

Curriculum Overview

Subject: RE
Year Group: 7

We aim to develop the necessary skills within our students to respond to life's questions based on their knowledge and understanding of the great world religions, the contributions they make to society's codes and the values they hold.

Students will build on prior knowledge of the six major world religions in year 7 through the following themes:

Autumn Term: Beliefs, Symbols and Religious Leadership **Spring Term:** Faith, Identity and the Search for God **Summer Term:** Life, Death and the Universe: The Big Questions

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <p>Discussion – Knowing how to listen and respect the points of view of others.</p> <p>Topics covered</p> <p>Signs and Symbols in Religion</p> <p>How did the religions start?</p> <p>How do Religions Use Symbols in Art?</p> <p>What Makes a Good Teacher?</p> <p>Important Leaders</p>	<p>KNOWLEDGE/SKILLS</p> <p>Discussion – Building good communication skills through structured discussion.</p> <p>Topics covered</p> <p>Who Am I?</p> <p>Where Do I Belong?</p> <p>What is Faith?</p> <p>Seven Dimensions of Religion</p> <p>Who or What is God?</p>	<p>KNOWLEDGE/SKILLS</p> <p>Discussion – Continued development of discussion and debate skills through examples and participation.</p> <p>Topics covered</p> <p>Did the Universe Have a Beginning?</p> <p>Will the Universe Have an End?</p> <p>What Happens When We Die?</p> <p>Is Forgiveness Important?</p>
<p>KEY ASSESSMENT</p> <p>Knowledge, understanding and evaluation of Beliefs and symbolism</p> <p>End of term assessment</p>	<p>KEY ASSESSMENTS</p> <p>Extended writing tasks during lessons.</p>	<p>KEY ASSESSMENTS</p> <p>End of year assessment</p>

Extended reading suggestions and external resources:

The world according to Narnia - Johnathon Rogers

Genesis and the big bang - Gerald Schroeder

Living Religions – Mary Pat Fisher

Religions Around the World – John Bowker

What Happens When We Die? – Dr. Sherry L. Meinberg

Forgiveness Is Really Strange- Marina Cantacuzino

The God Debate for Kids – Tasia Scrutton

Cultural capital is addressed with virtual tours of places of worship, physical religious artefacts to look at, documentaries and film club.

Curriculum Overview

Subject: RE

Year: 8

The Year 8 RE curriculum is structured to build upon the concepts introduced in Year 7, focusing on deeper exploration of religious texts, Peace, Justice and the Sanctity of Life, and ethical issues. It is divided into three key thematic terms:

1. **Autumn Term:** Holy Books, Worship and Festivals
2. **Spring Term:** Religion, Peace and Conflict
3. **Summer Term:** Animal Rights and Ethical Living

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Debate/questioning - To know how to hold a discussion effectively and challenge others' views. Topics covered- Holy Books Religious and Secular Worship Prayer and Meditation Sacred Places Festivals Symbols and Rituals	KNOWLEDGE/SKILLS Debate/questioning - To be able to effectively consider others' opinions and express constructively their own points of view. Topics covered Peace, Justice and the Sanctity of Life Pacifism Religion and Peace Just War and Holy War Victims of War and Organisations that Help Religious Believers Who Have Worked for Peace	KNOWLEDGE/SKILLS Debate/questioning - To continue to develop discussion skills through their own expression and constructive criticism. Topics covered Religious Beliefs About Animals Should People Eat Meat? Wildlife Preservation Should Animals Be Used in Experiments? Animals in Captivity
KEY ASSESSMENTS End of unit assessment on Holy Books and Worship End of term assessment	KEY ASSESSMENTS Extended writing tasks in lessons	KEY ASSESSMENTS End of year assessment
Extended reading suggestions and external resources: A World of Faith — Peggy Fletcher Stack Celebrating Life: Humanist Ceremonies for Young People — British Humanist Association What is humanism? Michael Rosen Worship in World Religions — Jean Mead What Do We Mean by Human Rights? — Louise Spilsbury Peace and Conflict— Harriet Brundle The Lion and the Unicorn and Other Hairy Tales: Stories About Peace — Jane Yolen Our World: Caring for Animals — Patricia Whitehouse Cultural capital is addressed with a trip to a place of worship, film and guest speakers.		

Curriculum Overview

Subject: RE

Year: 9

Students explore a range of thought-provoking themes that encourage reflection, debate and personal evaluation. They examine key philosophical arguments for the existence of God, develop critical thinking and analytical skills, and explore complex moral issues such as abortion, euthanasia and the value of human life from both religious and secular perspectives. Students also consider how religion is portrayed in the media and reflect on the impact this has on public understanding of faith.

