



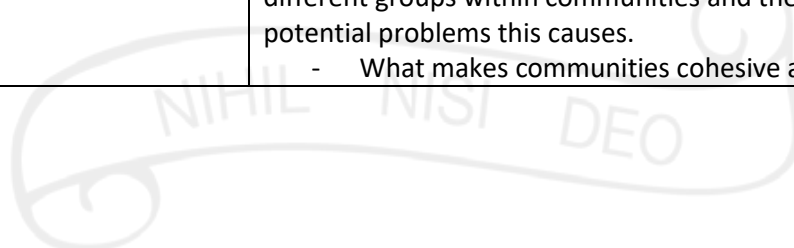
Religious Education



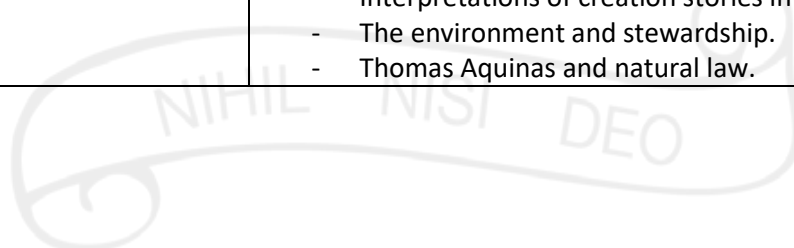
Curriculum Overview Key Stage 3&4

KEY STAGE 3		
	Topic	Key Themes
YEAR 7	Heroes	<ul style="list-style-type: none"> - Hero qualities and characteristics. - All house patrons as heroes. - Putting belief into practice. - What is valued in our society? - What morals to live by. - Historical context of the house patrons lives e.g. holocaust, segregation, extreme poverty.
	Social Justice	<ul style="list-style-type: none"> - Human rights, prejudice and discrimination, gender equality, religion and gender, racism, poverty, charity - Following on from heroes this develops the teaching of morality in the real world. - Moral considerations – the rights all humans should have, who has / should have equality, effects of inequality, how inequality can be mitigated. - Exploring how society functions and how this compares to other societies.
	Who is Jesus?	<ul style="list-style-type: none"> - Exploring the life of Jesus from his baptism which began his ministry. - Using evidence from the Bible about who Jesus was to include his miracles, teachings and disciples' views - why Christians believe Jesus was the Messiah and the Son of God – using evidence from the Bible. - Evaluation of Jesus' teachings and their implications for Christians and morality.

	Death and resurrection	<ul style="list-style-type: none"> - Continuing up to Easter, this unit explores the key events of the final week of Jesus' life, his death and his resurrection. - Evaluation of scriptural events leading up to Jesus' arrest and analysis of their significance and meaning e.g. Jesus' entry into Jerusalem. - Continuing to assess Jesus' key teachings. Analysis and evaluation of Jesus' resurrection by exploring the different possible views to this key Christian event
	People who changed the world	<p>An in-depth look at the lives of people who have changed the world through their moral action to include Christian and non-Christian modern examples – Gandhi, Malala, Mandela, Rosa Parks, Emmeline Pankhurst</p> <ul style="list-style-type: none"> - This is to explore the impact beliefs about religion, morality, humanity and society has on people's reaction to the world and their decision to try and change the world they live in.
	Islam	<p>This is the second largest religion in the UK and this unit aims to address misconceptions and give knowledge of Islamic beliefs and practices.</p> <ul style="list-style-type: none"> - Main beliefs and practices of Islam including the 5 Pillars, belief about God and the origins of the religion. - Morality – the pillar of charity and why this is important. Understanding and respect for different faiths in our multicultural society.
	Topic	Key Themes
YEAR 8	People of God	<p>It is important to give an understanding of the origins of the Abrahamic religions.</p> <ul style="list-style-type: none"> - Exploring the origins of Judaism including the main patriarchs of Abraham and Moses. - Relate these to Jewish practices and beliefs e.g. Passover. Examine scriptural authority. - Relating Judaism to old and modern issue of anti-Semitism including the Holocaust. Responses to the problem of evil.
	Believing in God	<p>This gives students the opportunity to understand the reasons for their own beliefs as well as the beliefs of others which may be different to theirs</p> <ul style="list-style-type: none"> - Examining the nature of God, evaluating the reasons for theism and atheism e.g. religious upbringing. - Scholarly arguments such as the Design Argument, scientific explanations. - Appraisal of the problem of evil and suffering - Students articulate both Christian scholarly and scientific responses to (dis)belief.
		<p>To give students an understanding of the society that they live in and how society and community is made up including different groups within communities and the benefits and potential problems this causes.</p> <ul style="list-style-type: none"> - What makes communities cohesive and divisive



