

Subject: RE

Curriculum Vision

Religious Education provides our students with the opportunity to learn about the main world religions, faiths and belief-systems. It develops our students' knowledge, understanding and awareness of the impact that religion makes upon peoples' lives, as well as the contribution that religion has made upon society, cultures and language. Religious Education enables learners to explore moral themes and to develop their analytical and critical thinking skills through a careful study of key teachings from sources of wisdom and authority from the different Religious Traditions, as well as other Worldviews within our society. It provides our students with the opportunity to examine searching and philosophical questions concerning the purpose and meaning of life.

Curriculum Intent

In order to be successful, we consider the following aspects:

- ☐ Providing the students with the opportunity to explore the key teachings of the main Religious Traditions in the UK
- ☐ Giving the students the opportunity to examine how the different Religious Traditions celebrate and worship their faith both as individuals and within communities, during festivals and at key moments in the lives of believers
- ☐ Provide our students with an opportunity to gain an insight into how religious beliefs and values influence people on ethical issues and matters relating to life and death and in relation to themes explored in Citizenship, such as Crime and Punishment and Peace and Conflict

Religious Education encourages students to think critically, logically and analytically. It also provides opportunities for students to learn about and from the teachings and values of the main World Religions as well as exploring those held by people with other Worldviews in our society.

Curriculum Offer : KS3

	Year 7	Year 8	Year 9
Term 1	Term 1: Biblical Literacy 1 Students study what the Bible is and how people use it, Christian beliefs about God and creation. They examine key Biblical passages including The Fall (Genesis 3), Noah's Ark and the Flood (Genesis 6-9), The Binding of Isaac (Genesis) and the Beatitudes (Matthew 5) to explore themes such as how the relationship between God and humans is broken, tested and ultimately fixed. Links to the rest of the curriculum:	Term 1: Islamic Beliefs Students study the origins of the Islamic religion and the key beliefs within Islam. The students explore the early life of Muhammad, the Night of Power, the Night Journey, the Hijrah, how Islam spread in the period after the life of the Prophet Muhammad when Islam was being led by the Caliphs, and how Islam split into the Sunni and Shi'a Islamic traditions. Links to the rest of the curriculum: In Year 7 and Year 8 students explore stories involving Islamic prophets	Term 1: Christianity In Christianity the students learn about how Christianity spread within the Roman Empire, how Christianity became divided in later centuries and how it is still practised within the UK in the twenty-first century. Links to the rest of the curriculum: Students explore the life of Jesus and the beginnings of Christianity in Biblical Literacy 3 and Biblical literacy 4. Biblical Literacy 1 and Biblical Literacy 2 examines key stories from the Books of Genesis and Exodus. The story of the Exodus is linked

	In Year 2 students explore the Bible as a special book for Christians.	(Noah, Abraham, Moses, Jesus) where these prophets appear within the Biblical tradition, in the Biblical Literacy 1, 2 and 3 units of work.	to the Last Supper within Christianity. The Passover Meal (Pesach) is also covered within the Judaism unit of work.
Term 2	Term 2: Biblical Literacy 2 Students study the central story of the Exodus; Moses' birth through to escaping from Egypt, his call from God to return to Egypt, the Ten Plagues and The Passover. Links to the rest of the curriculum: In Y9 students further explore Judaism – strong links to (Pesach) The Passover Celebration. Later in Y7 students examine the link between the Old Testament and The New Testament, exploring the theme of the Atonement. In	Term 2: Islamic Practices Students explore the Five Pillars of Islam (The Shahadah, Salat, Sawm, Zakat and The Hajj), how Muslims practice their faith in their everyday lives as the core practices within the Islamic Faith. Links to the rest of the curriculum: Students will explore how Muslims express their religious beliefs within the Religion and Art unit later in Year 8	Term 2: Ethics Students look at the Bible as a special book for Christians because of its message about God and Jesus, and explore how the different books all teach something about God and His relationship with humankind. Utilitarianism is also examined as an ethical theory and the students consider the challenges raised to Utilitarianism by the Trolley problem scenarios, and then apply Utilitarianism and Christian teachings to euthanasia and abortion.

