

## RE curriculum overview

### Curriculum Intent & Rationale:

Throughout the study of Religion Ethics and Morality and GCSE Religious studies, we promote academic excellence by allowing students to develop their knowledge and understanding about and from the principal religions and world views represented in Great Britain. This enables students to develop respect for other people, their beliefs and lifestyles and promotes personal growth by offering them the opportunity to explore their own beliefs, values and ideals in light of their learning. Our curriculum is based upon the Manchester Agreed Syllabus for Religious Education. The curriculum prepares students to be citizens in an ever increasingly diverse society, and allows them a safe space to debate and discuss sensitive issues.

Note 1 : Due to the complexity of the content covered in year 10 & 11, a number of lessons are required to teach the sub topics in each unit

Note 2 : The order of delivery may be amended due to covid catch up and addressing knowledge gaps

Note 3: The numbers attached to year 7 & 8 topics correlate to the units and learning questions outlined in the Manchester SACRE document

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	<p><b><u>3.11 What difference does it make to believe in God?</u></b>  <i>My identity            Religious identity            Religion &amp; life choices            Religious or human values?            End of unit assessment            MAD time &amp; reflection</i></p>	<p><b><u>3.8 Religion in the UK: What are the benefits &amp; challenges?</u></b>  <i>Religion by numbers in the UK            Practising &amp; expressing faith in the UK            Multi-faith rooms            Summative assessment            Mad time &amp; reflection</i>   <i>PSHE- Diversity            PSHE - Stereotyping</i></p>	<p><b><u>3.8 Religion in the UK: What are the benefits &amp; challenges?</u></b>  <i>Benefits and challenges of being religious in the UK            Responding to challenges            Islamophobia            End of unit assessment            MAD time &amp; reflection</i></p>	<p><b><u>3.12 Religion: Power for peace or cause for conflict?</u></b>  <i>Conflict: local, national &amp; global            Just War Theory            Peace, Justice &amp; the Sanctity of Life            Summative assessment            Assessment &amp; MAD time</i></p>	<p><b><u>3.12 Religion: Power for peace or cause for conflict?</u></b>  <i>PSHE            PSHE</i>   <i>Religion: power for peace?            Religion: cause for conflict?            The work of religious charities &amp; organisations</i></p>	<p><b><u>3.12 Religion: Power for peace or cause for conflict?</u></b>  <i>Can peace ever be achieved?            Summative Assessment            MAD time &amp; reflection</i>   <i>PSHE            PSHE            PSHE</i></p>

Year 8	<p><b><u>3.10 Does religion help people to be good?</u></b>  <i>Where do moral principles come from?</i>  <i>Religious rules: The Eightfold Path</i>  <i>Religious charity work – Seya &amp; Zakat</i>  <i>Does religion help people to be good?</i>  <i>End of unit assessment</i>  <i>MAD time</i></p>	<p><b><u>3.5 Why is there suffering in the world?</u></b>  <i>Moral vs. Natural evil</i>  <i>Why does God allow suffering?</i>  <i>Christianity: The Fall</i>  <i>The problem of evil</i>  <i>Story of Job &amp; footprints in the sand</i>  <i>Summative assessment</i>  <i>MAD time</i></p>	<p><i>PSHE</i>  <i>PSHE</i>  <i>PSHE</i></p> <p><b><u>3.4 Is death the end?</u></b>  <i>Creation: religion vs. science 1</i>  <i>Creation: religion vs. science 1</i></p>	<p><b><u>3.4 Is death the end?</u></b>  <i>Funerals: what do they tell us about life after death/beliefs?</i>  <i>The Soul</i>  <i>Heaven &amp; Hell</i>  <i>Summative assessment</i>  <i>MAD time &amp; reflection</i></p>	<p><b><u>3.4 Is death the end?</u></b>  <i>Humanist Views: One life</i>  <i>Samsara</i>  <i>Near death experiences</i>  <i>Life before &amp; after death: debate</i>  <i>Life before &amp; after death: debate</i></p>	<p><b><u>3.4 Is death the end?</u></b>  <i>Summative assessment</i>  <i>MAD time &amp; reflection</i></p> <p><i>PSHE</i>  <i>PSHE</i>  <i>PSHE</i>  <i>PSHE</i>  <i>PSHE</i></p>
Year 9	<p><b><u>What is the purpose of life?</u></b>  <i>Ultimate Questions – what is the purpose of life/happiness?</i>  <i>Quality vs Sanctity of Life</i>  <i>Euthanasia - Dying with dignity</i>  <i>Euthanasia – Should we interfere with God's plan?</i>  <i>Mid unit assessment</i>  <i>MAD Time</i></p>	<p><b><u>What is the purpose of life?</u></b>  <i>Abortion – when does life begin?</i>  <i>Abortion – pro life vs pro choice?</i>  <i>Genetic engineering – should we play God?</i>  <i>Genetic engineering – designer babies right or wrong?</i>  <i>Death penalty – for the greater good?</i>  <i>Death penalty – only God can give and take life</i>  <i>Summative Assessment</i>  <i>MAD Time</i></p>				
Year		<b><u>Christianity: Beliefs and</u></b>		<b><u>Christianity : Practices</u></b>		

