

**Sir John Talbot's School**

**CURRICULUM**

**#togetherwegrow**

Marches Academy Trust 

# Religious Education

## Our vision in Humanities

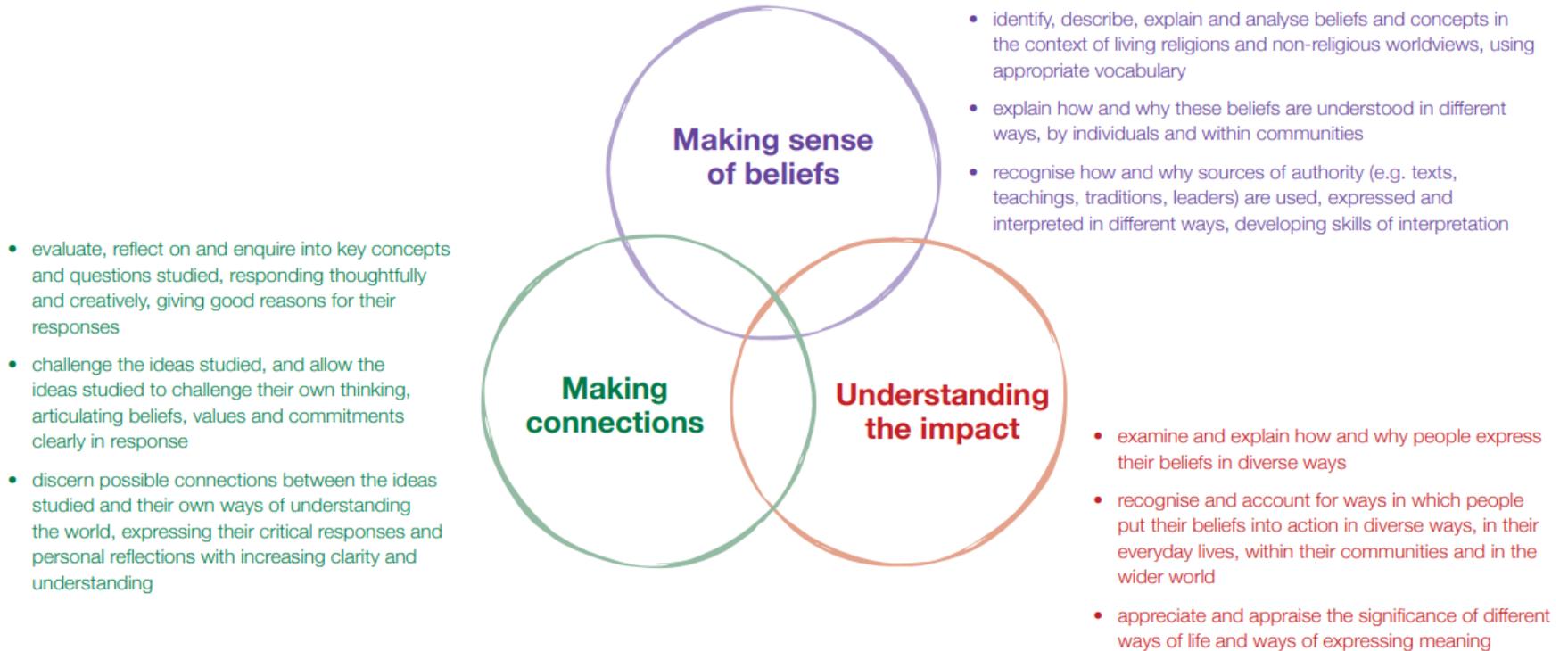
We are striving to enlighten students to the broader human experience in a 21st century world. Students will be aware of the risks to our planet, tolerant, and celebratory of different faiths and understand the significance of the past and how it has shaped the world today. The seeds that Humanities 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 (Autumn term)

# 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? (Pssst. 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	

# 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.
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? (Puja - experiential?!)	/	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	*RELIGIOUS BUILDINGS TRIP PREP* date TBC	/	Plans and expectations on trip
9	*RELIGIOUS BUILDINGS FEEDBACK LESSON* date TBC	/	Sharing experiences with classmates (not all visit same locations)
10	Who was Abraham?	/	Story of Abraham. Significance of Abraham for Judaism, Christianity and Islam. Language of covenant and G-d.
11	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.
12	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.
13	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.
14	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.

