

RELIGIOUS EDUCATION:

Curriculum Guide

GRANVILLE ACADEMY



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1. Curriculum Rationale for RE

Learning about religion and learning from religion are important for all students, as Religious Education (RE) helps students develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. The principle aim of RE is to engage students in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of religions and worldviews in the local, national and wider global community. Students will be able to grasp a bigger picture of Religion and non - Religion in the world. At Ks3 students will engage in a disciplinary approach of theological and philosophical study in developing their substantive knowledge of world religions. Whether students choose to continue on to GCSE Religious Studies or not, by the end of Ks3 they will have the skills and knowledge to engage in views surrounding religion in the modern world.

RE at Granville will provide students with the following:

- Have knowledge of major world religions- including the origins of the religions, their founders, religious leaders, places of worship, religious text, creation and other key beliefs'
- Have an understanding of why certain rituals take place and how beliefs shape and individual believer's actions.
- Be developing their awareness of cultures, beliefs and practices that may be different from their own in order to be able to contribute positively to modern multicultural Britain.
- Question and challenge the validity of Religious texts whilst considering and questioning scientific explanations.
- Have the opportunity to investigate and reflect on their own beliefs and value systems by reflecting on challenging questions such as "what happens when we die?"
- Start to develop an awareness of deep fundamental questions about life arising from human experience and how religious life and practise can relate to them.

Sequencing

The RE curriculum is sequenced to allow the development of knowledge and skills to be built on throughout ks3. This is especially important when dealing with particularly controversial or sensitive topics. This enables students to have the prior knowledge they need in order to access newer areas of study. The Religion course allows for students to develop ways of knowing, allowing for them to deeper understand various religions and avoid misconceptions. Students will revisit knowledge gained from earlier units to ensure that they have the opportunity to recall prior learning and not see topics as isolated units of work so that the knowledge is embedded in students' long term memory. These building blocks are evidenced from year 7 where students address the question of 'how can there be a God if there is evil and suffering in the world'? moving into year 9 where they look at theodicies around the same topic. The sequencing of the curriculum allows for students to build on their prior knowledge and skills to further develop these arguments.

2. What students will learn

	By the end of Year 9	By the end of Year 11
Knowledge	Foundation of four world religions, beliefs, practices, rites, rituals, introduction to ethical and philosophical thinking, morality and inspirational figures.	In depth specific knowledge of the key features and characteristics of the areas studied including key beliefs and practices, key figures, subject specific vocabulary such as incarnation and atonement.
Skills	Analyse and evaluate sources and texts. Write extended reasoned arguments, justifying their responses based on their learning. Evaluate interpretations from different faiths or denominations and use evidence to justify their opinions.	Write extended reasoned arguments that consider several viewpoints. Evaluate religious interpretations in detail and use evidence to justify their opinions. Analyse, evaluate and make substantiated judgements about sources in the context of events, beliefs or practices studied.
Understanding	That religious practices are rooted in tradition. That religious events have both short term and long term significance. How Britain's diversity has changed over time and the impact of multi faith and multi ethnic societies.	Understand the key beliefs and practices, religious traditions, rites and rituals within the areas studied and be able to compare and contrast.

3. Curriculum Map and Assessment Plan

KS3 - Curriculum plan

Year 7		Year 8		Year 9	
Thinking about God	L1. RE Rules, expectations and standards. L2. Why RE? Why do people believe in God? Where do our morals come from? L3. What do Christians and Hindus believe about God? L4. Does the design argument prove the existence of God? L5. Does the cosmological argument prove the existence of God? L6. How can we have an omnibenevolent God if there evil and suffering in the world? L7. Assessment Preparation L8. Trust Assessment 1 L9. Feedback Lesson L10. Where do our morals come from? L11. How do Christians and Muslims know how to behave? L12. Can you be good without God?	Muslim Way of Life	L1. RE rules, expectations and standards. L2. Introduction to Islam. What does Muhammed (pbuh) mean to Muslims today? L3. The Five Pillars L4. The Five Pillars L5. The Five Pillars L6. What happens during Eid-ul-fitr and eid-ul-adha? L7. Dress and Food laws L8. Assessment Preparation L9. Trust Assessment 1 L10. Feedback Lesson L11. How does Muslim art contribute to the community? L12. What does it mean to be a British Muslim today?	Good and Evil	L1. RE rules, expectations and standards. L2. What is the problem of evil? L3. Adam and Eve/Job L4. Free Will Defence L5. Theodicies L6. Assessment Preparation L7. Trust Assessment 1 L8. Feedback Lesson L9. The Holocaust. L10. The Holocaust- Was God to blame? L11. The Holocaust- the responses. L12. The Holocaust- The impact.
Journey of Life	L1. What key events have happened in your journey of life?	Heroes and Inspirational People	L1: Who is an inspiration to you? How was	Ethics	L1. What is Morality?

