

What are the aims and intentions of this curriculum?

The aims and intentions of the Religious Education curriculum are to provide students with a comprehensive study of the ever-changing landscape of religious beliefs and practices in Great Britain. This comes from the background that all the six main world faiths are practiced by people in Britain. Moreover, within different religions there is some diversity of belief and practice. Furthermore, many people claim to have no religious belief and practice no religion and may describe themselves as atheists, agnostics or humanists. By studying Religious Education, students can develop respect and appreciation of the diversity in faith and belief that are found within their society. They are also expected to analyse in-depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. Finally, they are expected to give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Issues of Life and Death	<p>Scientific Explanation of the Creation of the World</p> <ul style="list-style-type: none"> • Big Bang Theory • Evolution Theory <p>The Origin and Value of Life</p> <ul style="list-style-type: none"> • Sanctity of Life • Quality of Life <p>Ethical Studies</p> <ul style="list-style-type: none"> • Abortion • Euthanasia <p>Belief about death and the Afterlife</p> <ul style="list-style-type: none"> • Soul • Judgement, Heaven and Hell • Funeral rites 	<p>Students are expected to develop key skills such as</p> <ul style="list-style-type: none"> • Critical thinking • Distinguishing fact from opinion • Making reasoned conclusion • Independent learning • Articulating clearly the perspectives of religious and non-religious groups. • Writing well developed responses by using religious language and quoting from religious authority. 	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])
Autumn 2	Issues of Good and Evil	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Morality • Aims of Punishment • Prison Reformers <p>Ethical Studies</p> <ul style="list-style-type: none"> • Death Penalty 	<p>Students are expected to develop key skills such as</p> <ul style="list-style-type: none"> • Critical thinking • Distinguishing fact from opinion • Arriving at a reasoned conclusion • Independent learning • Articulating clearly the perspectives of religious and non-religious groups. • Writing well developed responses by using religious language and quoting from religious authority. 	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])

Spring 1	Issues of Good and Evil	Ethical Studies <ul style="list-style-type: none"> • Forgiveness • Good, evil and suffering • Free Will 	Students are expected to develop key skills such as <ul style="list-style-type: none"> • Critical thinking • Distinguishing fact from opinion • Arriving at a reasoned conclusion • Independent learning • Articulating clearly the perspectives of religious and non-religious groups. • Writing well developed responses by using religious language and quoting from religious authority. 	<ul style="list-style-type: none"> • - Research projects • Group presentations • In class assessment • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])
Spring 2	Issues of Human Rights	Human Rights and Social Justice <ul style="list-style-type: none"> • Malala Yousafzai • Oscar Romero • Martin Luther • Censorship • Religious Extremism Human Rights and Social Justice <ul style="list-style-type: none"> • Prejudice and Discrimination • Racism Issues of Wealth and poverty <ul style="list-style-type: none"> • Christian Aid • Islamic Relief 	Students are expected to develop key skills such as <ul style="list-style-type: none"> • Critical thinking • Distinguishing fact from opinion • Arriving at a reasoned conclusion • Independent learning • Articulating clearly the perspectives of religious and non-religious groups. • Writing well developed responses by using religious language and quoting from religious authority. 	<ul style="list-style-type: none"> • - Research projects • Group presentations • In class assessment • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])
Summer 1	Christianity	Beliefs and Teachings <ul style="list-style-type: none"> • The Nature of God • Evil and Suffering • Trinity • Interpretations of the Story of Creation Jesus Christ <ul style="list-style-type: none"> • Incarnation • Crucifixion • Salvation and Atonement • Resurrection and Ascension 	Students are expected to develop key skills such as <ul style="list-style-type: none"> • Critical thinking • Distinguishing fact from opinion • Arriving at a reasoned conclusion • Independent learning • Articulating clearly the perspectives of religious and non-religious groups. • Writing well developed responses by using religious language and quoting from religious authority. 	<ul style="list-style-type: none"> • Research projects • Group presentations • In class assessment • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])

Summer 2

Christianity

Jesus Christ

- Salvation
- Grace and Spirit

The Afterlife

- Eschatological beliefs
Judgement, Resurrection, Heaven and Hell,
Purgatory.

Students are expected to develop key skills such as

- Critical thinking
- Distinguishing fact from opinion
- Arriving at a reasoned conclusion
- Independent learning
- Articulating clearly the perspectives of religious and non-religious groups.
- Writing well developed responses by using religious language and quoting from religious authority.

- Research projects
- Group presentations
- In class assessment
- Class Debates
- RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])