the presence of evil and a divine, all-loving being. Do we find any of the theodicies a convincing defence?		L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha] 2.12 How does faith help when life gets hard?	9b, 9c, 9d
9b - The Holocaust	To identify and understand how Jewish people were treated during the Holocaust. How anti-semitism led to the formation of ghettos and death camps and the prejudice that was shown towards the Jews manifested itself.	To show empathy towards the situation of the Jews during the Holocaust. To understand that some people risked their own lives to help others. To identify how the Holocaust led to a different set of responses including losing faith. How memorials are used to remember the Holocaust and designing our own.		U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?	9c
9c - Prejudice and discrimination	Identify different types of prejudice and discrimination. To identify what Christians and Muslims teach about equality.	To show understanding of different types of prejudice and discrimination and how it impacts the lives of individuals.		L2.4 What kind of world did Jesus want? U2.4 How do Christians decide how to live? 'What would Jesus do?'. U2.8 What does it mean to be a Muslim in Britain today? L2.12 How and why do people try to make the world a better place?	9d
9d - Poverty and wealth	Identify the causes of poverty and wealth and how religions teach wealth should be used.	To show empathy to those who live in poverty and consider ways in which people can help those in poverty. Awareness of the ways people can be exploited such as people trafficking, unfair pay and excessive interest on loans.		L2.4 What kind of world did Jesus want? U2.4 How do Christians decide how to live? 'What would Jesus do?'. U2.8 What does it mean to be a Muslim in Britain today? L2.12 How and why do people try to make the world a better place?	

Core knowledge

Year 9			
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
1	First lesson - book admin, expectations, intro to RE	Y7 and Y8	Learning journey Y7-13.
2	What is suffering?	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.12 How and why do people try to make the world a better place? U2.12 How does faith help when life gets hard?	Moral and natural evil. Causes of suffering. How suffering can be good and bad.
3	Why is evil a challenge to religious belief?	U2.12 How does faith help when life gets hard? Y7 Christianity beliefs about God	The inconsistent triad. Beliefs about the nature of God
4	How do Christians defend God in the presence of evil and suffering?	U2.12 How does faith help when life gets hard? Y7 Christianity beliefs about God	Theodicies - soul-making, soul-deciding, balance, punishment, free will.
5	How do Buddhists explain the existence of suffering?	Y7 life of the Buddha, teachings of the Buddha	Three poisons- greed, anger, ignorance. Four Noble Truths, Eightfold Path.
6	How do Hindus and Muslims explain the existence of suffering?	Y7 Karma, beliefs about Allah	Hinduism - karma and reincarnation linked to suffering. Islam - life is a test from Allah.
7	Y9 assessment 1		
8	Y9 assessment 1 MAD Time		
9	What was the Holocaust? Set project	Y7 Judaism	What is anti-semitism and how did it manifest itself towards the Jews in the Holocaust.
10	What was life like in the ghettos?	None (not appropriate before Year 9)	Why were the ghettos set up. How did life change for those families forced into the ghettos?
11	Why were people moved to the camps and what was the 'final solution'?	None (not appropriate before Year 9)	How did the Nazi's 'Final Solution' lead to the formation of death camps?
12	How have religious people responded to the Holocaust?	None (not appropriate before Year 9)	People responded in different ways from loss to faith to anger and wanting revenge.
13	The people of the Holocaust	None (not appropriate before Year 9)	Righteous Amongst the Nations and those who risked their own lives to help the Jews. e.g Oscar Schindler
14	Memorials presentation lesson	None (not appropriate before Year 9)	How do we remember the Holocaust and memorialise the event?