	Year 8 the students explore Jesus' Passion; The Last Supper, the Crucifixion and Resurrection. This is linked again to the Passover.		Links to the rest of the curriculum: Abortion and euthanasia is explored again in Year 11.
Term 3	Term 3: Buddhist Beliefs Students look at the early life of the Buddha, the Four Sights, the Middle way, the Dharma and how Buddhists reach enlightenment by following the Noble Eightfold Path. Links to the rest of the curriculum: In Y8 students explore that there are stories within the Qur'an that are shared with Christianity and Judaism in the Islamic Beliefs unit.	Philosophy of Religion Students examine key arguments for the existence of God; the Design Argument and the Cosmological Argument, as well as exploring why some people believe in God as a result of religious experiences. In this unit the students also examine why many people don't believe in God and within these lessons they explore the ideas of Karl Marx, Sigmund Freud and the New Atheists in relation to this.	Term 3: Hindu Beliefs Students examine the origins of Hinduism, and the nature of God and the afterlife within Hinduism. Students examine the roles of the different members of the Trimurti, and other key Hindu deities. Hindu artwork is examined in exploring different Hindu beliefs about a range of Hindu deities, centring predominantly upon the Trimurti and their Shakti. Links to the rest of the curriculum:

			Students learn about the cycle of samsara in Buddhist Beliefs in year 7, and religious art is examined more fully in the Religion and Art unit.
Term 4	Term 4: Buddhist Practices Buddhist Practices Students explore the different schools of Buddhism (Mahayana Buddhism, Theravada Buddhism and the Theravada Tradition), how Buddhism spread within the United Kingdom and influenced our culture. Students to explore the main Buddhist festivals. Links to the rest of the curriculum:	Term 4: Religion and Art Students explore the role of religion within the religious traditions; how art enhances spirituality and religious experiences for religious believers in places of worship or through quiet reflection, prayer and meditation. This unit focuses on art within the Islamic Tradition, and examples of both classic art and modern art within the Christian tradition. Links to the rest of the curriculum:	Term 4: Judaism Within the Judaism unit the students learn about what Judaism is and how Judaism. The students explore how Abraham was called by God and how Judaism emerged from his descendants. The students also learn about the Torah and why the Torah is important for Jews. In this unit the students also learn about how Jews celebrate the festivals 'Shabbat' and 'Pesach' (Passover), and why these are important festivals for Jews.

	In Y8 students explore that there are stories within the Qur'an that are shared with Christianity and Judaism in the Islamic Beliefs unit.	There are elements of art in the Hindu Beliefs, Islamic Practices and Biblical Literacy units covered in Years 7, 8 and 9	Links to the rest of the curriculum: Judaism is not covered as a distinct religion in KS3, but the concept of the Sabbath is also a key idea held within Christianity that is covered in the study of Easter in the Christina Beliefs 2 unit in Y7, as Sunday replaced Saturday as the Sabbath day within Christianity due to the significance of Jesus' resurrection taking place on a Sunday.
Term 5	Terms 5 and 6: Biblical Literacy 3 The students look at further key passages from the Old Testament (The Call of Abraham, the Binding of	Terms 5 and 6: Biblical Literacy 4 Students examine key passages and events that are recorded in the New Testament. The students examine some of the miracles of Jesus, and look at the events that took	Term 5: Refer to Term 4

	Isaac, exploring the theme of Atonement) and then then early passages from the New Testament focusing upon the Birth Narratives of Jesus and Jesus' Baptism, exploring the Christian understanding of Jesus' Identity and the theme of the Messiah. Links to the rest of the curriculum: Key Christian Festivals (Christmas) is covered in Year 9 - Christianity	place in the final days of Jesus' life; the Last Supper, the arrest of Jesus, Jesus' trial before the Sanhedrin, Jesus' trial before Pontius Pilate, the Crucifixion and the Resurrection. The students consider the significance of these events for Christians. Links to the rest of the curriculum: In Y7 the students learn about The Akedah (The Binding of Isaac – story of Abraham and Isaac), Judaism (The Passover), Biblical Literacy 1, 2 and 3 units in Years 7 and 8	
Term 6	Term 6: Refer to Term 5	Term 6: Refer to Term 5	Term 6: Sikhism Students explore how Sikhism was founded, and how Sikhs witness to their faith in the world today. The

			students look at the lives of the Ten Gurus and examine the importance of the Five K's within Sikhism. Links to the rest of the curriculum: The Main Sikh Beliefs are covered in The Year 10 tutor-time RE sessions.
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Curriculum Offer : KS4

