

# Religious Education 5 Year Curriculum Plan

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

### **The Trust values permeate the curriculum**

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our pupils

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

Kofi Annan

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 – 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

### **Our Vision:**

*Teachers are dedicated to excellence with high expectations, where students experience the religions at the heart of Britain and take pride in their work.*

*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.*

### **Our Curriculum Rationale, Intent and Design:**

*Our curriculum has been carefully considered to include Religious Studies, Philosophy and Ethics. For example, in Year 7 our curriculum is sequenced to enable our students to gain a foundation of understanding of world religions and non-belief and the religious context of their local community. This is then built upon through the in depth study of Abrahamic religions where pupils reflect on how we can learn from key texts and stories. Lastly, pupils move from beliefs to practices within religion, including a detailed study of worship in the major faiths. The sequencing of all year groups use spaced practice to continually review knowledge of the major religions and build upon understanding, skill and memory retention.*

*This supported through the use of retention quizzes, spaced practice, dual coding and deliberate practice within lessons to support pupil retention of knowledge and skills. Regular assessment through 'Do Now' and 'Knowledge Checks' retention quizzes based on prior learning and assessments allow for regular Assessment for Learning and progress checks.*

We can turn every learner into an expert *Religious Education*, at the same time as developing a love for the subject.

At the end of Year 11 students in *Religious Education* will....

<b>Know...</b>			
<b>Christian Beliefs</b>	<b>Relationships and Families</b>	<b>Christian Practices (Living the Christian Life)</b>	<b>Religion &amp; Life</b>
<ul style="list-style-type: none"> <li>•Trinity</li> <li>•Creation</li> <li>•Incarnation</li> <li>•Last days of Jesus' life</li> <li>•Eschatology (life after death)</li> <li>•Problem of evil</li> <li>•Solutions to the problem of evil</li> </ul>	<ul style="list-style-type: none"> <li>•Marriage</li> <li>•Sexual relationships</li> <li>•Families</li> <li>•Support in the local parish</li> <li>•Contraception</li> <li>•Divorce</li> <li>•Equality</li> <li>•Prejudice &amp; discrimination</li> </ul>	<ul style="list-style-type: none"> <li>•Worship</li> <li>•Sacraments</li> <li>•Prayer</li> <li>•Pilgrimage</li> <li>•Christian celebrations</li> <li>•Local church</li> <li>•Worldwide church</li> </ul>	<ul style="list-style-type: none"> <li>•Origins of the universe</li> <li>•Sanctity of life</li> <li>•Origins of human life</li> <li>•Abortion</li> <li>•Life after death</li> <li>•Responses to life after death</li> <li>•Euthanasia</li> <li>•Natural world</li> </ul>
<b>Islam Beliefs</b>	<b>Crime &amp; Punishment</b>	<b>Islam Practices (Living the Muslim Life)</b>	<b>Peace &amp; Conflict</b>
<ul style="list-style-type: none"> <li>•Six beliefs</li> <li>•Five roots of 'Usul ad-Din</li> <li>•Nature of Allah</li> <li>•Risalah</li> <li>•Muslim Holy Books</li> <li>•Malaikah</li> <li>•Al-Qadr</li> <li>•Aakhirah</li> </ul>	<ul style="list-style-type: none"> <li>•Justice</li> <li>•Crime</li> <li>•Good, evil and suffering</li> <li>•Punishment</li> <li>•Aims of punishment</li> <li>•Forgiveness</li> <li>•Treatment of criminals</li> <li>•Death penalty</li> </ul>	<ul style="list-style-type: none"> <li>•Ten obligatory Acts</li> <li>•Shahadah</li> <li>•Salah</li> <li>•Sawm</li> <li>•Zakah and Khums</li> <li>•Hajj</li> <li>•Jihad</li> <li>•Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>•Peace</li> <li>•Peace-making</li> <li>•Conflict</li> <li>•Pacifism</li> <li>•Just War Theory</li> <li>•Holy War</li> <li>•Weapons of Mass destruction</li> <li>•Issues with conflict</li> </ul>
<b>Understand and be able to...</b>			
<ul style="list-style-type: none"> <li>• key questions such as Ethics, Philosophy, Peace and Conflict, which include topics such as relationships, marriage and the family, crime and punishment, and matters of life and death</li> </ul>			

- develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of two religions
- demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values.
- Students will develop an appreciation of religious thought and its contribution to individuals, communities and societies. Helps develop a holistic understanding of religion
- Students will develop knowledge and understanding of two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. Develops transferable skills for progression
- Students will develop analytical and critical thinking skills to enable them to present a wide range of well-informed and reasonable arguments, aiding in progression to AS and A level study.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

- A talk from a Muslim sharing his experiences of pilgrimage, having personal videos, insights including a live call to prayer and an interactive demonstration on how to wear an Ihram. This is important, as students will gain a holistic understanding of practical actions within places of religious significance.
- Potential opportunity to attend a lecture by Dr Peter Vardy on Creation, studying the origins of the universe and the origins of human life helps to develop a sense of identity and belonging as an individual, within their communities and as part of humankind.
- Some lessons may refer directly to the British Values
- Stories and text study from the Quran, Bible, Torah, Pali Canon, The Vedas and The Guru Granth Sahib. This helps to challenge prejudice, including that based on religious background, race, culture or gender and to show respect to all. Also encourages understanding of moral virtues such as truthfulness, honesty, empathy, generosity and compassion.

Developed their cultural and social capital through the following extra-curricular work

- Trips such as the Islamic Exhibition Centre expand pupils' understanding of Islam within their community.
- KS3 are invited to attend festive week, for all faiths or none to learn about the nativity and how Christmas is celebrated. This is important as it reinforces the fact that the religious traditions of Great Britain are, in the main, Christian.

NB Whilst this is a development area, trips are challenging to run in KS4, particularly in Year 11 due to the impact on other subjects, the cover implications and the costs including hidden costs such as insurance to consider where budgets are limited.

## 5 Year Curriculum Plan

### Year 7 (Subject) at Smith's Wood Academy

The Smith's Wood Year 7 *Religious Education (RE)* curriculum sets the foundation for pupils' religious literacy. It prepares all pupils to know and understand the main world religions and how they are practiced within our community as well as enabling pupils to hold balanced and well-informed conversations about religion and worldviews.

In Autumn Term they study a scheme of work called 'An introduction to RE & Our Religious Community'. This introduces and prepares pupils to make sense of religion and worldviews around them and begin to understand the complex world in which they live. This scheme explores the concept of God, belief and non-belief. Students learn about God in the 6 major religions, Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism. They also look at non-religious worldviews including atheism and Humanism. Students will consider reasons why people are religious and what religious festivals are celebrated in their local community.

In Spring Term students study 'Abrahamic Religions' and learn about the key stories and texts from Judaism, Christianity and Islam. For example, students learn about The Good Samaritan, the Covenant with Abraham and What Muslims believe about Jesus/Isa.

In Summer Term, students study 'Worldwide Worship', exploring the major religious celebrations in the 6 main world religions and study the concept of worship through a thematic approach, including the study of pilgrimage.

Our students are studying these units because:

- Students will gain understanding of their local and wider communities.
- Students will be encouraged to gain understanding and awareness of social cohesion.
- Students will learn about tolerance of other religions.
- Students will learn about significant religious stories.
- Students will reflect on religious stories.

- Students will apply religious language.
- Students will learn about how faith and traditions have encounters with each other.
- Students will gain understanding of belief and practices of local and wider communities.
- Students will gain a holistic understanding of practical actions.
- Students will learn about significant religious places.