Year 9		Core knowledge	
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
15	Types of prejudice	F4 Being special: where do we belong?	Prejudice is pre-judging someone. Christians and Muslims believe in equality.
16	Causes of prejudice and discrimination	L2.12 How and why do people try to make the world a better place. Year 7 - The importance of studying RE and belonging to a community	Discrimination is acting on prejudice and is illegal. There are different types of discrimination including positive discrimination, which is treating people favourably because of past discrimination.
17	Human Rights	Year 7 - What are religion and world views Year 8 PHSE Human Rights Act.	Human rights are the basic rights and freedoms to which all humans should be entitled. All people have a responsibility to not harm the rights of others.
18	Christian attitudes to racism	L2.4 What kind of world did Jesus want? U2.4 How do Christians decide how to live. 'Love thy neighbour' 'What would Jesus do?'	Racism means showing prejudice against someone because of their ethnic group or nationality. In Britain racism was made illegal in the 1976 Race Relations Act. Christians oppose racism "There is neither Jew nor Gentile... you are one in Christ Jesus".
19	Muslim attitudes to racism	U2.8 What does it mean to be a Muslim in Britain today? L2.12 How and why do people try to make the world a better place?	Muslims oppose racism. The Qur'an does not support the idea of treating people differently by race or the colour of their skin. "People are equal as teeth on a comb"
20	Prejudice assessment		
21	MAD Time		
22	Religious attitudes to women	L2.4 What kind of world did Jesus want? U2.4 How do Christians decide how to live? 'What would Jesus do?'	Both Christians and Muslims believe that women and men have equal status in the eyes of God. The role of women within religions vary as attitudes have changed through the years.
23	Religious attitudes to LGBTQ+	L2.4 What kind of world did Jesus want? U2.4 How do Christians decide how to live? 'What would Jesus do?'	Christians believe in equality as Jesus taught "Love thy neighbour". Some Christians see homosexuality as sinful but others see it as morally acceptable. Many Muslims see homosexuality as sinful and against Sharia'h law, but some see it as acceptable and loving.
24	Religious freedom	Year 7 - What are religion and world views	Religions believe that people have freedom of (the right to believe or practice whatever religion one chooses). Freedom of religious expression is a freedom to practice one's faith in whatever way one chooses.
25	Revision		
26	CORE SUBJECT EXAMS		
27	MAD Time		

Year 9		Core knowledge	
Unit core elements			
Lesson title/enquiry		Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
28	Introduction to wealth and poverty	Year 7 What duties do Muslims have? - Five Pillars - Zakah. U2.8 What does it mean to be a Muslim in Britain today? L2.12 How and why do people try to make the world a better place?	Wealth is an abundance of possessions and money. Absolute poverty is not having access to the basic necessities needed to live. Relative poverty is being poor compared to others in society but having the basic necessities.
29	Causes of poverty	U2.12 How does faith help when life gets hard? Year 7 Who was Siddhartha Gautama - Life of the Buddha.	How the following cause poverty: lack of education, natural disasters, debt, war, unemployment, addiction, unfair trade.
30	Poor Kids documentary		What life is like for people who grow up in poverty
31	Exploitation of the poor	L2.4 What kind of world did Jesus want?	How unfair pay, excessive interest on loans and people trafficking exploit those in poverty
32	Christian teachings on poverty	L2.4 What kind of world did Jesus want?	Christians believe wealth should be earned in an honest way and there is a responsibility to help those in poverty. "Love of money is the root of all evil", "No one can serve two masters" "Sell your possessions and give to the poor"
33	Muslim teachings on poverty	Year 7 What duties do Muslims have? - Five Pillars - Zakah. U2.8 What does it mean to be a Muslim in Britain today? L2.12 How and why do people try to make the world a better place?	Muslims believe wealth is a gift from Allah and humans are caretakers of Allah's wealth. "He who eats and drinks whilst his brother goes hungry is not one of us". "Allah does not look at your appearance or financial status but at your hearts and actions"
34	Poverty assessment		
35	MAD Time		
36	Charity and giving money to the poor	L2.4 What kind of world did Jesus want?	Christians and Muslims have a religious duty to help the poor.
37	Revision/recap of prejudice and wealth	L2.4 What kind of world did Jesus want? Year 7 What duties do Muslims have? - Five Pillars - Zakah.	Types of prejudice, attitudes to prejudice, causes of poverty, attitudes to helping the poor
38	Applying knowledge to different types of questions		Writing PEEL paragraphs, using scripture to support answers
39	Quiz/AFL/Documentary if in lesson		What it is like to live in poverty

