

## 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	Christianity	<b>Practices</b> <ul style="list-style-type: none"> <li>Forms of Worship</li> <li>The Nature and importance of prayer.</li> <li>The Sacraments (Baptism, Eucharist)</li> <li>Pilgrimage and Celebrations</li> <li>Christianity in Britain and the role of the local community</li> <li>The Worldwide Church (Tearfund, Open Doors, The Ecumenical Movement, the World Council of Churches)</li> </ul>	Students are expected to develop key skills such as <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Distinguishing fact from opinion</li> <li>Arriving at a reasoned conclusion</li> <li>Independent learning</li> <li>Articulating clearly the perspectives of religious and non-religious groups.</li> <li>Writing well developed responses by using religious language and quoting from religious authority.</li> </ul>	<ul style="list-style-type: none"> <li>Research projects</li> <li>Group presentations</li> <li>In class assessment</li> <li>Class Debates</li> <li>RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])</li> </ul>
Autumn 2	Islam	<b>Beliefs and Teachings</b> <ul style="list-style-type: none"> <li>Sources of Authority</li> <li>The Foundation of Faith (6 articles of Faith in Sunni Islam, 5 roots in Shit Islam)</li> <li>The Nature of God</li> <li>Risalah</li> <li>Prophet Muhammad</li> <li>Islam Holy Books</li> <li>Akhirah</li> </ul>	Students are expected to develop key skills such as <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Distinguishing fact from opinion</li> <li>Arriving at a reasoned conclusion</li> <li>Independent learning</li> <li>Articulating clearly the perspectives of religious and non-religious groups.</li> <li>Writing well developed responses by using religious language and quoting from religious authority.</li> </ul>	<ul style="list-style-type: none"> <li>Research projects</li> <li>Group presentations</li> <li>Mock Examination</li> <li>Class Debates</li> <li>RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])</li> </ul>

<b>Spring 1</b>	Islam	<p>Beliefs and Practices</p> <ul style="list-style-type: none"> <li>• Judgment: Heaven and Hell</li> <li>• Al- Qadr – God's divine plan</li> <li>• Free Will</li> </ul> <p>Practices</p> <ul style="list-style-type: none"> <li>• The Five Pillars of Sunni Islam (Shahadah, Salah, Zakah, Sawm, Hajj)</li> <li>• Jihad</li> <li>• Festivals and Commemoration (Ashura, Id-ul-Fitr, Id-ul-Adha)</li> <li>• The Ten Obligatory Acts of Shi Islam</li> </ul>	<p>Students are expected to develop key skills such as</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Distinguishing fact from opinion</li> <li>• Arriving at a reasoned conclusion</li> <li>• Independent learning</li> <li>• Articulating clearly the perspectives of religious and non-religious groups.</li> <li>• Writing well developed responses by using religious language and quoting from religious authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Group presentations</li> <li>• Mock Examination</li> <li>• Class Debates</li> <li>• RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])</li> </ul>
<b>Spring 2</b>	Revision	<p>Paper 1 Issues of Relationship, Life and Death, Good and Evil, Human Rights</p> <p>Paper 2 Christianity – Beliefs, Teachings and Practices</p> <p>Paper 3 – Islam - Beliefs, Teachings and Practices</p>	<p>Students are expected to develop key skills such as</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Distinguishing fact from opinion</li> <li>• Arriving at a reasoned conclusion</li> <li>• Independent learning</li> <li>• Articulating clearly the perspectives of religious and non-religious groups.</li> <li>• Writing well developed responses by using religious language and quoting from religious authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Group presentations</li> <li>• Mock Examination</li> <li>• Class Debates</li> <li>• RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes])</li> </ul>