



# Religious Education Faculty Curriculum Overview

## Curriculum threads

The RE curriculum takes an enquiry-based approach throughout both key stages. For each enquiry focus, students should learn how to explain the relevant key beliefs, and debate the issues with their own views but also applying the views of different religions.

## Skills

All skills below are developed in every unit throughout our curriculum. They are all fundamentally part of the subject and are essential for success at GCSE level.

Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking
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## Knowledge

The main threads are **underlined**. These threads are dominant as they are most supportive of the GCSE curriculum and therefore provide pupils with good foundational knowledge that will be built upon.

<b><u>Christianity</u></b>	<b><u>Islam</u></b>	Judaism	Hinduism	Buddhism	Sikhism	<b><u>Atheism</u></b>	Science	<b><u>Law</u></b>	<b><u>Philosophy</u></b>	<b><u>Ethics</u></b>
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## How is this curriculum supportive of our departmental ethos?

**Intent:** We intend to increase understanding of world religions, atheist views and the students' own views. The skills highlighted above enable students to develop empathy with others and become articulate at debating topical issues.

**Implementation:** Throughout the curriculum, students are encouraged to collaborate with others to debate and discuss lesson material. All lessons centre around enquiry (see enquiry questions) and a range of material is covered, whilst also focusing on a deeper understanding of Christianity and Islam to support KS4 studies.