KS4

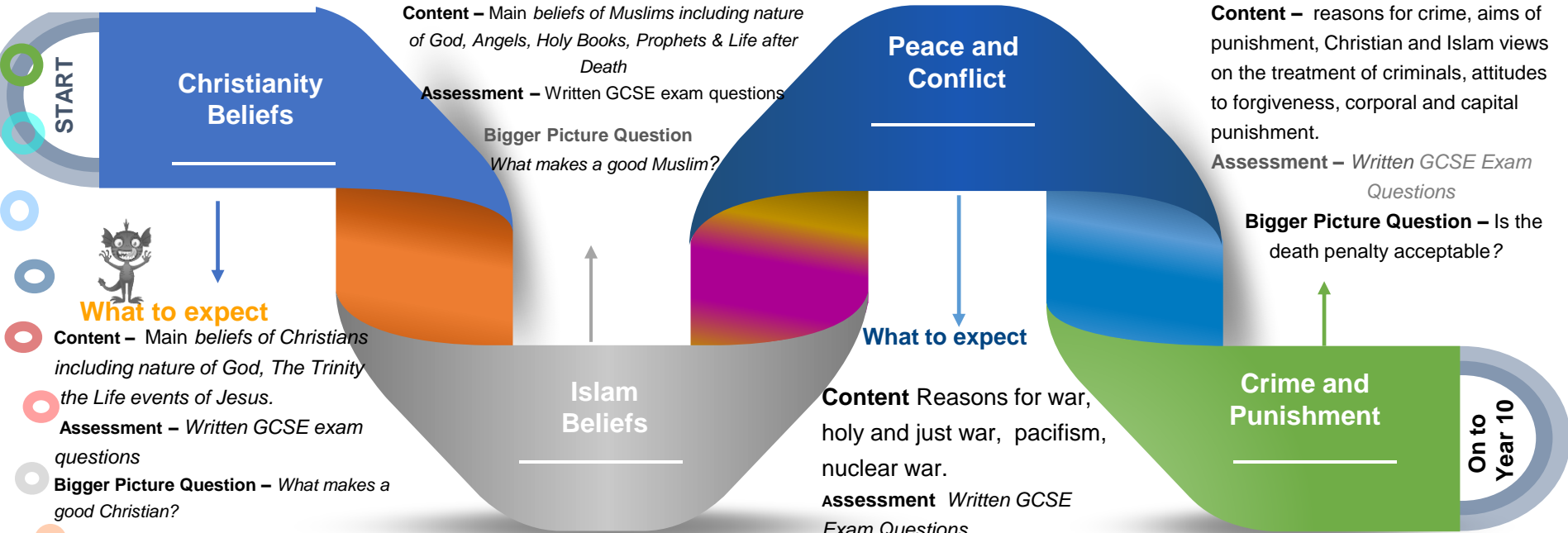
Learning Journeys

Intent, Implementation and Impact

Year 10 Religious Education Year Overview

What is my Learning Journey this year?
What to expect...

What to expect



Bigger Picture Question:-
 How do beliefs influence religious people to act in everyday life?
 Does religion cause war?
 Should criminals be forgiven?

Cultural Connections/ Real World Links
 Government policy on treatment of criminals. Real examples of crime. Use of WMD,

What can I do at home?
 GCSE POD
 SENECA
 GCSE Bitesize

Home Learning

You will have homework tasks focused on the skills and content required for GCSE

Some extra information can be found in these websites

Y10 Intent, Implementation and Impact

Scheme of Learning YEAR OVERVIEW

Subject RE
Year Group 10

The Big Picture
This is the first full year of GCSE RE. The students now have two periods per week. They will be covering Christian Beliefs, Islam Beliefs, Religion Peace and Conflict and Religion, Crime and Punishment

Intent			
TOPICS	SKILLS	KNOWLEDGE	PRIOR KNOWLEDGE
CHRISTIAN BELIEFS	AO1 Demonstrates knowledge and understanding of religion and beliefs	Develop knowledge and understanding of religions and non religious beliefs with particular emphasis on Christianity and Islam Develop knowledge and understanding of religious scriptures and sources of authority To reflect on their own values, beliefs and purpose of human life	Year 7 & 8 : Religious founders, Beliefs in action
ISLAM BELIEFS			
RELIGION, PEACE AND CONFLICT			
RELIGION, CRIME AND PUNISHMENT	AO2 Analyse and evaluate aspects of religion and beliefs		FUTURE EXTENSIONS To apply knowledge to GCSE exam questions

Unit	When
Christian Beliefs	Autumn 1
Islam Beliefs	Autumn 2
Religion, Peace & Conflict	Spring Term
Religion, Crime & Punishment	Summer Term

SMCS – Main focus
Exploring two major world religions (Christianity and Islam) and promoting tolerance and understanding.

