

RE Curriculum Map

Intent
 The RE curriculum aims to inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire an in depth understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons of these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE study.

Implementation

Term	1	2	3	4	5	6	
Year 7	<u>Creation Stories</u> In this introductory unit, students will question the origins of the universe. They will study the religious creation stories of Christianity, Islam and Hinduism. They will then look at scientific theories about the origins of the planet. This unit is opportunity for students to develop and improve their skills of reasoning and debate.	<u>Abrahamic Faiths</u> Students will investigate how the 3 Abrahamic Faiths originated and are linked. They will start their study by looking at the key beliefs and practices of Judaism. This will be rounded off with a study of the Birth of Jesus and the Christmas story, timed to fit with the Winter break. Students will then study the origins of Islam, similarities with Judaism and key beliefs and practices. Finally, students will study the origins of Christianity, similarities and differences with other Abrahamic faiths and their key beliefs and practices. This will be rounded off with a study of the Easter story, timed to fit with the Spring break.			<u>Does religion do more harm than good?</u> In this unit, students will investigate modern and historical examples of conflict caused by religion. This will include a study of medieval Islamic/Christian conflict in the Crusades alongside modern day issues of terrorism. It will also look at the Catholic/Protestant divide, and this issues this has caused in England and Ireland, both historically and more recently. It will also discuss the benefits that religion brings to modern day society such as community, charity and faith.		
Year 8	<u>Sacraments</u> Students will investigate Jesus' actions on earth and how these are followed through modern day practices. This will include Baptism, Confirmation, the Eucharist and the anointing of the sick,	<u>Hinduism</u> Students will look at the origins of Hinduism and its creations story. They will investigate polytheism and the roles of the different Gods as well as the daily practices of Hindus worldwide.	<u>Buddhism</u> Students will look at the origins of Buddhism and the life of the Buddha. They will investigate the teachings of the Buddha such as Four Noble Truths and the Eightfold Path. They will also look at the daily practices of Buddhists.	<u>Sikhism</u> Students will look at the origins of Sikhism and the life and role of Guru Nanak. They will study the teachings of the Gurus. They will also study the practices of Sikhs including the role of the 5 K's and the Gurdwara.	<u>Moral exemplars</u> Study will investigate the lessons that can be learned from religious and moral figureheads. This will include a study of the role of Martin Luther King and Malcolm X in challenging racial segregation. They will also study the biblical teachings of Job and consider the issues of good, evil and suffering.		
Year 9	<u>Islam</u> Students will look at the six key of beliefs of Islam and the Five Pillars. They will look at core practices such as a prayer, fasting and Hajj. They will also consider the differences between Sunni and Shea Muslims.	<u>Christianity</u> Students will look at the key beliefs of Christianity such as the Trinity, Salvation and Atonement. They will also look at key practices such as Worship, prayer and pilgrimage. They will also consider the Christian perspective of the problem of evil.	<u>Matters of Life and Death</u> Students will study issues such as the sanctity of life, abortion, euthanasia and life after death. They will look at beliefs on these issues from both religious and atheist perspectives. This unit is an opportunity for students to develop their skills of reasoning and debate.	<u>Relationships, Marriage and the Family</u> Students will study issues such as marriage, relationships, contraception, divorce and gender equality. They will look at beliefs on these issues from both religious and atheist perspectives. This unit is an opportunity for students to develop their skills of reasoning and debate.	<u>Equality and Human Rights</u> Students will study issues such as human rights, religious freedoms, racial harmony and social justice. They will look at beliefs on these issues from both religious and atheist perspectives. This unit is an opportunity for students to develop their skills of reasoning and debate.		

<p>Year 10</p>	<p><u>Muslim Beliefs</u> Students will investigate the Six Beliefs, the five roots of Usal ad-Din, The nature of Allah and Risalah. They will also investigate the importance of The Qu’ran, angels and Al-Qadr.</p>	<p><u>Living the Muslim Life</u> Students will study core Muslim practices such as: The Ten Obligatory Acts, Shahadah, Salah, Sawm, Zukaj and Khums, Hajj, Jihad and other celebrations and festivals.</p>	<p><u>Muslim Marriage and Family</u> Students will use their understanding of Muslim beliefs and practices and apply this to their study of Muslim Marriage and Family. They will look at topics such as sexual relationships, contraception, divorce and gender equality.</p>	<p><u>Muslim Matters of Life and Death</u> Students will use their understanding of Muslim beliefs and practices and apply this to their study of Matters of Life and Death. They will study: the origins of the universe, the sanctity of life, abortion, life after death and euthanasia.</p>	<p><u>Christian Beliefs (interspersed with revision)</u> Students will investigate the core Christian beliefs such as: The Trinity, creation, incarnation, salvation and Eschatology. They will also investigate Christian solutions to the problem of evil. m</p>
<p>Year 11</p>	<p><u>Living the Christian Life</u> Students will study core Christian practices such as: Worship. Sacraments, Prayer, Pilgrimage, Celebrations and the role of the Church.</p>	<p><u>Equality</u> Students will use their understanding of Christian beliefs and practices and apply this to their study of Equality. They will look at Christian views on Human Rights, Equality, Religious freedom, prejudice and discrimination and social justice.</p>	<p><u>Philosophy of Religion</u> Students will use their understanding of Christian beliefs and practices and apply this to their study of Philosophy. They will study: Revelation, Visions, Miracles, the Design Argument, Cosmological argument and Religious upbringing.</p>	<p><u>Revision of all content</u> Having finished the course students will recap all content and practice necessary exam skills prior to the exams in May and June.</p>	
<p>Year 12 Over view</p>	<p><u>Component 1: Study of Religion</u> This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts (part 1), religious concepts, religious life and religious practices that shape religious identity (part 1). The students will study Islam.</p>				
<p>Year 12 Over view</p>	<p><u>Component 2: Philosophy of Religion/ Religion and Ethics</u> Section A: An Introduction to Religion and Ethics This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 1), Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism. Section B: An Introduction to Philosophy of Religion This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief (part 1) and religious experience (part 1).</p>				
<p>Year 13</p>	<p><u>Component 3: Religion and Ethics</u> Component 3 This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts (part 2), significant historical developments in religious thought, significant social developments in religious thought and religious practices that shape religious identity (part 2). Component 4: Religion and Ethics This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 2), deontological ethics, determinism and freewill. Component 5: Philosophy of Religion: This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: challenges to religious belief (part 2), religious experience (part 2), religious language (parts 1 & 2). Component 6: Textual Studies (New Testament) This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental textual study themes relating to New Testament literature: miracles, parables, Letters and Apocalyptic. <u>Revision of all content</u></p>				

Impact:

To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3. The impact of the curriculum upon students becoming theologians and philosophers who can make critical and balanced judgements is assessed through students’ participation in philosophy club, Debate Mate, whether they watch current affair programmes, read publications that relate to issues of meaning and purpose and whether students choose to do related subjects at A level and university.