Religious Education 5 Year Curriculum Plan

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Teaching and Learning Vision

***Knowledge is power. Information is liberating.***

Kofi Annan

At Smith’s Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the Religious Education Department

We can turn every learner into a pupil that can reflect upon the experiences and the mysteries of life and the contribution of religious and spiritual dimensions. Every learner has the opportunity to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. An enquiring pupil will be able to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom and thereby develop confidence in their own beliefs and values.

*We can turn every learner into a global citizen with an awareness of the challenges faced by physical landscapes and the environment. A global citizen who also understands the impact of development on every aspect of life and the very real impacts of poverty, resource depletion and climate change on the global population.*

At the end of Year 11 students in RE will….

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| Know… |
| Theology   * The definitions of Theological terminology e.g. omniscient, omnipresent, omnibenevolent, omnipresent, imminent, transcendent, resurrection, salvation, miracle, parable, symbolism, blasphemy, conversion, denominations, monasticism, persecution, Reformation, prophecy, epistle, revelation, stewardship, anti-Semitism, Holocaust / Shoah. * The names of holy books and references from them. * How to use theological language in its correct context e.g. ex nihilo. * Know key scriptures in relation to religious beliefs and moral and ethical issues. * Know interpretations of the origins of human life including the Big Bang, the Genesis creation account and Darwin’s Evolution. * Know the development of the Christian church throughout history. * Know the religious sources and reasons for moral behaviour. * The impact of religious scripture on the world. * Case studies of religious leaders and their influence on history e.g. Moses, Jesus, Martin Luther King Jnr, William Wilberforce, Elizabeth Fry, Florence Nightingale, William Booth, Mother Teresa etc. * Sources of moral authority e.g. the Pope, Saint Paul etc. * Three examples of world religions – their beliefs and how these are demonstrated within the faith community. * The response of religion to issues e.g. Liberation theology. * The Holocaust and religious responses.   Philosophy   * Know the definitions of Philosophical terminology and the nature and attributes of God e.g. theist, atheist, agnostic, polytheism, monotheism, teleological argument and Phi (design argument), cosmological argument (first cause argument), the ontological argument, the moral argument, free will, spirituality. * Know philosophers and their premises e.g. Paley, Hume’s criticisms, Anselm, Aquinas, Descartes and Paley. * Know definitions and concepts such as the soul, dualism, sanctity of life, immortality, natural and moral suffering and evil. * Know examples of special revelation including miracles, dreams and visions and prophecy. * Know examples of general revelation including holy books, religious leaders, awe and wonder of nature, conscience, morality and upbringing.   Morality and Ethics   * The principle of equality in relation to human rights, gender, ageism, disability and attitudes towards religion e.g. Islamophobia. * Know definitions, examples and case studies for moral issues: absolute and relative morality, dilemma … * Medical ethics - abortion, genetic engineering, cloning, fertility, euthanasia, organ transplants and transfusions, saviour siblings * (2) Crime and punishment - types of corporal and capital punishment, justice, the 6 aims of punishment i.e. reform, retribution, deterrence, protection, vindication and reparation. * (3) Wealth and poverty – causes of poverty and wealth, the role of charities (with a case study on a religious charity), long and short term aid, materialism, LEDWs, lottery, homelessness, moral and immoral occupations. * (4) Animal rights – vivisection, vegetarianism, veganism, PETA, arguments about the use and abuse of animals. * (5) The environment – stewardship, deforestation, carbon monoxide poisoning, pollution, , Fair Trade, Rainforest Alliance, Greenpeace. * (6) Conflict, war and peace – jihad, Just war, holy war, law and justice, Geneva conventions, types of weapons e.g. conventional and WMDs nuclear, biological, and chemical. |
| Understand… |
| * The cause and significance of similarities and differences in beliefs and teachings between and within religious traditions. * The reasons for religious belief including general and special revelation. * The impact of scripture and religion on individuals and society. * The nature and character of God according to world religions. * Interpretations about the origins of life on our planet. * The concept of human responsibility to ourselves and the environment. * Religious ideas such as the soul and afterlife. * Religious contributions to law and moral issues. * The anti-Semitic background to the Shoah, Nuremberg laws and ghettos and the impact on Jewish life, kindertransport and clash of cultures, concentration camps and violation e.g. tattooed skin, Jewish faith after the Holocaust and Israel. |
| Be able to… |
| * Describe a wide range of religious issues using correct terminology. * Cite and interpret religious texts and sources of moral authority supporting or against philosophical, moral and ethical issues. * Demonstrate knowledge of the meaning and significance of scripture and the impact that this had in forming world religions, laws, beliefs and attitudes. * Recognise that there are differences between and within religious traditions. * Study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. * Write at length about philosophical arguments, world religions and moral and ethical issues. * Make specific reference to accurate and relevant case studies and examples. * They should be able to analyse and evaluate issues arising from the topics studied, and the views and arguments of the scholars prescribed for study. * Explain the complexity of religious issues and responses. * Evaluate religious, philosophical and ethical arguments and give their own opinions. * Analyse and critique a range of philosophical premises. * Create detailed and analytical arguments supporting and against a wide range of religious issues. |