	Community Cohesion	<ul style="list-style-type: none"> - The role of Government in community. - Groups within communities e.g. different genders, ethnicities and the attitudes towards them both religious and secular. - How views change over time. - Living in a multi-faith and multi-racial society - Linking beliefs to views about society and groups within it including ideas of equality how people should be treated.
	Discipleship	<p>An in-depth look at Jesus' calling of and teaching to the 12 Apostles. Includes Jesus' instructions to them and teachings through parables.</p> <ul style="list-style-type: none"> - For students to consider what it means to be a Christian disciple - The key teachings of Jesus to his disciples. - The challenges that will be faced.
	Peace and Conflict	<p>This gives students the opportunity to learn about conflict in the world and why people have different responses to it.</p> <ul style="list-style-type: none"> - Students have an opportunity to reflect on their own view about how conflict should be resolved with a nuanced approach which takes into consideration different factors that may influence their belief about justifiable conflict. - Students can interrogate the intellectual Christian basis for conflict (Just War Theory) - Issues around world conflict, including forgiveness and reconciliation. - Exploration of the causes of war and pacifism as a response. - Nuclear weapons, terrorism and the role of the United Nations.
	Hinduism	<p>This is to give students knowledge of a religion which is different to the Abrahamic ones both in terms of origins, beliefs and practices.</p> <ul style="list-style-type: none"> - Main beliefs and practices of Hinduism, including the trimurti, worship practices, festivals, texts, creation beliefs and key symbols. - Morality –Understanding and respect for different faiths in our multicultural society and world.
	Topic	Key Themes
YEAR 9	<i>Students begin the GCSE course in year 9, as follows:</i>	Examination Specification: AQA GCSE Religious Studies B 8063/1
	Creation	<p>Students to understand different Christian interpretations of the Bible in order to consider their own worldview and understand the views of others</p> <ul style="list-style-type: none"> - Christian creation art. - Interpretations of creation stories in Genesis - The environment and stewardship. - Thomas Aquinas and natural law.



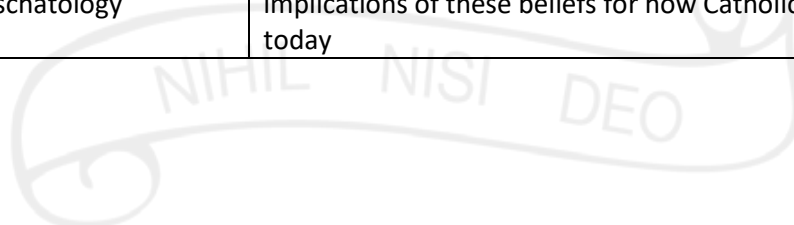
		<ul style="list-style-type: none"> - Religion and science – approaches to the creation of the world.
	Incarnation	<p>Students to understand the significance of the example and teaching of Jesus as the authoritative source for moral teaching.</p> <ul style="list-style-type: none"> - Jesus as God made man. - How Christianity is represented through symbols and art - The moral teachings of Jesus - The sacraments and the sacramental nature of reality - How the concept of “imago dei” links to abortion.
	Triune God	<ul style="list-style-type: none"> - Introducing different styles of music in worship including psalms, plainchant, traditional hymns, contemporary worship songs and their influence. - To appreciate the importance of the Trinity for Christians across the world today, and to foster a sense of respect for this. - To foster a sense of respect of the need for prayer for Christians worldwide, and how there’s a moral imperative to ensure there’s opportunity for this.
	Redemption	<ul style="list-style-type: none"> - How church architecture and parts of the church reflect Catholic beliefs. - The role of Jesus’ death, burial, resurrection and ascension in the restoration of harmony in the world. - Biblical and scholarly understandings of salvation - Students explore the Paschal mystery of salvation as it is understood in Catholic theology – the importance and significance of how, without the Resurrection, Christianity wouldn’t exist. - The importance of conscience for Christians
	“Chosen by God”	<p><i>This unit is not part of the GCSE specification. It is an opportunity for students to explore aspects of themselves and their relationships, both present and future, with others.</i></p> <p>Students throughout the unit consider how all humans have different skills, abilities, interests and experiences that affect their views and actions and make them who they are.</p> <ul style="list-style-type: none"> - Students consider both their attitude to themselves and to others in order to build confidence and esteem and empathy for others. - Topics include: Who Am I (self-esteem, skills, experiences etc), assertiveness, labelling, prejudice, disabilities, differences and relationships.