Homework: Hindu person of faith

Homework: Jewish 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

### 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?			
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 we 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.

### What to expect...

**Content** – Jewish persecution, Nuremburg laws, clearance of the ghettos, Auschwitz & 'The Final Solution', people of the Holocaust, responses to the Holocaust.

**Bigger Picture Question**  
Have people learnt from the atrocities of the Holocaust?

### Why is there Prejudice & Discrimination?

### What to expect

**Content** : Start of the GCSE course - AQA Spec A. Religious views on prejudice, UDHR, racism, religious intolerance, homophobia & gender inequality from Christian and Muslim perspective.

**Bigger Picture Question** – How is prejudice being tackled in the world today?

### What to expect

**Content** – Religious views on sharing wealth with those in need, philanthropists, Christian religious teachings – Rich Man & Lazarus, Poor Widow, Sheep & Goats Parable. Islamic views on giving to charity.

**Bigger Picture Question** – Who is responsible for helping the poor in society?

### What are the religious views on Poverty & Wealth?

On to Year 10

START

### Why does God allow evil?



### What to expect

**Content** – What is evil? Christian theodicies. Hindu, Buddhist and Islamic responses to suffering.

**Bigger Picture Question** – How can there be suffering if there is an omnibenevolent (all-loving) God?

### What can we learn from the 'Holocaust'?

### 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?

Home Learning

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

### 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

Some extra information can be found in these QR codes



KS4

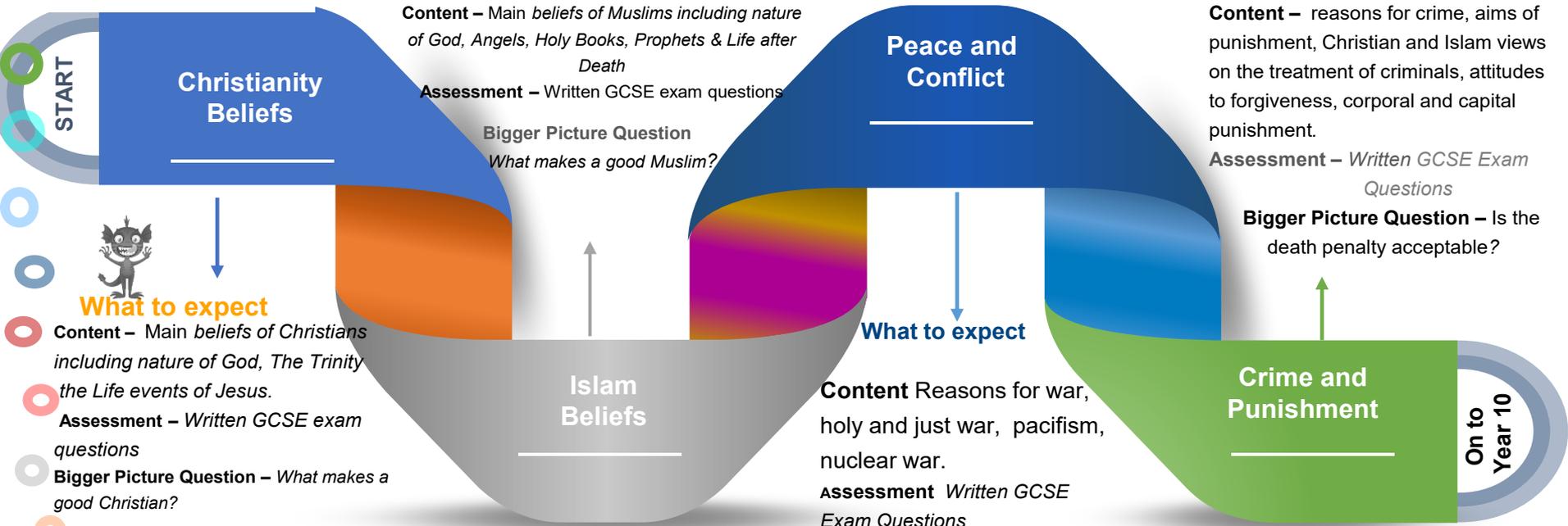
Learning Journeys

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

## 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		<b>FUTURE EXTENSIONS</b> To apply knowledge to GCSE exam questions