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| Have been exposed to the following texts (TBC) |
| * The Bible: Genesis, the New Testament accounts of Jesus’ life and death, Acts of the Apostles and St Paul’s letters. * The Torah: accounts of the Hebrew creation story, Abraham, Moses and the Ten Commandments.  **Genesis 1 and 2, Jeremiah 1:5  Exodus 20:13** * The Qur’an: Surah 96 revelation to Prophet Muhammad (pbuh), Surah 5 Muhammad’s (pbuh) authority from Allah. Surah 5:32, Surah 17:32, * Sunnah and Hadith: |
| Have been exposed to the following knowledge and theories that span beyond the GCSE specification |
| * The historical development of religion. * Theodicy. * Agape. * The approach of philosophy to the study of religion and belief. * Philosophers including Socrates, a priori arguments and Gaunilo’s criticisms, Aquinas’ argument from contingency and necessity and Russell’s criticisms, visions and numinous - Otto, Hick, Hume and Wiles on miracles. * Religious principles and the concepts of rationality, insight and inspiration. * Situation ethics, naturalism, proportionalism and utilitarianism. * Weak and strong anthropic principles. * Conflicting ideas of Bentham and Kant. * Sociology experiments of Milgram and Zimbardo. |
| Developed their cultural and social capital through the following extra-curricular work (TBC) |
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5 Year Curriculum Plan