*“Inspiring learning, unlocking potential, achieving success.”*

Curiosity | Aspiration | Resilience | Readiness

Impact: Lessons have been designed to encourage students to empathise and appreciate the diversity of beliefs. They will be equipped with a range of knowledge about beliefs and complex issues, along with the skills to tackle these issues and the different viewpoints they will encounter in later life.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>																																											
	<b>Why do some people believe in God?</b>	<b>What does it mean to be a Jew in the North East?</b>	<b>Are we responsible for ourselves and others? How is art used to express spirituality and belief?</b>																																											
<b>Y7</b>	<p><b>Enquiry Questions</b> How do we understand religion? How do we express our beliefs? What is causation? Are we designed? Can science explain how we got here? Can our morals help us to do the right thing? What can we learn from scripture about God? What is the case for not believing in God?</p> <p><b>End Point</b> Students to begin to approach religious views from an academic, critical perspective. Students should understand a range of arguments for and against God's existence, and be able to debate this with use of evidence.</p> <p><b>Builds on</b> Students cover Sikhism and Hinduism in local primary schools. This builds upon their knowledge of religion by encouraging them to question beliefs and develop their own views.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christianity</td> <td>Islam</td> <td>Atheism</td> <td>Science</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment and end of topic assessment. Subject knowledge test. Formative assessments- writing tasks at end of lessons, starter activities to assess prior learning, recall questions in lessons.</p> <p><b>Tier 3 Vocabulary</b> Cosmological, teleological, Muslims, Qur'an, Bible, empirical, spiritual, revelation, hypothesis, Big Bang, evolution, ethics, morality, scripture, sacred, omnipotent.</p>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	Christianity	Islam	Atheism	Science	Philosophy	Ethics	<p><b>Enquiry Questions</b> Where did Judaism come from? What do Jews do every week? Why is the Torah important to Jews? Can you eat what you like in Judaism? Why is Passover so special? Why is Jerusalem a good place to visit? What is it like to grow up Jewish?</p> <p><b>End Point</b> Students should develop knowledge of Judaism as a religion, with focus on the key teachings and celebrations of the faith. They should be able to discuss different aspects of Judaism with acknowledgement of the variation in denominations.</p> <p><b>Builds on</b> Students begin approaching religion critically in the Autumn term, and then get the opportunity to put that into practice with this unit. They are looking at themes such as expression of belief, morality and scripture in more detail, with greater focus on a specific religion.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Judaism</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment and end of topic assessment. Subject knowledge test. Formative assessments- writing tasks at end of lessons, starter activities to assess prior learning, recall questions in lessons.</p> <p><b>Tier 3 Vocabulary</b> Torah, Synagogue, Passover, Shabbat, challah, Kiddush, tefillin, orthodox, reform, yad, kosher, trefah, Brit Milah, Bar Mitzvah, Bat Mitzvah.</p>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	Judaism	Philosophy	Ethics	<p><b>Enquiry Questions</b> Why are the Ten Commandments important? What was King David's sin? Can we resist temptation? Can our actions ever be forgiven? How are beliefs represented in films? How is art used to express religion? How does music represent faith?</p> <p><b>End Point</b> Students to reach an understanding of how Religious Education is applicable through real life, developing an appreciation that it is important for all and not just the religious. Their assessment focuses on the ability to be a good leader, using their knowledge from their responsibility unit. Students will understand how our studies apply to our own responsibilities, the law, art, film and music.</p> <p><b>Builds on</b> At this point students have a foundational understanding of faith itself, a specific religion to but these studies into practice, and this unit then brings those ideas to how faith applies to us in real life regardless of belief. Students approach each unit as an enquiry, building those debating skills throughout.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christianity</td> <td>Hinduism</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment. Subject knowledge test. 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	<b>Is death the end?</b>	<b>What is evil?</b>	<b>Why do people forgive?</b>																																													
<b>Y8</b>	<p><b>Enquiry Questions</b> Is death the end? Is there a heaven and hell? What is Jannah? What happened to Jesus' body? What do Muslims believe about Judgement Day? Do we live again? Do people have multiple lives?</p> <p><b>End Point</b> Students to understand different arguments surrounding life after death, with reference to Christian and Islamic views. Students will have knowledge of a variety of arguments enabling them to express their own views on life after death.</p> <p><b>Builds on</b> Students have looked at issues to do with responsibility and forgiveness, and now are able to look at the consequences of actions on the afterlife, according to different religious views. Their Judaism knowledge ties in nicely with beginning to look at Islam and Christianity, as they are all Abrahamic religions and are connected through the Ten Commandments with similar beliefs about afterlife.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christianity</td> <td>Islam</td> <td>Atheism</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment and end of topic assessment. Subject knowledge test. Formative assessments- writing tasks at end of lessons, starter activities to assess prior learning, recall questions in lessons.</p> <p><b>Tier 3 Vocabulary</b> Near death experience, medium, paranormal, reincarnation, Jannah, Jannaham, heaven, hell, purgatory, resurrection, akhirah, Allah, niyyah,</p>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	Christianity	Islam	Atheism	Philosophy	Ethics	<p><b>Enquiry Questions</b> What does evil mean? What types of evil are there? Why did God create evil? Does free will explain evil in the world? What lessons can be learned from the Torah? How does the example of Job help Jews? Where was God during the Holocaust? How did Jews keep their faith during the Holocaust?</p> <p><b>End Point</b> Students will understand the concept of evil and different responses to whether or not this disproves God's existence. Students will be able to explain the Holocaust from the perspective of Jews, with application to Jewish beliefs studied in year 7.</p> <p><b>Builds on</b> Students continue to develop their evaluation skills surrounding key moral questions. This unit has a specific connection with their year 7 Judaism unit, where they looked at the foundations of the faith. Here the students will be looking at the negative experience of Jews in the Holocaust and questioning the existence of God in the face of evil. This compliments history content and falls in line with Holocaust memorial week. The concept of evil being a 'test' from God ties in with their Autumn unit where they look at God's judgement of humanity.