Unit	When	SMCS – Main focus	Homework / Revision	Assessment	Autumn Term – Key Assessments
Christian Beliefs	Autumn 1	Exploring two major world religions ( Christianity and Islam ) and promoting tolerance and understanding.	<ul style="list-style-type: none"> <li>GCSE Pod</li> <li>Exam Questions set fortnightly</li> <li>Completion of yellow box tasks</li> <li>Retrieval learning tasks for weekly 10 mark testing</li> <li>Flipped Learning tasks as part of revision prep.</li> </ul>	GCSE examination question booklet. Full examination questions homework.  Low stakes testing & Retrieval tasks – key word tests, content, religious teachings & quotes	2 x End of Unit assessment Christian Beliefs ( Pillar 1 ) & Islam Beliefs
Islam Beliefs	Autumn 2	Sharing views and opinions with others, showing respect for people, living things and property			Spring Term – Key Assessments Mid term assessment – GCSE exam Q End of Unit assessment : Theme D Peace and Conflict
Religion, Peace & Conflict	Spring Term	Reflecting on one’s contribution to society and the school community.			Summer Term – Key Assessments June Internal examinations To examine Christian and Islam Beliefs, Theme F Human Rights & Theme D Peace & Conflict modules
Religion, Crime & Punishment	Summer Term				

### Impact

To retain knowledge of key terms and quotes from retrieval task focus.

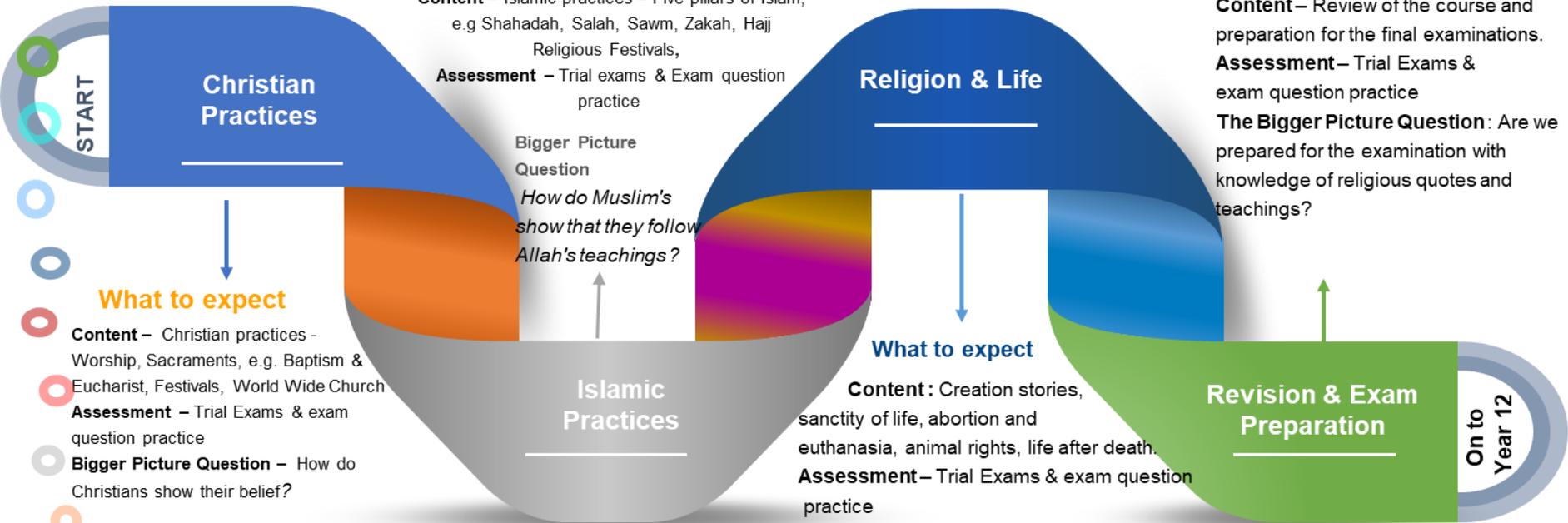
To evaluate an argument identifying different points of view and justifying their own view.