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| Year 7 Religious Education at Smith’s Wood Academy | | |
| An introduction to the concepts about God and the development of a world religion. It is important for Year 7 to be linear, non thematic to avoid confusion and to build up a knowledge of Judaism and Christianity and the impact of scripture as a building block to KS3 and GCSE and beyond. The History and development of Christianity from its origins, through medieval times, the Reformation and to the modern day – Christian Aid and Tearfund.  **P**: Philosophy **T**: Theology **E**: Ethics | | |
| Year 7 Units of Study | | Length of unit |
| Unit 1 | **P:** The nature of God. What do people say God is? Polytheism to monotheism, Atheist, Agnostic, Theist. From Egyptian and Greek ideas about God, Hinduism through world religious ideas and a modern understanding of God as a ‘concept’. Humanism. | Half a term |
| Unit 2 | **P**: Qualities of God: Omniscient, omnipresent, omnibenevolent, omnipotent, Father, Judge, conscience. How can people know about God? General and special revelation. | Half a term |
| Unit 3 | **T**: The life and death of Jesus: birth, baptism, temptation, disciples, miracles, parables and teachings, crucifixion, resurrection. | Half a term |
| Unit 4 | **T**: The development of Christianity: from Saul to St Paul, Acts, St Paul’s epistles, apostles, Pope and Church of England, clergy, denominations. | Half a term |
| Unit 5 | **T**: Influence of the Bible – William Booth, Martin Luther King Jnr, Mother Teresa, Oscar Romero, William Wilberforce, the church in the world today, Christian Aid. | Half a term |
| Unit 6: | **E:** Wealth and poverty. Lottery, inheritance, homelessness, long and short term aid, charity and food banks. Liberation theology. | Half a term |
| Year 8 Religious Education at Smith’s Wood Academy | | |
| The impact and influence of scripture and religion on the individual, community and society. An introduction to ethical dilemmas and situation ethics.  **P**: Philosophy **T**: Theology **E**: Ethics | |  |
| Year 8 Units of Study | | Length of unit |
| Unit 1 | **P:** Sources of moral authority and impact of scripture. (Holy books, conscience, religious leaders, miracles, experience, absolute and relative morality etc.) | Half a term |
| Unit 2 | **T:** Islam – beliefs, worship, duties and festivals. Terrorism, radicalisation, Islamophobia. | Half a term |
| Unit 3 | **E**: Human rights – stereotyping, ageism, sexism, disability, refugees, slavery, crime and punishment, Amnesty International, | Half a term |
| Unit 4 | **P**: Good and evil. God, reasons for moral behaviour, devil, natural and moral suffering (tsunami, war, 9-11). | Half a term |
| Unit 5 | **P**: Death and the afterlife – old age, death, funerals, dualism, reincarnation, karma, NDEs, immortality, judgement, heaven and hell. | Half a term |
| Unit 6 | **P & E**: Right and wrong in the real world: Situation ethics / Joseph Fletcher dilemmas – teacher presents CASE STUDIES – Diane Pretty, Baby Charlie Gard, Derek Bentley, Jodie and Mary conjoined twins, benefit fraud when in poverty, laughing at sexist or racist jokes etc. | Half a term |
| Year 9 Religious Education at Smith’s Wood Academy | | |
| More complex and developed theology, origins of the universe, the impact of genocide on a religious community and its beliefs, relationships and a whirlwind tour of GCSE ethics.  **P**: Philosophy **T**: Theology **E**: Ethics | | |
| Year 9 Units of Study | | Length of unit |
| Unit 1 | **P:** Origins of the universe and human life. Genesis, Big Bang, Evolution, Ex Nihilo, teleological, cosmological, ontological, Phi Golden Number. | Half a term |
| Unit 2 | **E**: The environment, stewardship and animal rights. | Half a term |
| Unit 3 | **T:** Judaism – from polytheism to monotheism. Covenant, synagogue and family life. | Half a term |
| Unit 4 | **T**: The Holocaust: Anti-Semitism, Jewish faith, life and beliefs during and after the Holocaust. Israel. | Half a term |
| Unit 5 | **E:** Religion and relationships. Sex, gender issues, Pride, contraception, marriage, divorce, family life. | Half a term |
| Unit 6: | **E**: An introduction to moral issues 1 lesson introduction on each – abortion, euthanasia, capital punishment, terrorism, war, drug abuse, what is philosophy? | Half a term |
| Year 10 Religious Education Smith’s Wood Academy: AQA GCSE (A) 8062 | | |
| **3.1 Component 1: The study of religions: beliefs, teachings and practices** -1 hour 45 minute exam at end of year 11 / 96 marks (50%)  **3.1.2** Christianity (nature of God, Jesus Christ and Salvation, worship and festivals, role of the church in the local and worldwide community).  *and a CHOICE from either*  **3.1.5** **Islam** (beliefs, authority, worship, duties and festivals) or  **3.1.6** **Judaism** (key beliefs, covenant and the mitzvot, synagogue and worship, family life and festivals).  These would be best for our students rather than Buddhism, Hinduism or Sikhism as both Judaism and Islam have many things in common with Christianity.  **3.2 Component 2: Thematic studies** –**: A total of FOUR themes from below:** 1 hour 45 minute exam at end of year 11 / 96 marks (50%)  3.2.1.1 – relationships and families (sex, marriage, divorce, gender equality.)  **3.2.1.2** – religion and life (origins and value of the universe and human life – abortion, euthanasia, death and afterlife.)  **3.2.1.3** – existence of God and revelation (nature of the divine, philosophical arguments for and against the existence of God.)  **3.2.1.4** – religion, peace and conflict (violence, terrorism and war, religion and belief in 21st century conflict.)  **3.2.1.5** – religion, crime and punishment (crime and its causes, corporal and capital punishment.)  3.2.1.6 – religion, human rights and social justice (human rights, wealth and poverty, exploitation.)  The ones I’ve put in red are the traditional choices for GCSE due to ease of scripture to learn, familiar practices etc. | | |
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5 Year Curriculum Plan Overview