KEY STAGE 4

Examination Specification: AQA GCSE Religious Studies B 8063/1

	Topic	Key Themes
YEAR 10	Judaism: Beliefs & Teachings.	<p>Students should know and understand that Judaism is one of the religious traditions in Great Britain today, and that religions and beliefs in Great Britain are diverse and all should be respected.</p> <ul style="list-style-type: none"> - The beliefs, teachings of Judaism and their basis in Jewish sources of wisdom and authority. - The influence of the beliefs & teachings (for e.g. The nature of God and beliefs about life after death, including judgement and resurrection). - The different understandings of the nature and role of the Messiah (both Jewish and Christian). - A consideration of the two main Covenants (Abraham and Moses) - The mitzvot (law/commandments) - Key moral principles including justice, healing the world, charity and kindness to others. - The importance of the sanctity of human life.
	Judaism: Practices	<p>Students then explore the life of a Jew and how their beliefs are put into practice. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed referring to a range of different Jewish perspectives, Orthodox and Reform Judaism.</p> <p>Study of:</p> <ul style="list-style-type: none"> - The synagogue and worship. - Family life and rituals/rites of passage and their significance. Dietary laws and their significance, including different Jewish views about their importance. - Festivals and their importance for Jews in Great Britain today
	Church & the Kingdom of God	<p>Students have the opportunity to:</p> <ul style="list-style-type: none"> - explore and appreciate various places of pilgrimage in the world, for e.g. Jerusalem and Rome. - learn how mission and evangelism are reflected by analysing movies that they may not have seen before for e.g. "Les Misérables" and "The Mission" - learn about vocations and the life of a Catholic and understanding the hierarchical nature of the Catholic church. - to understand how the command to "love our neighbour" in concrete ways is expressed in the works of Catholic agencies
	Topic	Key Themes
	Eschatology	What Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today



<p>YEAR 11</p>		<ul style="list-style-type: none"> - Introducing world famous art and how to appreciate it, for e.g. Michelangelo's Last Judgement. - The significance of the Paschal Candle. - Creative interpretations of the parable of the Rich man and Lazarus (Luke 16:19-31) - Students get the opportunity to reflect on, and discuss, their own views and moral stance about the care of the dying and euthanasia. - Influence of 'the sanctity of life' on Catholic views about these issues.
	<p>Ethical Themes A. Religion, relationships & family</p>	<p>Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture or other religious texts. All of these issues will be explored through the lens of different perspectives, Christian and non-religious (such as atheist or humanist) <u>in contemporary British society</u>:</p> <ul style="list-style-type: none"> - Relationships and the human condition – love and sexuality: - Marriage, cohabitation, divorce, and separation. - Families and responsibilities. - Roles of men, women, and children within the family. Gender, equality, and discrimination
	<p>Ethical Themes C) Religion, human rights & social justice</p>	<p>Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture or other religious texts. All of these issues will be explored through the lens of different perspectives, Christian and non-religious (such as atheist or humanist) <u>in contemporary British society</u>:</p> <ul style="list-style-type: none"> - Catholic teaching on the responsibilities of wealth, duty of stewardship of wealth. - Catholic teaching about wealth creation, including exploitation of the poor and human trafficking. - Catholic attitudes to wealth, including the wealth of the Church. - Perspectives on poverty - and the causes of poverty. - Prejudice and discrimination.



Extracurricular and Enrichment opportunities

- There is an annual opportunity for students to attend the “Philosophy & Ethics Foundations for Thinking Deeply” Conference in Oxford, as well as the Philosophy conference run by Academy Conferences.
- The RE department also deliver year 9 tutor retreats as a part of the “Chosen by God” relationships unit.
- We have an annual visit from the local rabbi to address year 10 students on the Beliefs, teachings and practices within Judaism. This is to enrich and consolidate their learning for the new AQA GCSE specification.
- We have a link with Peter Radford @ Beyond This – lectures and conferences tailored to GCSE and A level.
- KS3 Hinduism and Islam - Either visits to these places of worship or visited by their representatives.
- One of the year 11 Judaism intervention lessons is completely interactive and held in the dance studio where Judaism is “brought to life” via the Jewish rites of passage