To illustrate the different points of view using religious teachings from scripture and other sources of authority

**Next Steps** 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.	<b>FUTURE EXTENSIONS</b> 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

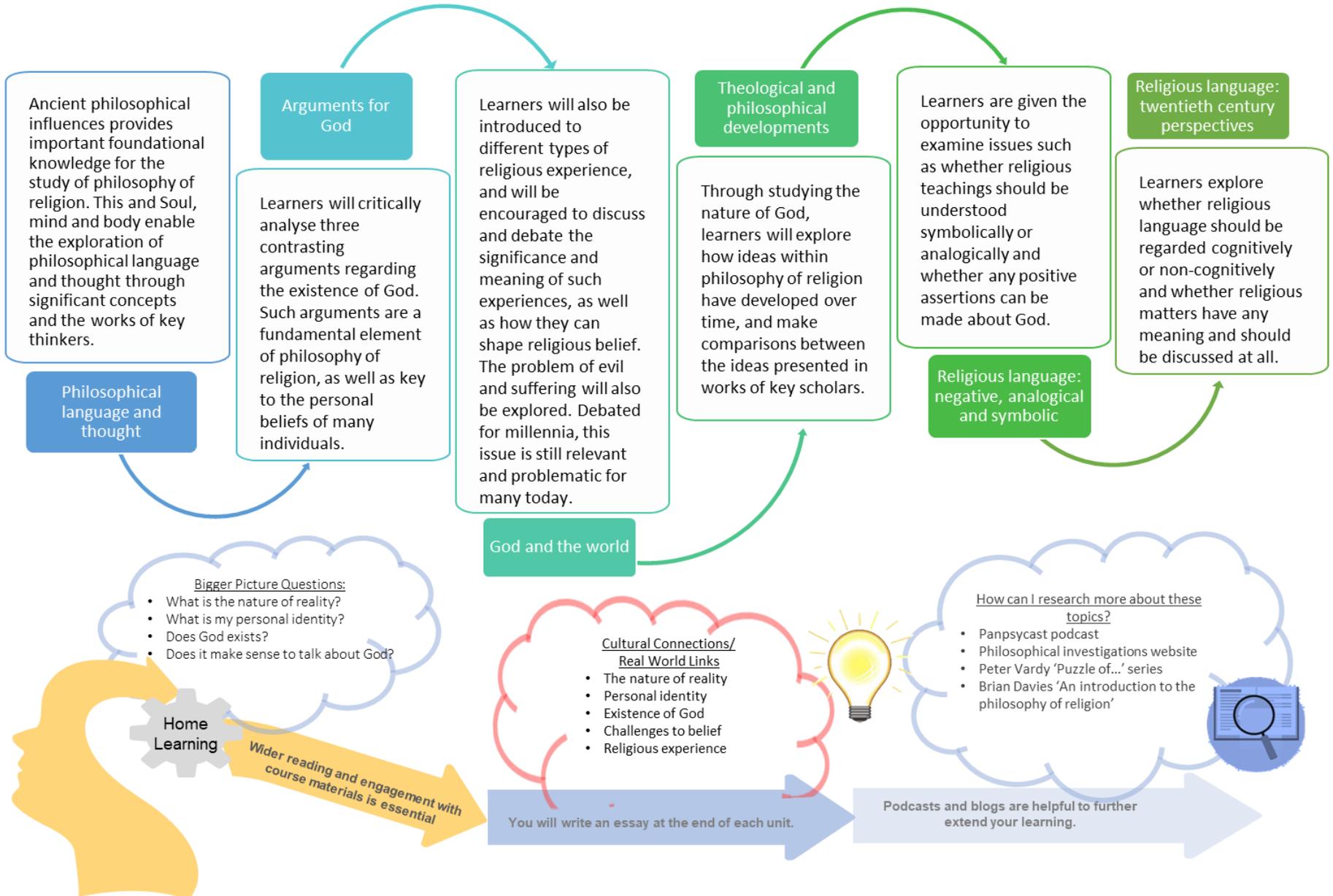
To retain knowledge of key terms and quotes from retrieval task focus.  
To evaluate an argument identifying different points of view and justifying their own view.  
To illustrate the different points of view using religious teachings from scripture and other sources of authority