Year 7

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn Term 1** | What do people say God is? | What do we mean by polytheism? | Abraham and monotheism. | Atheist, agnostic, theist – Famous examples. How do I identify. | Is the Hindu idea of God polytheism? | Is God just our conscience? How do we know right and wrong? | Humanism – an alternative to God. |
| **Autumn Term 2** | Special revelation – dreams, visions, meetings and prophecies. | General revelation – holy books, upbringing | God as a father – what does this actually mean? | Omnibenevolent – scriptural support and questions raised. | Omniscient, omnipresent and omnipotent and questions raised. | God as imminent through nature, prayer, miracles and worship. | God as a transcendent force / spirituality in the universe. |
| **Spring Term 1** | Roman and Jewish culture. Jewish expectations of the Messiah. | Jesus Baptised by John. His mission as a rabbi. Disciples. | Jesus’ temptation – the symbolism of the devil, sin and how it helps Christians today. | Jesus’ parables (Lost Son, The Sower, Good Samaritan, Sheep and Goats, Hidden treasure). | Jesus’ miracles – the symbolism of water into wine, walking on water, calming storm, healing and resurrection. | Last supper and entry to Jerusalem. What is blasphemy? Blasphemy laws today? | Crucifixion and resurrection. Theories about the empty tomb. |
| **Spring Term 2** | Acts: Saul to Paul on the road to Damascus, jail and shipwrecks. | St Paul’s epistles to the early church. Marriage, love, church problems, body of the church, spiritual gifts. | Early Christians in Rome. Persecution, Constantine – Roman conversion. Roman church. | Henry VIII: Church of England, denominations and differences. | The Medieval Church: pilgrimage, relics and the influence of the Pope in Rome. | Reformation, Martin Luther through to the modern Pentecostal movement. | Monasticism and the role of the clergy – debate about women and homosexuals. |
| **Summer Term 1** | What is the Bible? Reference library; history, prophecy, revelation, myth etc. | The influence of the Bible: Ten commandments, British law, art, Bach’s music, literature and science. | The Bible and Social Reforms: Wilberforce, Fry, Nightingale | Influence of the Bible: Maximilian Kolbe, Bonhoeffer, Father Damien. | Influence of the Bible: Martin Luther King Jnr and the Civil Rights movement. | Pope Francis: Humility, personal religion and care for the poor and care for the poor. | Christians today: The work of Christian Aid and Tearfund. |
| **Summer Term 2** | Wealth and poverty. Absolute and relative poverty. How do people get rich? | Does huge wealth improve life? The Lottery and case studies of winners. | Invisible people: Homelessness – how do people become homeless? What is it like? Who helps? | LEDC poverty – climate, natural disasters, unfair trade, debt, war, corruption, lack of education. | Stewardship & compassion, – the Quaker ‘close the gap’ campaign and CAFOD. | The rise of food banks and the work of a local food bank. (SW food bank drive?) | What can we do? Liberation theology, trade, protest, practical help. |