These units are studied in this order because Our Religious Community introduces pupils to the main 6 world religions and how they are celebrated in their local and national community. Abrahamic Religions is sequenced to follow as it develops deeper understanding and knowledge of Judaism, Christianity and Islam whilst exploring religious texts and what they can learn from them. Worldwide worship is sequenced next to then study how the beliefs studied are formed into religious practice, for example pilgrimage.

The enrichment opportunities available to year 7 pupils are Festive Week, a week of activities for KS3 where pupils of all faiths and none are welcomed to learn about the nativity and complete activities related to Christmas, a festival from the main religious tradition of Great Britain. It is also the largest religion reflected in the local community. As such, an in depth study of core beliefs and practices of Christianity enables pupils to understand the religion in depth and why Britain, as a Christian country, marks religious customs.

Year 7 Units of Study		Length of unit
Unit 1	<b>An Introduction to Religious Education &amp; Our religious community</b>	Full term
Unit 2	<b>Abrahamic Religions</b>	Full term
Unit 3	<b>Worldwide Worship</b>	Full term

## Year 8 (Subject) at Smith's Wood Academy

The Smith's Wood Year 8 *Religious Education (RE)* curriculum prepares all pupils to know and understand the impact of religion on the individual, community and society as well as offering an introduction to ethical dilemmas and situation ethics.

In year 7, students develop their knowledge and understanding of the key ideas, beliefs and concepts related to the belief in God. They also studied the Abrahamic religions, which develops deeper understanding and knowledge of Judaism, Christianity and Islam whilst exploring religious texts and what they can learn from them. They then furthered their knowledge of the variety of spiritual expressions in many various forms in the 6 major religions. The year 8 RE curriculum builds on this by introducing ethical/moral issues, which they are, encouraged to reflect on. Pupils are given the opportunity to express their own ideas and beliefs in response to the religions encountered and learn to evaluate their own and others responses.

Our students are studying these units because:

- Students will gain understanding of belief and practices of local and wider communities.
- Students will gain a holistic understanding of practical actions.
- Students will learn about significant religious places.
- Students will study significant religious events and places within their religion.
- Students will explore culturally important expressions.
- Students will be able express their opinion and relate religious significant rites of passage and reflect on their own rites of passage.
- Students will study ethical issues and experiences.



- Students will learn about relevant values and virtues that they can apply to their own lives.
- Students will study personal, spiritual and religious affections.
- Students will study features of the natural world, giving rise to a religious response.
- Students will consider important 'meaning of life' questions.

These units are studied in this order because 'Let us suffer no longer' introduces Religious Studies, Philosophy and Ethics by linking and building upon the beliefs and practices of the world religions studied in Year 7. This is followed by 'Rites of Passage' as it links with the issues of suffering and death through an in depth exploration of significant life events and their importance for both religious and non-religious communities. Lastly, 'Ethical Issues and Justice in Society' is followed on as the value of life and consequence is considered in more detail through concepts such as euthanasia and charity. This helps with students own personal development and supports an understanding of the spiritual, moral, social and cultural questions that resurfaces in their lives. In tackling difficult questions, it provides pupils with insight that can work to challenge stereotypes, promote cohesion, and tackle extremism. It does important work in encouraging young people to value themselves and the communities within which they live.

The enrichment opportunities available to year 8 pupils Festive Week, a week of activities for KS3 where students of all faiths and none are welcomed to learn about the nativity and complete activities related to Christmas. In addition, Year 8 are invited to go to the Islamic Exhibition Centre which looks at Islam in more depth, and how it is part of the religions in their local community.

Year 8 Units of Study		Length of unit
Unit 1	<b>Let us suffer no longer</b>	Full term
Unit 2	<b>Rites of Passage</b>	Full term
Unit 3	<b>Ethical Issues and Justice in Society</b>	Full term

### Year 9 (Subject) at Smith's Wood Academy

The Smith's Wood Year 9 Religious Education (RE) curriculum focuses on a thematic, issues-based approach to RE, alongside systematically studying two of the major world religions (Christianity and Islam) that are reflected in the majority of belief in the local community. It provides opportunities for learners to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices, with an understanding of how they can be applied to philosophical and ethical themes.