4. **Autumn Term:** Philosophy: Can We Prove God Exists?
5. **Spring Term:** Life, Death and Ethical Dilemmas
6. **Summer Term:** Religion and the Media

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Debate - To continue to develop discussion skills through their own expression and constructive criticism. Topics covered Introduction to Philosophy The Design Argument The First Cause Argument Evaluating the Arguments The Argument from Miracles for the existence of God	KNOWLEDGE/SKILLS Debate - To give informed responses in class discussion and debates that demonstrate knowledge and understanding. Topics covered The Value of Human Life Is Death the End? Euthanasia/Assisted Suicide Abortion - A Moral Dilemma What Do I Believe?	KNOWLEDGE/SKILLS Debate - To be able to evidence their own views in discussion using a variety of sources such as religious text, secular views, personal experience and case studies. Topics covered Introduction to Religion and Media Songs of Praise The Big Questions The Good Place- How heaven and hell depicted in popular culture Religion in Film-The theme of prayer in modern culture
KEY ASSESSMENTS End of unit assessment on Arguments for the existence of God End of term assessment	KEY ASSESSMENTS Extended writing tasks in lesson	KEY ASSESSMENTS End of year assessment
Extended reading suggestions and external resources: Philosophy for teens - Peter King <i>Arguments for God's Existence</i> — Jean Mead <i>The Philosophy Files</i> — Stephen Law <i>The Right to Life (Ethics of Everyday Issues)</i> — Chris Willmott <i>Life After Death (Exploring Religion and Belief)</i> — Jean Mead Cultural capital is addressed through film, philosophical arguments, TV shows such as the Big Questions and Songs of Praise.		

Curriculum Overview

Subject: RE

Year: 10

Throughout the GCSE two year course students will be actively encouraged to express their opinions on ethical issues and become confident in justifying these in debates and written work alike. They will build on KS3 knowledge of two religions by studying in detail the beliefs, teachings and practises. They will look at ethical issues from religious and secular viewpoints.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS</p> <p>Topics covered- Christianity Beliefs, Teachings and Practices</p> <p>Students will learn about key Christian beliefs such as the nature of God, the Trinity, creation, Jesus' life and role in salvation, and the afterlife. They will explore how Christians put their beliefs into practice through worship, sacraments, celebrations, charity work, and mission. They will examine different views within Christianity, use key teachings and Bible quotes, and apply these beliefs to ethical and real-life situations. They will also develop evaluation skills, learning how to give balanced arguments and justified opinions on religious issues.</p>	<p>KNOWLEDGE/SKILLS</p> <p>Topics covered- Islam Beliefs Teachings and Practices</p> <p>Students will explore the key beliefs and teachings of Islam, including beliefs about Allah, the prophets, angels, holy books, the afterlife, and predestination. They will learn how Muslims put their faith into practice through prayer, fasting, pilgrimage, charity, and festivals. They will examine differences between Sunni and Shi'a Muslims and use Qur'an and Hadith teachings to support their learning. They will apply Islamic beliefs to moral and ethical issues, develop their evaluation and reasoning skills, and learn how to present balanced arguments using evidence from Islamic sources.</p>	<p>KNOWLEDGE/SKILLS</p> <p>Topics covered- Thematic studies including: Religion and Life, Religion, Peace and Conflict</p> <p>students will examine key ethical issues from religious and non-religious perspectives. In <i>Religion and Life</i>, they will explore topics such as the origins of the universe, the value of human and animal life, abortion, euthanasia, and beliefs about life after death. In <i>Religion, Peace and Conflict</i>, they will study the causes of war, the ethics of violence, terrorism, nuclear weapons, pacifism, just war theory, and the work of peace organisations.</p>
<p>KEY ASSESSMENTS Half term 1: Regular mini assessments at the end of each unit</p> <p>Half term 2: End of Christianity assessment</p>	<p>KEY ASSESSMENTS Half term 1: Regular mini assessments at the end of each unit</p> <p>Half term 2: End of Islam assessment</p>	<p>KEY ASSESSMENTS Half term 1: Regular mini assessments at the end of each unit</p> <p>PPE</p>
<p>Extended reading suggestions and external resources: BBC Bitesize Religious Studies A Christianity and Islam Complete revision and practice workbook Humanists UK Cultural capital is addressed through a trip to St Paul's Cathedral, video and film clips and analysis of sacred texts.</p>		

Curriculum Overview

Subject: RE

Year: 11

Students will complete the study of philosophy and ethics, focusing on Religion, Crime and Punishment and Human Rights and Social Justice. They will continue to develop evaluation skills, learning how to give balanced arguments and justified opinions on religious issues.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Topics covered Thematic studies including: Religion, Crime and Punishment, Religion, Human Rights and Social Justice Students will explore important moral and ethical issues in modern society from religious and non-religious perspectives. In <i>Religion, Crime and Punishment</i> , they will study reasons for crime, aims of punishment, types of punishment including prison and capital punishment, and examine forgiveness, justice, and the treatment of criminals. In <i>Religion, Human Rights and Social Justice</i> , they will consider issues such as equality, prejudice and discrimination, wealth and poverty, freedom of religion, and the responsibilities individuals and societies have towards promoting justice.	KNOWLEDGE/SKILLS Revision which is tailored using PPEs to focus on key knowledge and skills to be consolidated/ improved	KNOWLEDGE/SKILLS GCSE Exams
KEY ASSESSMENTS Half term 1: PPE Half term 2: End of unit assessments	KEY ASSESSMENTS Half term 1: PPE	KEY ASSESSMENTS
Extended reading suggestions and external resources: BBC Bitesize Humanists UK Religious Studies A Christianity and Islam Complete revision and practice workbook Cultural capital is addressed through online speakers, True Tube extracts and analysis of sacred texts.		