Year 8

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn Term 1** | What do we mean by ‘authority’? Sources of moral authority. | What moral authority comes from holy books? Commandments, Sermon on the Mount, Muhammad (pbuh). | What do we mean by our conscience? A range of moral issue and how we would respond to them. | The authority of religious leaders: Pope Francis, the Archbishop of Canterbury and Chief Rabbi. | Religious tradition and community. How do religious communities provide guidance and authority? | Family, school and friends: What rights, wrongs and values do we learn from them? | Howe can our own personal experiences be a source of authority? |
| **Autumn Term 2** | Islamophobia – trump, Britain first, media and the empowerment of hate. | Who are Muslims? The growth of Islam across the world. | The prophet, Qur’an and revelation. | How are the five pillars of Islam demonstrated in Muslim life? | What is Jihad? | The rise of terrorism, extremism and radicalisation. | What do Muslims believe about Allah and the afterlife? |
| **Spring Term 1** | What is a ‘stereotype’? Ageism, sexism, prejudice and discrimination. | What rights do humans have? The universal declaration. | Refugees, migrants and their rights. United Nations, Syria. The refugee crisis. | Slavery and trafficking. Debt bondage, forced labour, 13,000 slaves in UK today, sexual exploitation. | Genocide in Rwanda. Tutsi and Hutu. Ignored by the world. Modern genocides. | Freedom of thought and speech: LGBTI, China, Pakistan, North Korea, Mexico case studies. | Nelson Mandela, Aung San Suu Kyi: Political prisoners and Amnesty International |
| **Spring Term 2** | What do we mean by good and evil? God and devil? | Natural suffering: Pompeii, Black Death, 1931 China floods, 2004 tsunami. | Moral evil: The fall of human kind, original sin, 7 deadly sins – are we naturally sinful? | Responses to suffering: The story of Job, Steven Sutton youth cancer trust, RSPCA. | War: spiritual war between good and evil, jihad. Crusades, World Wars, Vietnam – examples of evil. | Does evil depend on your point of view? Israel and Palestine. | Milgram and Zimbardo – can anyone become evil or does it depend on upbringing? |
| **Summer Term 1** | Old age; what happens as we age? How do we care for the elderly, problems and prejudices. | Death – beliefs, customs, funerals and other practices e.g. Shiva. How do we mark death? | Judgement – purgatory, heaven and hell. Karma and consequences. | Dualism. Are the body and soul separate and distinct? | The afterlife – Near Death experiences. Is there such a thing as the afterlife? | Immortality – how can we live on through our children, people’s memories, our legacy? | Do we live on as ghosts? Spiritualism and the belief that we can contact the ‘other side’. |
| **Summer Term 2** | What are ‘situation ethics’ ‘utilitarianism’ and ‘virtue ethics’? Kant’s ethical theory. Natural law. | Baby Charlie Gard. Medical ethics, the cost of human life. A 10% chance verses extended suffering. | Case studies of Eng and Chang Bunker, Reba and Lorrie Schappell, Abbie and Brittany Hensel. Should Jodie and Mary have been separated? | The case of Derek Bentley. What did he say? What was British law like at the time? Did he deserve to die for Christopher Craig’s crime? | The case of James Bulger. Should the killers have been allowed to have new identities? Issues around protection of criminals. | Stealing – when you live in poverty, how should we react to benefit fraud? Why do people do it? How should they be punished? | Balloon debate: surgeon with Parkinson’s, pregnant drug addict, elderly cancer scientist, award winning teacher, child etc |