The year 9 curriculum builds on year 7 and 8 by focusing on an in-depth study of Christian and Islamic beliefs and practices and how they influence individuals, communities and societies. The units are focused on Christianity, the main religious tradition of Great Britain. It is also the largest religion reflected in the local community. As such and in depth study of core beliefs and practices of Christianity enables pupils to understand the religion in depth and why Britain, as a Christian country, marks religious customs. The second religion is Islam. This is because Islam is the second largest religion in the world, is the second largest religion in the local community and constitutes some pupils at the school's personal beliefs. As part

of the Abrahamic religions, Islam links on well from Christianity and core key beliefs, holy texts and key religious figures. Comparing and contrasting the two religion is valuable to understand the development and historical contexts of two of the world's major religion whilst gaining a greater understanding of how it impacts on their own lives, the lives of others and that of their local community.

These units are studied in this order because 'Looking for Meaning' develops knowledge and understanding of key religious beliefs about God, the value of religion, nature of God and how God is understood. These religious beliefs are reflected in today's society and so understanding these beliefs and teachings can help students understand why religious believers think and act in the ways they do. This sets the foundation for the units in year 9 as well as GCSE/core RE at KS4. This is followed by 'Our World', which looks at issues of creation, human beings and the environment. Understanding religious beliefs about how the universe began and how this affect religious and non-believers encourages students to consider the purpose of human life (their own) and what makes us distinctly human.

Year 9 Units of Study		Length of unit
Unit 1	<b>Looking For Meaning:</b> Christian Beliefs/Muslim Beliefs	Full term
Unit 2	<b>Our World:</b> Christian Beliefs/Muslim Beliefs:	Full term
Unit 3	<b>Muslim Beliefs (TBC)</b>	Full term

### Year 10 (Subject) at Smith's Wood Academy

The Smith's Wood Year 10 Religious Education (RE) curriculum focuses on two of the major religions (Christianity and Islam) that are reflected in the majority of belief in the local community. At Key Stage 4, all GCSE RE students follow AQA Religious Studies and will sit full course GCSE in Year 11. At GCSE RE comprises of two key strands. Part 1 is a study of religion and consists of a detailed study of the key beliefs, teachings and practices of Christianity & Islam. Part 2 is thematic and focus' on contemporary ethical issues and how Christianity and Islam respond to them. This course covers the study of two religions (Christianity & Islam) and a thematic study of moral issues shaping the world today. The course is challenging and inspiring, requiring students to actively respond to issues and evaluate the viewpoints and teachings of religions in a modern world, they are required to analyse and reach a justified conclusion on a variety of issues. The skills required at key stage 4 rely on the foundations and knowledge developed at key stage 3. Students should be fluent in the concepts and language required to effectively address religious issues and be able to access the examination skills required with confidence and structure.

Our students are studying these units because the DfE stipulates six requirements for GCSE Religious Studies. It states that GCSE specifications in Religious Studies must require students to:

- Demonstrate knowledge and understanding of two religions;
- Demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support
- contemporary religious faith;
- Understand the influence of religion on individuals, communities and societies;
- Understanding significant common and divergent views between and/or within religions and beliefs;
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and values;

- Construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content below.

**1 Component 1: The study of religions: beliefs, teachings and practices** - 1 hour 45 minute exam at end of year 11 / 102 marks (50%)

**1.2 Christianity** (nature of God, Jesus Christ and Salvation, worship and festivals, role of the church in the local and worldwide community).

and

**1.2 Islam** (beliefs, authority, worship, duties and festivals)

**2 Component 2: Thematic studies** –: A total of **FOUR** themes from below: 1 hour 45 minute exam at end of year 11 / 102 marks (50%)

**2.1**– relationships and families (sex, marriage, divorce, gender equality.)

**2.2** – religion and life (origins and value of the universe and human life – abortion, euthanasia, death and afterlife.)