Sharing views and opinions with others, showing respect for people, living things and property

Reflecting on one’s contribution to society and the school community.

- Homework / Revision**
- GCSE Pod
 - Exam Questions set fortnightly
 - Completion of yellow box tasks
 - Retrieval learning tasks for weekly 10 mark testing
 - Flipped Learning tasks as part of revision prep.

Assessment

GCSE examination question booklet. Full examination questions homework.

Low stakes testing & Retrieval tasks – key word tests, content, religious teachings & quotes

Autumn Term – Key Assessments
2 x End of Unit assessment
Christian Beliefs (Pillar 1) & Islam Beliefs

Spring Term – Key Assessments
Mid term assessment – GCSE exam Q
End of Unit assessment : Theme D Peace and Conflict

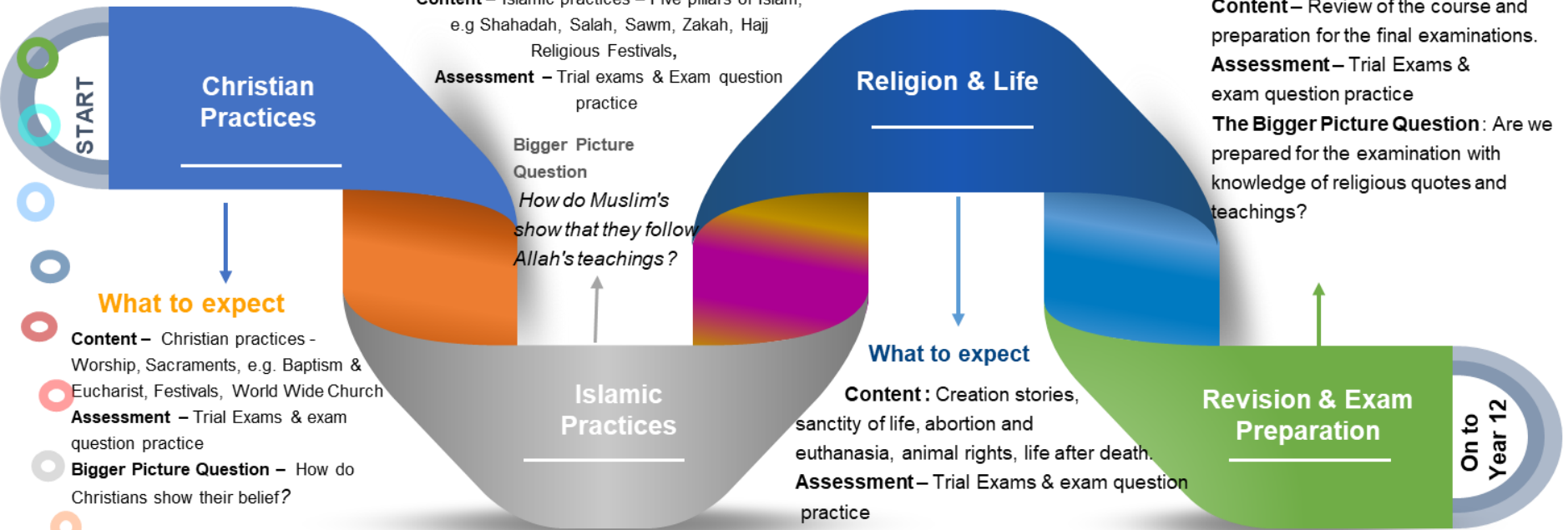
Summer Term – Key Assessments
June Internal examinations To examine Christian and Islam Beliefs, Theme F Human Rights & Theme D Peace & Conflict modules

Impact
To retain knowledge of key terms and quotes from retrieval task focus.
To evaluate an argument identifying different points of view and justifying their own view.
To illustrate the different points of view using religious teachings from scripture and other sources of authority

Next Steps Moving forward into year 11 building on knowledge of Christian and Islam beliefs as part of Practices section of the course. Development of exam question techniques & requirements, especially the 12 mark question answers within timed conditions.

