

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 human rights | <p>Human Rights and Social Justice</p> <ul style="list-style-type: none"> Malala Yousafzai Oscar Romero Martin Luther Censorship Religious Extremism <p>Human Rights and Social Justice</p> <ul style="list-style-type: none"> Prejudice and Discrimination Racism <p>Issues of Wealth and poverty</p> <ul style="list-style-type: none"> Christian Aid Islamic Relief Careers linked to topics include : 1. Psychiatrist · 2. Clinical Psychologist · 3. Psychotherapist · 4. Family Therapist · 5. Social Worker · 6. Psychiatric nurse · 7. Mental health .. Developing and practicing healthy life practices and habits. Students will also study and learn about the Equality Act 2010 in PSHE and how these are linked to the expectations relating to Human Rights. | <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. <p>Writing well developed responses by using religious language and quoting from religious authority.</p> | <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]) |

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| <p>Autumn 2</p> | <p>Christianity: Beliefs Practices</p> | <p>Practices</p> <ul style="list-style-type: none"> • Forms of Worship • The Nature and importance of prayer. • The Sacraments (Baptism, Eucharist) • Pilgrimage and Celebrations • Christianity in Britain and the role of the local community • The Worldwide Church (Tearfund, Open Doors, The Ecumenical Movement, the World Council of Churches) | <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]) |
| <p>Spring 1</p> | <p>Christianity: Beliefs Practices</p> | <ul style="list-style-type: none"> • Forms of Worship • The Nature and importance of prayer. • The Sacraments (Baptism, Eucharist) • Pilgrimage and Celebrations • Christianity in Britain and the role of the local community • The Worldwide Church (Tearfund, Open Doors, The Ecumenical Movement, the World Council of Churches) • Opportunities for career may include: <ul style="list-style-type: none"> • Editorial assistant • Equality, diversity and inclusion officer • Mediator • Newspaper journalist • Policy officer • Solicitor • Youth worker | <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 • Mock Examination • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes]) |
| <p>Spring 2</p> | <p>Islam / Revision</p> | <p>Beliefs and Teachings</p> <ul style="list-style-type: none"> • Sources of Authority • The Foundation of Faith (6 articles of Faith in Sunni Islam, 5 roots in Shi Islam) • The Nature of God • Risalah • Prophet Muhammad • Islam Holy Books | <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. | <ul style="list-style-type: none"> • Research projects • Group presentations • Mock Examination • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes]) |

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| | | <ul style="list-style-type: none"> • Akhirah <p>Beliefs and Practices</p> <ul style="list-style-type: none"> • Judgment: Heaven and Hell • Al- Qadr – God's divine plan • Free Will <p>Practices</p> <ul style="list-style-type: none"> • The Five Pillars of Sunni Islam (Shahadah, Salah, Zakah, Sawm, Hajj) • Jihad • Festivals and Commemoration (Ashura, Id-ul-Fitr, Id-ul-Adha) • The Ten Obligatory Acts of Shi Islam | <ul style="list-style-type: none"> • Writing well developed responses by using religious language and quoting from religious authority. | |
| Summer 1 | 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 Mental wellbeing, Health and Prevention and how these are linked to core beliefs and religious practices eg of such topic is Suffering</p> | <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 • Mock Examination • Class Debates • RE Portfolio (Essay Practice on each type of questions, [Describe, explain, extended responses and research notes]) |
| Summer 2 | Christianity Beliefs and Practices | | | |