**2.3** – existence of God and revelation (nature of the divine, philosophical arguments for and against the existence of God.)

**2.4** – religion, peace and conflict (violence, terrorism and war, religion and belief in 21<sup>st</sup> century conflict.)

**2.5** – religion, crime and punishment (crime and its causes, corporal and capital punishment.)

**2.6** – religion, human rights and social justice (human rights, wealth and poverty, exploitation.)

These units are studied in this order because it currently follows the GCSE specification and allows for spaced practice. Those selected in red are the traditional choices for GCSE due to ease of scripture to learn, familiar practices etc. In addition, the GCSE is linear, to be delivered over a two-year period and there is no prescribed order for the delivery of components and/or areas of study.

### **Core RE**

The Smith's Wood Year 10 core Religious Education (RE) curriculum focuses on a thematic, issues-based approach to RE, alongside systematically studying two of the major world religions (Christianity and Islam) that are reflected in the majority of belief in the local community. It provides opportunities for learners to follow a course that is coherent and that balances knowledge of core beliefs, teachings and practices, with an understanding of how they can be applied to philosophical and ethical themes.

Our students are studying these units because:

- Students will consider and interpret significant religious, philosophical, and ethical issues using a variety of religious language and key terms.

- Students will develop understanding of and respect for different beliefs and lifestyles and be aware of the importance of dialogue between faiths.
- Students will Interpret and evaluate the diverse experience of individuals within faiths and evaluate how they are expressed both spiritually and physically.
- Students will develop critical enquiry and thinking skills during their research into religious beliefs and practices and be able to express their ideas in a variety of media.
- Students will consider the personal quest for meaning, purpose and value in their own lives increasing their own sense of personal autonomy.
- Students will develop their skills, ability to formulate reasoned opinion and argument and discuss controversial issues, and truth claims with sensitivity and maturity.

These units are studied in this order because 'Relationships' addresses issues of love, sex, cohabitation, marriage and divorce. This is particularly important at KS4 as students develop a sense of identity and belonging and may begin to engage in sexual activities. This also supports the RSE unit that students will be studying in PSHE the following term. RSE looks at the effects of the media and pornography on relationships, as well as issues of consent and safer sex and how to access sexual health services because research shows that this is the age at which they are more likely to face such issues. This is followed by 'Is it Fair?', which looks at issues such as human dignity, prejudice and discrimination. Studying examples of prejudice, discrimination and considering religious responses to injustice encourages students to develop their own sense of justice. Lastly, 'Religious Expression' follows as it ties the units together by developing a greater understanding of how religious believers express their faith through actions by exploring the work of religious charities and how they share their faith with others.

Year 10 GCSE Units of Study		Length of unit
<b>Unit 1</b>	<b>Christian beliefs</b>	12-15 lessons
<b>Unit 2</b>	<b>Islam beliefs</b>	12-15 lessons
<b>Unit 3</b>	<b>Relationships and Families</b>	12-15 lessons
<b>Unit 4</b>	<b>Religion Peace &amp; Conflict</b>	12-15 lessons
Year 10 Core RE Units of Study		Length of unit
<b>Unit 1</b>	<b>Relationships</b>	7 Lessons
<b>Unit 2</b>	<b>Is it Fair?</b>	6 Lessons
<b>Unit 3</b>	<b>Religious Expression</b>	6 Lessons
<b>Year 11 (Subject) at Smith's Wood Academy</b>		

**GCSE**

Same as above.