Year 11 Religious Education Year Overview

What is my Learning Journey this year?



Bigger Picture Question:-

Should religious people always protect life?
Is human life more important than animal life?

**Cultural Connections/
Real World Links**

Documentary on assisted suicide and the real world arguments for and against.
Dignitas in Switzerland.

How following the 5 pillars influences daily life for Muslims.

What can I do at home?

SENECA
GCSE POD
GCSE BITESIZE

Home Learning

In Year 11 you will have fortnightly exam question practice.

Some extra information can be found in these websites

Y11 Intent, Implementation and Impact

The Big Picture

This is the second full and final year of GCSE RE. The students have two periods of teaching per week. They will be covering Christian Practices, Islam Practices Religion and Life and Revision

Intent

TOPICS	SKILLS	KNOWLEDGE	PRIOR KNOWLEDGE
CHRISTIAN PRACTICES	AO1 Demonstrates knowledge and understanding of religion and beliefs	Develop knowledge and understanding of religions and non religious practices with particular emphasis on Christianity and Islam Develop knowledge and understanding of religious scriptures and sources of authority	Year 7 & 8 : Religious journeys Festivals and Food Year 9 Suffering and evil
ISLAM PRACTICES			
RELIGION & LIFE	AO2 Analyse and evaluate aspects of religion and beliefs	To reflect on their own values, beliefs and purpose of human life, with particular reference to beginning and end of life.	FUTURE EXTENSIONS To apply knowledge to GCSE exam questions
REVISION			

Implementation

Unit	When
Christian Practices	Autumn 1
Islam Practices	Autumn 2
Religion & Life	Spring Term 1
Revision	Spring Term 2 onwards

SMCS – Main focus
Exploring two major world religions (Christianity and Islam) and promoting tolerance and understanding.

Sharing views and opinions with others, showing respect for people, living things and property

Reflecting on one’s contribution to society and the school community.

Homework / Revision

- GCSE Pod
- Exam Questions set fortnightly
- Completion of yellow box tasks
- Retrieval learning tasks for weekly 10 mark testing
- Flipped Learning tasks as part of revision prep.
- Timed assessments

Assessment

GCSE examination question booklet. Full examination questions homework and use for timed assessments.

Low stakes testing & Retrieval tasks – key word tests, content, religious teachings & quotes

Autumn Term – Key Assessments
2 x End of Unit assessment timed
Christian Practices (Pillar 1) & Islam Practices
Trial Exams 1. 2 papers : Christian & Islam beliefs and practices, Theme Paper 3 questions

Spring Term – Key Assessments
Mid term assessment – GCSE exam Q timed
End of Unit assessment : Religion and Life
Trial Exams 2 – 2 papers Beliefs & Practices plus Theme Paper 4 questions