	<u><b>Issues of human rights</b></u> <i>Human rights</i> <i>Social justice</i> <i>Censorship</i> <i>Religious expression</i> <i>Religious extremism</i> <i>Prejudice and discrimination</i> <i>Religious discrimination</i> <i>Racial discrimination</i> <i>Wealth &amp; poverty</i> <i>Christian aid &amp; Islamic relief</i> <i>End of unit assessment</i>	<u><b>teachings</b></u> <i>Nature of God</i> <i>Evil and suffering</i> <i>The trinity and apostles creed</i> <i>Creation and the fall</i> <i>Jesus Christ Incarnation and crucifixion</i> <i>Salvation and atonement</i> <i>Resurrection &amp; ascension</i> <i>Law, word of God</i> <i>Sin &amp; salvation</i> <i>Summative assessment</i>	<u><b>Christianity: Beliefs and teachings</b></u> <i>Afterlife eschatological beliefs</i> <i>Afterlife judgement and resurrection</i> <i>Heaven and Hell</i> <i>End of unit assessment</i>  <u><b>Christianity: Practices</b></u> <i>Forms of worship</i> <i>Importance of prayer</i> <i>Sacraments</i>	<i>Baptism</i> <i>The Eucharist</i> <i>Pilgrimage</i> <i>Christmas</i> <i>Easter</i> <i>Christianity in Britain</i> <i>Role of the Church</i> <i>The worldwide church</i> <i>Summative assessment</i>	<u><b>Christianity: Practices</b></u> <i>Christianity in Britain</i> <i>Role of the Church</i> <i>The worldwide church</i> <i>UK laws</i> <i>Festivals and traditions</i> <i>End of unit assessment</i>	<u><b>Preparation for mock</b></u> <i>This unit focuses on recapping key content and exam practice in preparation for paper 1 and 2 mock exam</i>
Year 11	<u><b>Islam: Beliefs and teachings</b></u> <i>Foundations of faith</i> <i>The 5 roots of religion</i> <i>The nature of Allah</i> <i>God reveals his truth</i> <i>Prophethood</i> <i>Key figures in the Qur'an</i>	<u><b>Islam: Beliefs and teachings</b></u> <i>Prophet Muhammad( Early life)</i> <i>Opposition in Makkah</i> <i>Maliakah</i> <i>Islamic holy books</i> <i>Akhirah( afterlife)</i> <i>Judgement</i> <i>Al Qadr</i>	<u><b>Islam: Practices</b></u> <i>The 5 pillars + Shahadah</i> <i>Salah</i> <i>Zakah</i> <i>Sawm</i> <i>Hajj</i> <i>Jihad</i>	<u><b>Islam: Practices</b></u> <i>Id-ul-adha</i> <i>Id-ul-fitr</i> <i>Ashura</i> <i>The 10 obligatory acts</i> <i>Sunni vs Shia</i>	<u><b>Preparation for exam</b></u> <i>This unit focuses on recapping key content and exam practice in preparation for the GCSE examinations.</i>	

Functional Skills:	
Literacy	Numeracy
<ul style="list-style-type: none"> <li>• <b>New subject vocabulary introduced each lesson</b></li> <li>• <b>Variety of written activities – shorter paragraphs &amp; extended writing</b></li> <li>• <b>Essay structure</b></li> <li>• <b>Reading extracts of religious books</b></li> <li>• <b>Poetry</b></li> <li>• <b>Speech writing</b></li> <li>• <b>News articles</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Statistics to demonstrate context of issues</b></li> <li>• <b>Census statistics to study religious composition of UK population</b></li> </ul>

- **Speaking & listening throughout every lesson**
- **Debate & discussion**

**Contribution to students social, moral, spiritual, cultural, personal development & wellbeing**

Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Students are encouraged to peer support and work together</p> <p>Students are taught respect, empathy &amp; tolerance of other</p>	<p>Discussion &amp; debate about moral issues – opportunity to explore and express own viewpoints, alongside understanding viewpoints of different religions</p>	<p>Exploration of own identity</p> <p>Exploration of own viewpoints and values</p> <p>Study of religious composition of the UK</p>	<p>Understanding of cultural influences in the UK &amp; how this has helped develop the UK</p> <p>Understand and celebrate diversity</p>	<p>Careers links (outlined below)</p> <p>Understanding of British Values and application in daily life</p>
<p>views when discussing sensitive and controversial topics</p> <p>British Values are embedded throughout ALL RE lessons</p>	<p>Understanding of the UK legal system and the consequences of breaking the law.</p>	<p>Reflection on moral questions</p> <p>Consideration of how religion affects daily &amp; life choices</p> <p>Understanding of the viewpoints of different world religions on moral questions</p> <p>Understanding of beliefs, teachings and practices of different world religions (main focus on Christianity &amp; Islam)</p>	<p>Understand different religious holidays and festivals and the importance of these to religious groups</p>	<p>Understanding and development of empathy, tolerance &amp; respect</p> <p>Development and practice of speaking &amp; listening skills</p> <p>Understanding and celebration of a diverse society</p>

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Careers display boards can be seen in each classroom</p> <p>Options presentation shows college &amp; careers links</p> <p>Regularly discussed within lessons</p>	<p>Ex-students George &amp; Holly carry out Q&amp;A sessions with students regarding college &amp; university</p>	<p>The skills developed throughout ethics and morality and RE are discussed each lesson so students can understand how these are transferrable to college, work &amp; wider life</p> <p>Regular research by staff are undertaken to explore the changes in the relevant labour market and regularly inform pupils.</p>	<p>Trip to WE day – charity / international organisation roles</p>	<p>Whole school summer term college visits; discussion of A level / BTEC subjects linked to RE before attending this day</p>