	<p>L2. How is the Birth of a Child Celebrated by Christians, Sikhs and Muslims? L3. What Happens During a Christian Wedding? L4. What are the Main Stages of a Sikh Wedding? L5. What Happens During a Muslim Wedding and why? L6. How can I prepare for my Assessment? L7. Trust Assessment 2 L8. Feedback Lesson L9. What happens when we die? L10. Non religious celebrations e.g. civil partnership, humanist wedding/funeral. L11. The Island L12. The Island</p>		<p>Mother Teresa an inspiration? L2: Who were the Suffragettes? L3: Who was Mahatma Gandhi and why is he inspirational? L4: Who was Harriet Tubman? L5: Why is Martin Luther King an inspiration? L6: Why is Malcolm X an inspiration? L7: Stephen Lawrence case L8: Assessment Prep L9: Trust Assessment 2 L10: Feedback lesson L11. Modern heroes- Erin Gruwell, Marcus Rashford, Walker family etc L12. How to be a hero.</p>		<p>L2. What is more important sanctity or the quality of life? L3. What Do Humanists Believe about Ethical Issues? L4. When does life begin? L5. Is abortion morally acceptable? L6. Should animals have equal rights to humans? L7. Is testing on animals morally acceptable? L8. Assessment Preparation L9. Trust Assessment 2 L10. Feedback Lesson L11. Is euthanasia morally acceptable? L12. Does everyone have the right to a child?</p>
Christian Way of Life	<p>L1. Who was Jesus? L2. What did Jesus Teach? (Good Samaritan/The Prodigal Son) L3. The History of the Church (Denominations) L4. Comparison of Churches e.g. Cathedral and Baptist to a modern denomination.</p>	Sikh Way of Life	<p>L1. How did Guru Nanak challenge the religious and social beliefs of the time? L2. Does being a member of the Khalsa make you a better Sikh? L3. What impact do Sikh beliefs have on</p>	Buddhist Way of Life	<p>L1. Is Buddhism a Religion? L2. How Significant is the Buddha? L3. Why did the Buddha say life is suffering? L4. What are the Five Precepts? L5. How do Buddhists Treat Animals? L6. How Can the Eightfold Path Help a Buddhist?</p>

L5. How Do Christians Worship in a Church?
 L6. What other Events Happen in a Church? (Naming ceremonies, weddings, funerals etc)
 L7. Assessment Preparation
L8. Trust Assessment 3
 L9. Feedback Lesson
 L10. Are Christian festivals just for Christians?
 L11. What does Lent teach us about sacrifice?
 L12. Faith in Action

everyday life? (the 5 k's)
 L4. How is Respect and Equality Shown in the Gurdwara?
 L5. Is the langar about more than just food? (Sewa)
 L6. Assessment Preparation
L7. Trust Assessment 3
 L8. Feedback Lesson
 L9. How are Vaisakhi and Diwali Celebrated?
 L10. What can we learn from the teachings of human Gurus? (e.g. wealth, honesty, rich, poor, equality, service, oppression and injustice, commitment, self-sacrifice, brotherhood)
 L11. How do Sikhs Respond to Ethical Issues?
 L12. What does it mean to be a British Sikh today?

L7. Why Do Buddhists Need a Place of Worship?
 L8. Why are Symbols useful?
 L9. Assessment Preparation
L10. Trust Assessment 3
 L11. Feedback Lesson
 L12. What Happens During the Life of a Buddhist Monk/Nun?

KS4 Curriculum map -

GCSE Edexcel Specification B Paper 1: Religion and Ethics: Christianity and Paper 2: Religion, Peace and Conflict- Islam.

Topics Studied
Christian Beliefs
Living the Christian Life
Marriage and the family
Matters of Life and Death
Muslim Beliefs
Living the Muslim life
Crime and punishment
Peace and conflict

	Year 10	Year 11
HT 1	Christian Beliefs	Introduction to Muslim beliefs
HT 2	Living the Christian life	Living the Muslim life
HT 3	Marriage and Family	Crime and Punishment
HT 4	Marriage and Family	Peace and conflict
HT 5	Matters of life and death	Revision and reflective learning
HT 6	Mock exams - reflective learning	EXAMS - GCSE Edexcel Specification B Paper 1: Religion and Ethics: Christianity and Paper 2: Religion, Peace and Conflict- Islam.

4. Specialist Vocab - will include

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
1	Omnipotent	Salah	Theodicies	Atonement	Tawhid
2	Omnibenevolent	Zakat	Free Will	Incarnation	Malaikah
3	Omniscient	Sawm	The Fall	Creed	Qur'an
4	Creator	Hajj	Original Sin	Sacrament	Nubuwaah and Risalah
5	Transcendent	Shahada	Holocaust	Worship	Day of Judgement
6	Faith	Halal	Problem of evil	Liturgical	Merciful
7	Church	Haram	Inconsistent Triad	Non liturgical	Predestination
8	Purgatory	Festival	Moral Evil	Cohabitation	Prophets
9	Judgement	Guru	Natural Evil	Divorce	Wudu
10	Soul	Diwali	Nirvana	Marriage	Ramadan

5. Cultural Capital

	Experiences that students experience in RE that enrich their learning
Year 7	Meditation and Religious Art
Year 8	Faith trail trip
Year 9	Ethical debate lessons. Guest speakers TBC
Year 10	Church visit. Guest speakers TBC
Year 11	Mosque visit. Guest speakers TBC

Note: Trips are to be confirmed under new restrictions

6. Homework and independent learning

Homework in RE will focus on helping students commit their learning to their long term memory. The types of activities that will be set include:

- Embedding key substantive knowledge and information
- Learning RE specific vocabulary
- Learning case studies
- Summarising key learning from lessons
- Creating revision material such as mind maps, flashcards, tests etc.