Summer Term – Revision Exams Summer 1 prior to half term

Impact

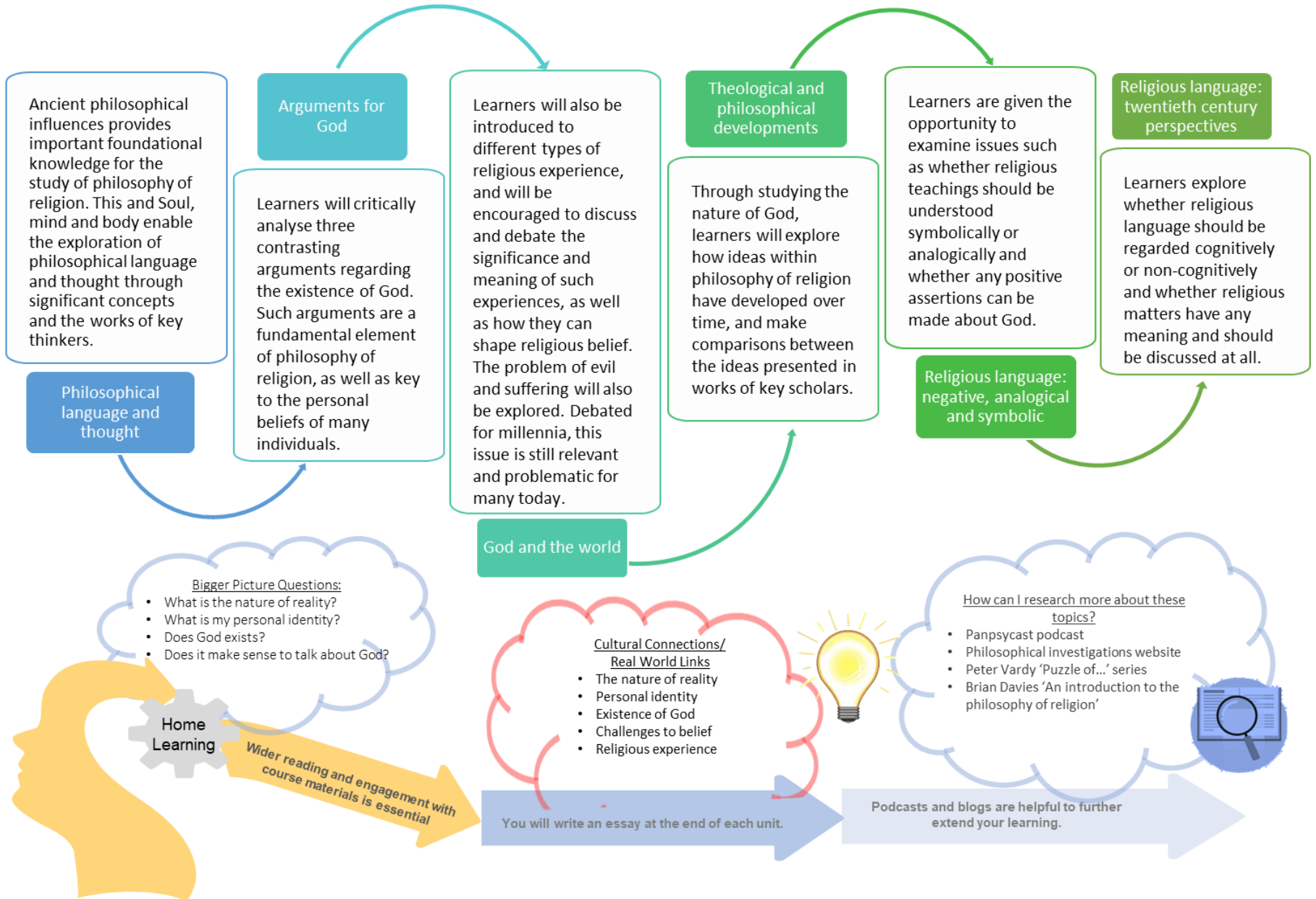
To retain knowledge of key terms and quotes from retrieval task focus.
To evaluate an argument identifying different points of view and justifying their own view.
To illustrate the different points of view using religious teachings from scripture and other sources of authority

