



Religious Education Faculty

KS4 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. At GCSE level, students learn about the key beliefs of Christianity and Islam, and apply these to a range of ethical and philosophical issues. They have to also understand legal matters surrounding the key issues and be able to apply atheist views.

<u>Christianity</u>	<u>Islam</u>	Judaism	Hinduism	Buddhism	Sikhism	<u>Atheism</u>	Science	<u>Law</u>	<u>Philosophy</u>	<u>Ethics</u>
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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. Students will develop an in-depth knowledge of the two main religions in Britain- Christianity and Islam, enabling them to better understand people in their local communities.

“Inspiring learning, unlocking potential, achieving success.”

Curiosity | Aspiration | Resilience | Readiness

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 in learning objectives) and a range of material is covered. Students develop a deeper understanding of Christianity and Islam to enable them to understand religious believers, the origins and applications of their beliefs.

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.

	Autumn					Spring					Summer																																																																					
Y10	Christian Beliefs					Living the Christian Life					Marriage and the Family					Matters of Life and Death																																																																
	<p>Enquiry Questions See lesson objectives.</p> <p>End Point Students to understand Christian beliefs and teachings on life. They should be able to understand the significance and importance of the different beliefs, and be prepared to apply them to different ethical issues. They should understand different perspectives of belief within Christianity, referencing a variety of denominations.</p> <p>Builds on Students have a foundational understanding of Christianity that was embedded throughout KS3, where they considered reasons for believing in God, key beliefs about the Bible and applied Christian views to different moral debates. They will now be looking at Christian views in depth.</p> <p>Links to Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explana tion</td> <td>Evaluat ion</td> <td>Applica tion</td> <td>Self- understan ding</td> <td>Interpreta tion</td> </tr> <tr> <td>Empath y</td> <td>Reflect ion</td> <td>Express ion</td> <td>Cultural Awarenes s</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christian ity</td> <td>Atheism</td> <td>Law</td> <td>Philosop hy</td> <td>Ethics</td> </tr> </table> <p>Assessed by Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. Recall questions also implemented throughout lessons alongside exam practice.</p> <p>Tier 3 Vocabulary Catholic, Protestant, Church of England, Trinity, Nicene Creed, the Word, Incarnation, Holy Spirit, Crucifixion, resurrection, ascension, salvation,</p>					Explana tion	Evaluat ion	Applica tion	Self- understan ding	Interpreta tion	Empath y	Reflect ion	Express ion	Cultural Awarenes s	Critical thinking	Christian ity	Atheism	Law	Philosop hy	Ethics	<p>Enquiry Questions See lesson objectives.</p> <p>End Point Students to be able to explain different practices within Christianity, applying their understanding of Christian beliefs. They should be able to reference different practices in connection with the belief, identifying the reason behind each practice. Students should be able to understand different denominational approaches to the practices and be prepared to apply them to a range of ethical issues.</p> <p>Builds on Students have learned about Christian beliefs in their first unit, and are now considering how Christians put those beliefs into practice. They will be expected to reference the beliefs throughout and apply their knowledge of Christian beliefs to the actions of Christians. They will also be expected to apply scripture they have studied in their Christian beliefs unit.</p> <p>Links to Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explana tion</td> <td>Evaluat ion</td> <td>Applica tion</td> <td>Self- understan ding</td> <td>Interpreta tion</td> </tr> <tr> <td>Empath y</td> <td>Reflect ion</td> <td>Express ion</td> <td>Cultural Awarenes s</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Christian ity</td> <td>Atheism</td> <td>Law</td> <td>Philosop hy</td> <td>Ethics</td> </tr> </table> <p>Assessed by Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. 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Students will have to reference beliefs and practices throughout the unit, building upon their knowledge and understanding of the faith in the context of ethical debates. 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<p>atonement, purgatory, omnibenevolence, omnipotence, omniscience, omnibenevolence, eschatology,</p>	<p>Catholic, Protestant, Church of England, liturgical, non-liturgical, eucharist, sacrament, ordination, baptism, believers' baptism, infant baptism, Lord's prayer, pilgrimage, Christmas, Easter, Holy Week, evangelical, evangelism, Church growth, reconciliation.</p>	<p>Tier 3 Vocabulary Sanctity, cohabitation, reconstituted, homosexuality, procreation, nuclear, extended family, blended family, parish, rites of passage, contraception, Protestant, Catholic, Church of England, divorce, remarriage, situation ethics, equality, prejudice, discrimination.</p>	<p>Big Bang, Evolution, sanctity of life, quality of life, survival of the fittest, situation ethics, Abortion, euthanasia, sanctity of life, embryo, foetus, conception, womb, Catholic, Protestant, pro-life, pro-choice, active, passive, voluntary, non-voluntary, assisted suicide, quality of life, doctrine of double effect, resurrection, pollution, global warming, stewardship, dominion, utilitarianism.</p>
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Y11	Muslim Beliefs	Living the Muslim Life	Peace and Conflict																																								
	<p>Enquiry Questions See lesson objectives.</p> <p>End Point Students to understand Muslim beliefs and teachings on life. They should be able to understand the significance and importance of the different beliefs, and be prepared to apply them to different ethical issues. They should understand different perspectives of belief within Islam, referencing a variety of denominations.</p> <p>Builds on Students have a foundational understanding of Muslim beliefs from their Y9 unit, and will also be able to draw connections between the similarities of Muslim and Christian beliefs. Some views are similar due to both religions being Abrahamic. Students will also be building upon the skills gained from learning about beliefs and applying those beliefs to practices and ethical issues.</p> <p>Links to Skills:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Explanat ion</td> <td>Evaluati on</td> <td>Applicati on</td> <td>Self-understan ding</td> <td>Interpretat ion</td> </tr> <tr> <td>Empathy</td> <td>Reflecti on</td> <td>Expressi on</td> <td>Cultural Awareness</td> <td>Critical thinking</td> </tr> </table> <p>Knowledge:</p>	Explanat ion	Evaluati on	Applicati on	Self-understan ding	Interpretat ion	Empathy	Reflecti on	Expressi on	Cultural Awareness	Critical thinking	<p>Enquiry Questions See lesson objectives.</p> <p>End Point Students to be able to explain different practices within Islam, applying their understanding of Muslim beliefs. They should be able to reference different practices in connection with the belief, identifying the reason behind each practice. Students should be able to understand different denominational approaches to the practices and be prepared to apply them to a range of ethical issues.</p> <p>Builds on Students have learned about Muslim beliefs in their first unit, and are now considering how Muslims put those beliefs into practice. They will be expected to reference the beliefs throughout and apply their knowledge of Muslim beliefs to the actions of Muslims. 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Students should also apply atheist views where applicable along with their own views on ethical issues.</p> <p>Builds on Students will already have an understanding of Muslim beliefs and practices, and they are now applying them to moral and ethical issues. Students will have to reference beliefs and practices throughout the unit, building upon their knowledge and understanding of the faith in the context of ethical debates. 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