

CURRICULUM INTENT: RELIGIOUS EDUCATION

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and world views, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

AIMS

Students should extend and deepen their knowledge and understanding of a range of religions and other world views, studying these systematically and recognising their personal, local, national and global context. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. They should understand how religions and beliefs influence the values and lives of individuals and groups, and how they have an impact on wider issues. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions. At Key Stage 3, students extend their study to include Buddhism and Hinduism. They build on their knowledge of Christianity and the other three major world faiths, as well as developing understanding of non-religious world views. There is a recognition of other belief systems and practices and understanding of the diversity within religions.

As part of knowing about and understanding a range of religions and other world views, pupils are taught to:

- Explain and interpret a range of beliefs, teachings and sources of wisdom and authority, including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world;
- Explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and the links between them.

CURRICULUM IMPLEMENTATION: RELIGIOUS EDUCATION

| | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | | TRIPS AND EVENTS |
|-------------------------|--|---|--|--|---|---|------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| Year 7 Knowledge | COMPARATIVE RELIGION | | CHRISTIANITY | | ISLAM | JUDAISM | |
| | Introduction to RE | What religions share – worship and morality | Christianity in the world today | Types of worship | Islam in the UK today | Judaism in the world today | |
| | Where in the world – finding the major world religions | What religions share – practices and festivals | The Trinity | The Bible | Key beliefs – Tawhid, Risalah and Akhirah Five Pillars | Key beliefs and key principles of living | |
| | Connections between the major religions | Ramadan and Eid | Life of Jesus | Confession | The Holy book of Islam and the Muslim moral code | The holy book of Judaism and the Jewish moral code | |
| | Symbolising The Religions | Christmas Hanukkah | Celebrations in Christianity | The Eucharist | Places of Worship | Places of worship | |
| | What religions share – teachings and authority | Wesak Ganesh Chartuthi Hinduism | Places of Worship | Evangelism & Service | Leadership in Islam | Leadership in Judaism | |
| | Why religion is important in the world | Assessment | Leaders of the Church | Assessment | Assessment | The Jewish home and family | |
| Year 7 Skills | Literacy Explain and interpret a range of views | Literacy Explain and interpret a range of views | Literacy Show coherent understanding; appraise reasons | Literacy Enquire into differences; evaluate and analyse | Literacy Explore and express insights; make well informed and reasoned responses. | Literacy Enquire into differences; evaluate and analyse | |
| | SMSC Explore some of the ultimate questions that are raised by human | SMSC The basis for moral behaviour and its roots in religious | SMSC Teachings about wisdom, justice, poverty and care | SMSC Religious teachings about responsibility and commitment and | SMSC Expressing insights that draw on a wide range of examples including | SMSC Teachings about morality and ethics | |

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|----------------------|--|--|---|--|---|---|
| Year 8 Skills | | Explain and interpret a range of views, | Show coherent understanding; appraise reasons | Enquire into differences; evaluate and analyse | Explore and express insights; make well informed and reasoned responses. | Enquire into differences; evaluate and analyse |
| | SMSC Teachings about hospitality, belonging and inclusion | SMSC | SMSC | SMSC | SMSC Impact of drugs Ecology and care for the environment, linked to beliefs and teachings about the universe and planet | SMSC Context of UK poverty Ethical questions, such as treatment of animals |
| | Subject Specific Skills Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view | Subject Specific Skills Use sources of wisdom and authority appropriately to explain aspects of each area of study and as evidence for particular points of view | Subject Specific Skills Demonstrate an understanding of the significance and influence of common and divergent views and practices within and between religions | Subject Specific Skills Present an argument for a particular point of view, showing an awareness of different views. | Subject Specific Skills Accurately outline the nature of different debates within Theology, Philosophy and Ethics | Subject Specific Skills Accurately outline the nature of different debates within Theology, Philosophy and Ethics |

IMPACT: RELIGIOUS EDUCATION

Formative assessment throughout key stage 3 introduces pupils to the numerous skills expected of them at key stage 4 gradually. Pupil progress is assessed through both written formative assessments set in class and for homework but also oral assessments. Pupils are also tested regularly on their specialist language throughout topics, starting with key concept retrieval tests and moving towards keywords in context tests. Summative assessment at key stage 3 is conducted twice a half term; one piece on key concepts and the second in assessed tasks or a test. End of year assessments for key stage 3 gradually examine the skills developed over the key stage working towards a paper based on the GCSE paper at the end of key stage 3 usually at the end of the Academic year. RE pupils complete an extended, evaluative, written piece based upon the topic covered which are given a number out of 5 for each skill examined. Pupils are expected to respond to feedback just as throughout other key stages.