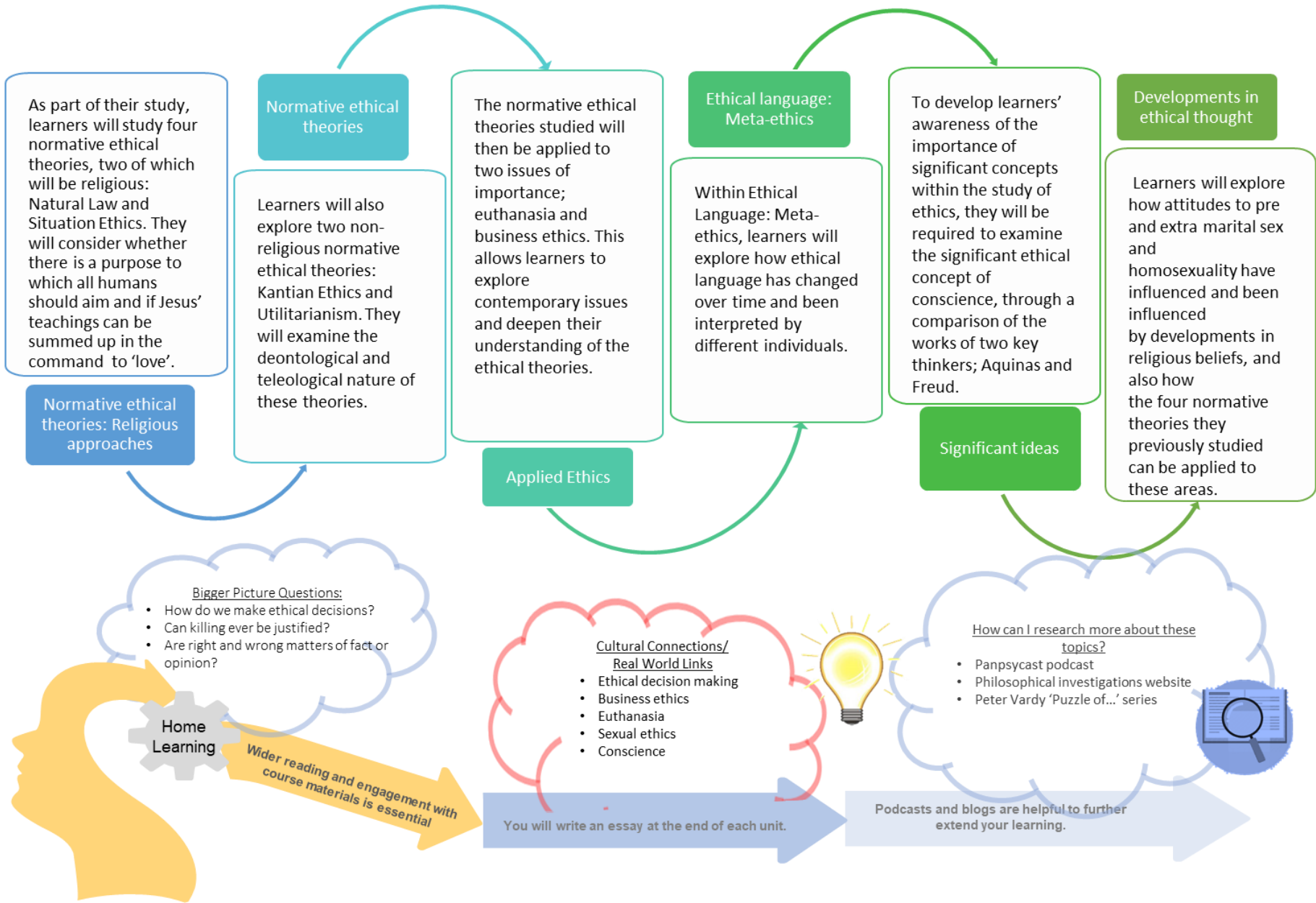
Next Steps Thorough knowledge of course content including retrieval of quotes and teachings. Timed question writing.

KS5

Learning Journeys

Intent, Implementation and Impact





This first section explores human nature in the context of the purpose of life, the self and immortality. Learners will explore Augustine's ideas regarding the human condition, as well as different Christian interpretations of the promise and nature of the afterlife.

Insight

Foundations

In Knowledge of God, both natural and revealed theology will be studied, including the relationship between faith and reason. This will enable discussion of how Christians may understand their relationship with God. Learners will also explore historical and theological understandings of the person of Jesus Christ.

Learners will consider the Bible, Church and reason as sources of wisdom and authority. Through considering the use of these in shaping Christian moral values and practice, this topic will allow learners to investigate the principles that shape and express religious identity, and the diversity of practice within Christianity. Learners will also undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer.

Development

A significant development in Christian thought studied is that of pluralism, a vital concept in this age of migration and multi-cultural societies. The two topics which explore this concept enable the consideration of the ways that Christian traditions view other religious and non-religious worldviews.

The changing roles of men and women, and feminist approaches to theology, form the basis of the two further topics. These topics encourage learners to reflect on issues of gender identity, equality and discrimination and the social influence of religious institutions, and provide the opportunity to compare Mary Daly and Rosemary Ruether.

Challenges

Students explore the challenges posed by secularism. These topics enable the study of how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophy, politics and studies of religion.

Society

Assessment

- You will be formally assessed with a 40 mark essay at the end of each unit
- You will be informally assessed with in class quizzes and recall tasks
- You will complete 2 sets of mock exams in Y12 and 2 in Y13

Bigger Picture Questions:

- What is the after life?
- Who was Jesus?
- Is God male or female?
- Is Christianity wish fulfillment?