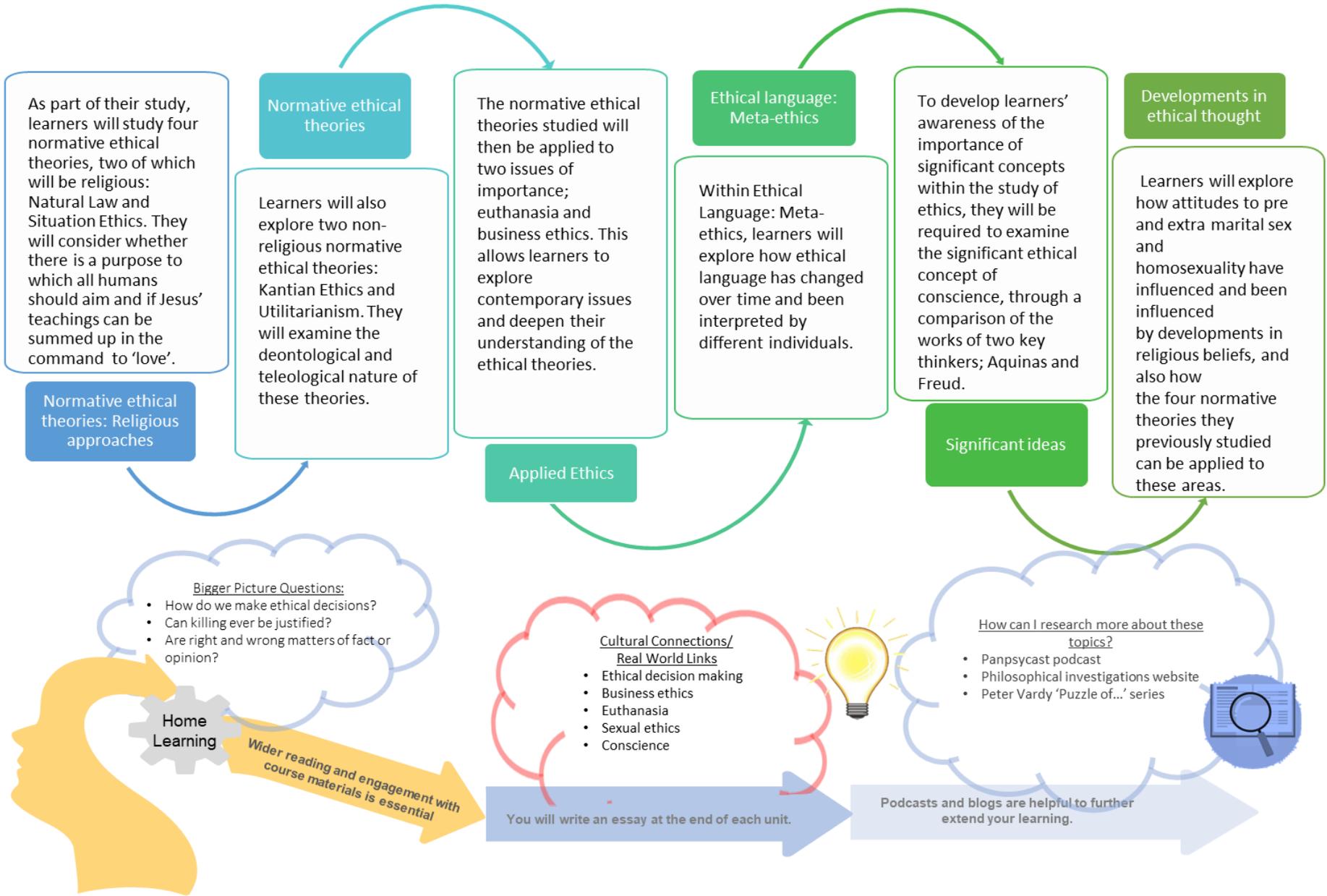
**Next Steps** Thorough knowledge of course content including retrieval of quotes and teachings. Timed question writing.

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.	<b>FUTURE EXTENSIONS</b>  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.