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christianity</td> <td>Judaism</td> <td>Atheism</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment and end of topic assessment. Subject knowledge test. 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In the Summer term, students look closer at the concept of forgiveness from both a religious and non-religious perspective, also building on knowledge of Christianity and Islam. The concept of crucifixion also builds upon knowledge gained in the Autumn term. Students are also able to build upon the local primary curriculum through revisiting some key Buddhist teachings.</p> <p><b>Links to</b> Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christianity</td> <td>Islam</td> <td>Buddhism</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b> Mid topic assessment and end of topic assessment. 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<p>eight gates to jannah, shahadah, disciples, karma, samsara, nirvana, moksha, déjà vu.</p>	<p><b>Tier 3 Vocabulary</b>                  Natural evil, moral evil, Holocaust, Nazis, Job, Torah, stereotype, prejudice, discrimination, scapegoat, personal suffering, communal suffering, global suffering. Omnipotent, omniscient, omnibenevolent, Holocaust theology, Auschwitz, Rabbi, reprobates, persecution, prejudice, Maimonides.</p>	<p>Genocide, Holocaust, conscience, morality, repent, baggage, redeem, eucharist, the Lord's Prayer, adultery, crucifixion, empathy, 99 names of Allah, Qur'an, Hadith, Surah, Hajj, Prophet, Ihram, ummah, Arafat, tawhid, shirk, metta, Buddha, African National Congress, Umkhoto We Sizwe, Apartheid, reconciliation, repent, prodigal.</p>
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	Autumn	Spring	Summer																																								
<p><b>Y9</b></p>	<p><b>What moral problems to medical professionals face?</b></p> <p><b>Enquiry Questions</b>                      Why is abortion such a controversial issue? How do attitudes to abortion differ amongst Christians? Is abortion murder? Why is Euthanasia such a controversial issue? How do Christian teachings oppose Euthanasia? Should people be allowed to choose when they die? Is it everybody's right to have children? Is transplant surgery ethical? Is God the only one who should create life?</p> <p><b>End Point</b>                      Students to understand key issues related to life and death and the arguments surrounding them (abortion, euthanasia, IVF and transplant surgery). They should be able to refer to Christian views as well as their own when evaluating the issues. They will have a foundation upon which to build at GCSE level when they look at Matters of Life and Death from a Christian perspective, covering a lot of the same themes in greater depth.</p> <p><b>Builds on</b>                      This builds upon prior learning surrounding life after death (Y8 Autumn term) along with the Christian views visited across year 7 and year 8. It also builds upon our year 8 suffering unit where students get to grips with the idea of suffering, of which medical professionals aim to avoid.</p> <p><b>Links to</b>                      Skills:</p> <table border="1" data-bbox="174 1268 790 1364"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" data-bbox="174 1412 763 1444"> <tr> <td>Christianity</td> <td>Atheism</td> <td>Science</td> <td>Law</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	Christianity	Atheism	Science	Law	Philosophy	Ethics	<p><b>What are the key issues surrounding crime and punishment?</b></p> <p><b>Enquiry Questions</b>                      What moral issues arise when discussing crime and punishment? Why do we need laws and how does religion help to shape them? Is it ever acceptable to commit a crime? How are people to be punished for the crimes they commit? What are the various views regarding Capital Punishment? Do Christians support the death penalty? How would a Christian respond to the cases of McVeigh and Carty? What is justice and what role does it play in religion? Is forgiveness a strength? Why do Christians seek to prevent sin as well as seek atonement for it? How can living within the boundaries of dharma prevent crime? Who decides what is moral and ethical within dharma?</p> <p><b>End Point</b>                      Students to be able to explain different issues related to crime and apply religious views to these issues along with their own. They will understand different types of crime, causes of crime and responses to crime, along with religious and atheist perspectives on these. They will have a foundation upon which to build upon at GCSE level, where they will be expected to give religious perspectives on issues to do with crime and punishment.</p> <p><b>Builds on</b>                      Students have consistently built upon their knowledge of Christianity which further supports them in this unit. They are also building upon prior learning about forgiveness (Year 8 Summer term) and life after death (Year 8 Autumn term). Hinduism knowledge is built upon from year 8 content as well as primary school content.</p> <p><b>Links to</b>                      Skills:</p> <table border="1" data-bbox="835 1401 1451 1497"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	<p><b>What is life like for British Muslims?</b></p> <p><b>Enquiry Questions</b>                      Why are the Five Pillars important in Islam? How does Salah give a Muslim focus? Why is helping others showing you're a good Muslim? What is Hajj? Do Muslims believe in war? Is homosexuality permitted in Islam? How are women treated in Islam? Is islamophobia a problem in the UK?</p> <p><b>End Point</b>                      Students to understand the foundations of Islamic belief and be able to debate key questions in Islam. They will have core knowledge to support them in the GCSE course where Islam is one of the religions studied. The department hopes to have addressed any prejudices and misunderstanding surrounding the religion, particularly with regards to terrorism, homophobic or sexist attitudes.</p> <p><b>Builds on</b>                      Islam was covered in brief in year 7, further detail in year 8 and has been covered in more depth through this unit. Students have utilised explanation, evaluation and application skills throughout their study of RE, all of which are again practiced in this unit.</p> <p><b>Links to</b>                      Skills:</p> <table border="1" data-bbox="1514 1217 2130 1313"> <tr> <td>Explanation</td> <td>Evaluation</td> <td>Application</td> <td>Self-understanding</td> <td>Interpretation</td> </tr> <tr> <td>Empathy</td> <td>Reflection</td> <td>Expression</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge: Islam, Law, Philosophy, Ethics</p> <table border="1" data-bbox="1514 1361 1854 1393"> <tr> <td>Islam</td> <td>Law</td> <td>Philosophy</td> <td>Ethics</td> </tr> </table> <p><b>Assessed by</b></p>	Explanation	Evaluation	Application	Self-understanding	Interpretation	Empathy	Reflection	Expression	Cultural Awareness	Critical thinking	Islam	Law	Philosophy	Ethics
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Christianity	Hinduism	Atheism	Law	Philosophy	Ethics			