Home Learning

Wider reading and engagement with course materials is essential

Living

Cultural Connections/ Real World Links

- The nature of God
- Identity of Jesus
- Existence of afterlife

How can I research more about these topics?

- Panpsycast Christianity podcast
- Peter Vardy 'Puzzle of...' series
- David Ford 'The Modern Theologians'
- Karen Armstrong various works.
- Specification 'further reading'

Podcasts and blogs are helpful to further extend your learning.

You will write an essay at the end of each unit.



Y12 Intent, Implementation and Impact

The Big Picture First year of the two year A Level course. Students will cover the Year 1 content for the Religious Studies A Level which includes Philosophy, Ethics and Developments in Christian Thought.

Intent

TOPICS	SKILLS	KNOWLEDGE	PRIOR KNOWLEDGE
Philosophy of religion	AO1: Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching, influence of beliefs, teachings and practices on individuals, communities and societies, cause and significance of similarities and differences in belief, teaching and practice, approaches to the study of religion and belief.	Philosophy of religion: ancient philosophical influences; the nature of the soul, mind and body; arguments about the existence or non-existence of God; the nature and impact of religious experience.	GCSE course covers beliefs and practices of Christianity and some religious ethical thinking.
Religion and ethics		Religion and ethics: normative ethical theories; the application of ethical theory to two contemporary issues of importance	
Development in religious thought: Christianity		AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Development in religious thought: Christianity: religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world; sources of religious wisdom and authority; practices which shape and express religious identity, and how these vary within a tradition

Implementation

Unit	
Philosophy of religion	HW
Religion and ethics	AM
Development in religious thought: Christianity	MD

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

Key Assessments

Students will complete essays at the end of each topic. Some will be completed in timed conditions in class.

Whole school KS5 internal assessments in January and June. Students will complete mock papers on content covered so far that require them to answer 3 questions of a choice of 4 per paper.

Impact

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study

Next Steps

Students continue the course next year covering the Year 2 content with final examinations taking place in June.

Y13 Intent, Implementation and Impact

The Big Picture First year of the two year A Level course. Students will cover the Year 1 content for the Religious Studies A Level which includes Philosophy, Ethics and Developments in Christian Thought.

Intent

TOPICS	SKILLS	KNOWLEDGE	PRIOR KNOWLEDGE
Philosophy of religion	AO1: Demonstrate knowledge and understanding of religion and belief, including: religious, philosophical and/or ethical thought and teaching, influence of beliefs, teachings and practices on individuals, communities and societies, cause and significance of similarities and differences in belief, teaching and practice, approaches to the study of religion and belief. AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	Philosophy of religion: the challenge for religious belief of the problem of evil; ideas about the nature of God; issues in religious language.	Year 1 content provides the foundation knowledge for Year 2 content.
Religion and ethics		Religion and ethics: ethical language and thought; debates surrounding the significant idea of conscience; sexual ethics and the influence on ethical thought of developments in religious beliefs.	
Development in religious thought: Christianity		Development in religious thought: Christianity: significant social and historical developments in theology and religious thought; key themes related to the relationship between religion and society.	FUTURE EXTENSIONS A level essay questions, synoptic links across the course, final assessment in June.

Implementation

Unit	
Philosophy of religion	HW
Religion and ethics	HW
Development in religious thought: Christianity	MD

In Philosophy of religion learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

Religion and ethics is characterised by the study of ethical language and thought, with exploration of key concepts and the works of influential thinkers. Ethical theory will also be applied to issues of importance; namely euthanasia, business ethics, and sexual ethics.

Developments in religious thought provides an opportunity for the systematic study of one religious tradition. This will include the exploration of religious beliefs, values, teachings and practices that shape religious identity, as well as sources of wisdom and authority. Also central are the ways in which religious traditions have developed over time, and religious responses to challenges and significant contemporary social issues.

Key Assessments

Students will complete essays at the end of each topic. Some will be completed in timed conditions in class.

Whole school KS5 internal assessments in January. Students will complete mock papers on content covered so far that require them to answer 3 questions of a choice of 4 per paper.

Final examinations take place in June

Impact

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study

Next Steps

Some students will continue studies onto university.