**Core RE**

The Smith's Wood Year 11 core Religious Education (RE) curriculum focuses on a thematic, issues-based approach to RE, alongside systematically studying two of the major world religions (Christianity and Islam) that are reflected in the majority of belief in the local community. **RE in year 11 prepares students for life beyond secondary school.**

Our students are studying these units because:

- Students will consider and interpret significant religious, philosophical, and ethical issues using a variety of religious language and key terms.
- Students will develop understanding of and respect for different beliefs and lifestyles and be aware of the importance of dialogue between faiths.
- Students will Interpret and evaluate the diverse experience of individuals within faiths and evaluate how they are expressed both spiritually and physically.
- Students will develop critical enquiry and thinking skills during their research into religious beliefs and practices and be able to express their ideas in a variety of media.
- Students will consider the personal quest for meaning, purpose and value in their own lives increasing their own sense of personal autonomy.
- Students will develop their skills, ability to formulate reasoned opinion and argument and discuss controversial issues, and truth claims with sensitivity and maturity.

These units are studied in this order because year 11 focuses on religion and human experience. 'Religion and Medicine' explores beliefs about the sacredness of life, medical ethics (making decisions about medical ethics), abortion, approaches to family planning and IVF. This links with the RSE unit in PSHE at the start of the year as students will have just come back from the summer holidays and may be engaged in sexual behaviour. This unit consider the value of life and unintended consequences of certain actions, for example abortion, and how religion help or hinders people making decisions. Lastly, 'Religion and State' is followed on as students are encouraged to consider the importance of human rights, religious duty, obeying the law and religious attitudes to those who break the law. These units cover issues students may encounter beyond secondary school.

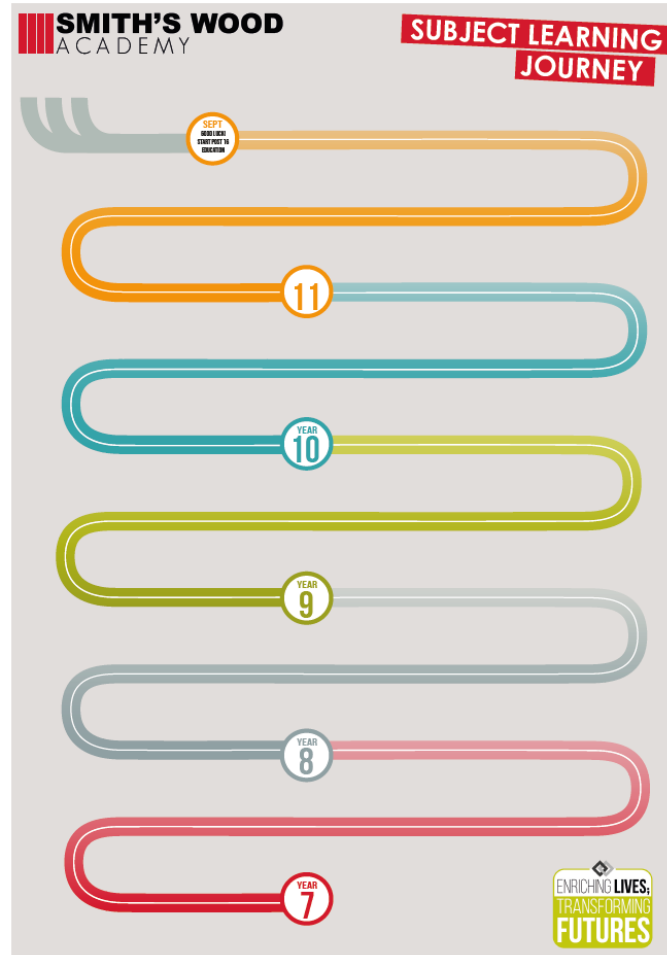
The enrichment opportunities for KS4 are listed above.

**Year 11 GCSE RE Units of Study**

**Length of unit**

Unit 1	Christian Practices	12-15 lessons
Unit 2	Islam Practices	12-15 lessons
Unit 3	Religion, Crime and Punishment	12-15 lessons
Unit 4	Religion and Life	12-15 lessons
Year 11 Core RE Units of Study		Length of unit
Unit 1	Religion and Medicine	7 Lessons
Unit 2	Religion and State	6 lessons

The *Subject Department Learning Journey* at a glance



*To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.*