Year 9

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn Term 1** | Origins of the universe – the Hebrew creation story. Ex nihilo. | The Big Bang theory – red shift, cosmic microwave background. God? | Evolution – did life adapt and evolve? What is the theory? | Teleological argument – Paley’s Design and the Golden Ratio Phi. | Cosmological argument – St. Aquinas. Causation and a logical first cause. | Ontological argument – St. Anselm. The greatest thing that we can imagine. | The scientific method verses faith. How can we justify religious beliefs? |
| **Autumn Term 2** | What do we mean by ‘the environment’? Local, global. Our place within it. | How are humans impacting on the environment? Pollution, deforestation etc. | Stewardship, khalifahs, human responsibility and what we can do to protect the environment. | The work of environmental agencies – Forest Alliance (Chico Mendez), | How do we use animals? Pets, work, food, zoos, sport, vivisection. Moral and immoral uses? | Do animals have rights? How should animals be protected? RSPCA etc. | Vegetarianism, veganism and life choices about our use of animals. What does religion say? |
| **Spring Term 1** | From polytheism to Abraham and monotheism. The story of Abraham and descendants. | Moses. Life story, plagues of Egypt and the Passover festival. Decalogue (Ten Commandments). | Jewish history. Expulsion, Zion, 1st & 2nd covenants, pogroms, York pogrom and diaspora. | Mitzvot. What rules do Jews follow e.g. Shabbat, kashrut and kosher? Bar and Bat Mitzvah. | Torah, Shema, Tenakh and rabbis. What are the core Jewish beliefs about God, world and themselves? | Shul (synagogue) its appearance and functions. Reform and Liberal. Clothing for worship. | Jewish views about circumcision, animals, war, capital punishment & organ donation. |
| **Spring Term 2** | The Jews in Europe. Early anti-Semitism / Martin Luther to Dickens. | Hitler’s rise to power and the Nuremberg laws. Specific impact on Jewish life and religious practice. | The ghettos – inhumane treatment, degradation of the Jews. Warsaw uprising. | Deportations and Winton’s kindertransports. Conditions. Jewish children in UK with non-Jewish families. | The concentration camps. Arrival, work, gas chambers and mass pits for burial. Auschwitz and Sobibor. | ‘To save a life’. Who helped the Jews? Miep and Anne Frank, Oscar Schindler, Raoul Wallenberg, Corrie Ten Boom | Faith and the Holocaust. Remembrance, memorials. By-standings, treatment of Nazi criminals. Impact on Jewish faith. |
| **Summer Term 1** | What types of relationships exist? Types of family. Love. | Sex and contraception. Religious teachings. Contrast with Western values. | Sexuality. How do people define their gender and sexuality? History of homosexuality – Pride. | Dating. How do different world religions approach dating? Dangers and advice. | Marriage and civil partnerships. Why do people marry (religious and non-religious reasons). | The impact of divorce on families. Religious teachings – are they realistic any more? | Should priests be allowed to have relationships of love and be able to marry? |
| **Summer Term 2** | Capital punishment. Key words, religious teachings, explanation, big questions. | Abortion. Key words, religious teachings, explanation, big questions. | Euthanasia. Key words, religious teachings, explanation, big questions. | War and peace. Key words, religious teachings, explanation, big questions. | Terrorism. Key words, religious teachings, explanation, big questions. | Drug abuse. Key words, religious teachings, explanation, big questions. | What is Philosophy? Plato, Aristotle, Socrates to Wittgenstein, Kant and Hume. |

Year 10

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn Term 1** |  |  |  |  |  |  |  |
| **Autumn Term 2** |  |  |  |  |  |  |  |
| **Spring Term 1** |  |  |  |  |  |  |  |
| **Spring Term 2** |  |  |  |  |  |  |  |
| **Summer Term 1** |  |  |  |  |  |  |  |
| **Summer Term 2** |  |  |  |  |  |  |  |

Year 11

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Autumn Term 1** |  |  |  |  |  |  |  |
| **Autumn Term 2** |  |  |  |  |  |  |  |
| **Spring Term 1** |  |  |  |  |  |  |  |
| **Spring Term 2** |  |  |  |  |  |  |  |
| **Summer Term 1** |  |  |  |  |  |  |  |
| **Summer Term 2** |  |  |  |  |  |  |  |