	Year 10	Year 11
Term 1	Following Edexcel 9-1 GCSE RE Term 1/2/3: Christian Beliefs, Marriage and the Family with the Christian Tradition. Students explore the nature of the Trinity, the creation of the universe and humanity, the Incarnation, the last days of Jesus' life, the nature of salvation, Christian eschatology, the problem of evil and suffering and the solutions to the problem of evil and suffering. The students also look at marriage and divorce within Christianity,	Term 1/2/3: Muslim Beliefs, Crime and Punishment. Students explore the six beliefs of Islam, the five roots in Shi'a Islam, the nature of Allah, Risalah (Prophets), Muslim holy books, Malaikah (angels), Al-Qadr (fate) and Akirah, the Muslim beliefs about life after death. The students also look at Justice and Crime within Islam, Muslim attitudes to good, evil and suffering, attitudes to

	Christian teachings about sexual relationships, families, the support given to families in local parishes, equality of men and women within the family and gender prejudice and discrimination. Links to the rest of the curriculum: The Trinity, Incarnation, and the nature of salvation are explored in the Christianity unit in Year 9, the key events from Jesus' life are examined in Biblical Literacy 3.	punishment and the aims of punishment, forgiveness, the treatment of criminals and the death penalty. Links to the rest of the curriculum: Students will have looked at the Muslim beliefs about Allah, the prophets and the Qur'an in the Islamic Beliefs and Islamic Practices units in Year 8.
Term 2	Refer to Term 1	Refer to Term 1
Term 3	Refer to Term 1	Refer to Term 1

Term 4	Term 4/5/6: Living the Christian Life, Marriage and the Family within the Christian Traditions. Students explore how Christians worship, the role of the sacraments in Christian life, the nature and purpose of prayer, pilgrimage, Christian religious celebrations, the future of the Church, the importance of the local church and the worldwide Church. The students also look at origins and the value of the universe from a Christian perspective, sanctify of life, the origins and value of human life, the issue of abortion, death and the afterlife, euthanasia and Christian teachings concerning the natural world. Links to the rest of the curriculum: Students will have studied the abortion and	Term 4/5/6: Living the Muslim Life, Peace and Conflict Students explore The Ten Obligatory Acts, the Shahadah (the Muslim Declaration of Faith), Salah (Prayer), Sawm (Fasting), Zakat (Almsgiving) and Khums, the Hajj (Pilgrimage to Mecca), and Celebrations and commemorations within the Islamic Tradition. The students also look at Muslim attitudes towards peace, the role of Muslims in peacemaking, attitudes to conflict, Pacifism, Just war theory and Issues surrounding conflict. Links to the rest of the curriculum: The Five Pillars of Islam are explored in Islamic Practices in Year 8.

	euthanasia in RE lessons in Year 9 and will cover this again in RE tutor-time lessons in Year 11. The students examine Christian worship and the importance of the local church in the Christianity unit in Year 9.	
Term 5	Refer to Term 4	Refer to Term 4
Term 6	Refer to Term 4	Refer to Term 4

Curriculum Offer : KS5 (Sixth Form) [N/A]

	Year 12 / 13
Paper 1 (Year 12)	
Paper 2 (Year 12)	
Paper 3 (Year 13)	
Paper 4 (Year 14)	

Careers

Many students that choose Religious Studies go on to have successful careers in Law, Politics, Journalism, Civil Service, the Armed Forces, the Police, Social Services, Charitable work as well as in academia and within other strands of Education. This is due to the focus and development within Religious Studies of literacy and extended writing skills, communication skills, analytical and critical thinking skills. Religious Studies also fosters cross-cultural awareness, and empathy, which are valuable skills in many professions, including business, healthcare, and community organizing.