

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
Summer 2	Christianity	<ul style="list-style-type: none"> Beliefs and Teachings · The Nature of God · Evil and Suffering · Trinity · Interpretations of the Story of Creation Jesus Christ · Incarnation · Crucifixion · Salvation and Atonement · Resurrection and Ascension 	<ul style="list-style-type: none"> 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. 	<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 1	Issues of Relationship	<ul style="list-style-type: none"> Students will move onto the KS4 WJEC course and will start to look at human relationships from the Islamic and Christian point of view. Students will learn quotes and analyze religious teaching to examination questions. They will start looking at roles of men and women in religion and whether women should be leader in worship. Further, they will be exploring cohabitation, sexual relationships, divorce and contraception in Christianity and Islam. Key words- Cohabitation, responsibilities, roles, divorce, chastity, contraception, equality, gender equality. Respectful relationship, families and the responsibilities of parents. 	<ul style="list-style-type: none"> Students are expected to develop key skills such as 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])

		<ul style="list-style-type: none"> Careers linked to topics include : 1. Psychiatrist · 2. Clinical Psychologist · 3. Psychotherapist · 4. Family Therapist · 5. Social Worker · 6. Psychiatric nurse · 7. Mental health. 		
Autumn 2	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 <p>Funeral rites</p> <p>Respectful relationship, families and the responsibilities of parents.</p> <p>Students studying the Law and its role in safeguarding the issues such as Abortion and Euthanasia.</p> <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>Careers linked to these topics covered may include but is not limited to:</p> <ul style="list-style-type: none"> Advice worker. Archivist. Charity fundraiser. Charity officer. Civil Service administrator. Community development worker. Editorial assistant. 	<ul style="list-style-type: none"> Students are expected to develop key skills such as · 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 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. 	<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])

		<ul style="list-style-type: none"> Equality, diversity and inclusion officer. 		
Spring 1	Issues of life and death	Ethical Studies <ul style="list-style-type: none"> Forgiveness Good, evil and suffering Free Will Physical and Health Fitness as highlighted in PSHE. The use of Alcohol and tobacco as well as healthy eating 	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 good and evil	<ul style="list-style-type: none"> Crime and Punishment · Morality · Aims of Punishment · Prison Reformers Ethical Studies · Death Penalty. Mental wellbeing, Health and Prevention and how these are linked to core beliefs and religious practices. Students studying the Law and its role in safeguarding the issues such as the Death Penalty and dealing with those in Prison. 	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	Issues of good and evil	<ul style="list-style-type: none"> Ethical Studies · Forgiveness · Good, evil and suffering · Free Will Careers linked to topics include : 1. Psychiatrist · 2. Clinical Psychologist · 3. Psychotherapist · 4. Family Therapist · 5. Social Worker · 6. Psychiatric nurse · 7. Mental health .. 	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])