

**GRANVILLE ACADEMY**



## Curriculum Guide for

### RE

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**The de Ferrers Trust**



# 1. Curriculum Rationale

## For RE



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### **RE Curriculum - Statement of intent.**

Our KS3 curriculum is guided wholly by the Derbyshire NATRE syllabus and builds upon the agreed syllabus for KS2.

By the end of KS3 students should:

- 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 multi-cultural 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.

By the end of KS4 students should:

- Have had the opportunity to explore and reflect on numerous moral and ethical issues that they may face in their lives.
- Be developing their understanding of the complexity of moral decision making, informed by real life case studies and moral codes (religious and humanistic).
- Be starting to shape and form their own moral world view.
- Questioning and reflecting on how their views have been informed by parents, family, community and peers.
- Questioning what is right and wrong through the medium of moral frameworks.
- Be developing an awareness of deep fundamental questions about life arising from human experience and how religious life and practise can relate to them.

### **Sequencing**

All major world religions are covered. However, Islam is specific to Year 8 as the local context means that some students already have pre-conceived negative stereotypes about Islam that need to be addressed lower down KS3.

The curriculum becomes more challenging and as students develop knowledge of different religions and rituals they are able to identify similarities and differences and account for them. Students also get the opportunity to consider the role of gender in religion.

There are regular opportunities for Knowledge recall of beliefs and rituals etc.

Through planned open and challenging questions learners are encouraged to reflect on and consider and justify their responses.

KS4 – Shaped by the need to tackle challenging philosophical and moral concepts as this is the only opportunity students will have real time to explore, reflect on, question and discuss these issues.

The school offers GCSE RE as an option but up-take has not been sufficient to run the course.

It should also be noted that we have the freedom to shuffle things around and respond dynamically to big news stories or events around the world, such as the Manchester bombing or London Bridge terrorism etc We have been able to do this in the past and things such as racism in the school or LGBT rights have been addressed through RE in KS4 with very short notice.

## 2 What students will learn in RE

	By the end of Year 9	By the end of year 11
Knowledge	<p>Knowledge of several world religions and beliefs. Including Christianity, Sikhism, Judaism and Islam.</p> <p>Including – beliefs, prayers, places of worship, symbolism and sacred texts and how they affect ways of life.</p> <p>Developing an awareness of identity, diversity and belonging.</p>	<p>Knowledge of moral issues that are relevant to the modern world such as genetic modification, abortion, contraception, assisted suicide and how they are viewed by world religions and others.</p>
Skills	<p>Reflecting and responding appropriately to religion and human experience (including their own) to develop their own opinions.</p> <p>Communicating responses to the human experience. (orally or written)</p> <p>Communicating responses to questions of meaning, purpose and truth.</p> <p>Communicating responses to questions of values and commitments using the skills of:</p> <p>Explanation Interpretation Analysis</p>	<p>Reflecting and responding appropriately to religion and human experience (including their own) to develop their own opinions.</p> <p>Communicating responses to the human experience in depth. (orally or written)</p> <p>Communicating responses to questions of meaning, purpose and truth.</p> <p>Communicating responses to questions of values and commitments using the skills of:</p> <p>Explanation Interpretation Analysis</p>
Understanding	<p>The understanding of ultimate questions and ethical issues.</p> <p>Understand how outward expressions and actions reflect inner meaning and belief.</p>	<p>Of their rights and responsibilities in relation to moral theories.</p> <p>An understanding of the rights and beliefs others in relation to moral theories.</p> <p>An understanding of the complexity of judgement issues in moral questions.</p>



### 3 Curriculum plan and assessment guide

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Topic</b>	Introduction to religions. The Island	Christianity	Christianity continued. Sikhism	Sikhism	Hinduism	Hinduism
	<b>Assessments</b>		Cross Trust Assessment		Cross Trust Assessment		Cross Trust Assessment
	<b>Other</b>						
8	<b>Topic</b>	Islam	Islam Heroes, inspirational people and community	Heroes cont.	Buddhism	Buddhism cont. Places/ forms of worship	Places and forms of worship. Faith Trail.
	<b>Assessments</b>		Cross Trust Assessment		Cross Trust Assessment		Cross Trust Assessment.
	<b>Other</b>						
9	<b>Topic</b>	Good and Evil, Adam and Eve	Life after death	Judaism and the Holocaust	Judaism and the Holocaust	Science and ethics	Religion and sport.
	<b>Assessments</b>		Cross Trust Assessment		Cross Trust Assessment		Cross Trust Assessment
	<b>Other</b>						
10		Genetic Engineering	Abortion and the Sanctity of life	Contraception, sex and relationships	Does God exist?	Life after death	War
11		The value of life – euthanasia and end of life care	Identity – race and racism in multicultural Britain	Civil Rights USA	The struggle for freedom and equality (including LGBT and women's rights)		



# 4. Specialist Vocabulary



	Yr 7	Yr8	Yr9	Yr10	Yr11
1	Believe	Humanism	Prejudice	contraception	Correspondence truth
2	Belief	Paganism	Persecution	Homosexuality	Coherence truth
3	Community	Animism	Holocaust	Nuclear	Afterlife
4	Rules	Morality	Anti-Semitism	Abortion	Agnostic
5	Divine	Hypothetical	Omnipresent	Euthanasia	Atheism
6	Creation	Citizenship	Omnibenevolent	Genetic engineering	Paranormal
7	Death	Multi-faith	Omniscient	Morality/Moral	Denomination
10	Family	Multi-ethnic	Omnipotent	Ethics/ethical	Ecumenism
11	Christianity	Sanctity	Eternal	Cosmological	Monotheism
12	Hinduism	Sacred	Reincarnation	Teleological	Polytheism
13	Sikhism	Monk/Nun	Re-birth	Infinite regress	Theism
14	Judaism	Persecution	Sacrifice	Big Bang	Utilitarianism
15	Islam	Catholic	Prejudice	Theoretical	Solipsism

What specialist vocab will students be explicitly taught in each year?

How will you check their ability to apply the vocab accurately?

Will you do vocab test each half term?

Will you make them learn definitions?



## 5. Cultural Capital



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	Experiences that students experience in your subject that enrich their learning?
Year 7	Assemblies with outside speakers
Year 8	Assemblies with outside speakers
Year 9	Assemblies with outside speakers
Year 10	Outside speakers on CC day (Humanism)
Year 11	Assemblies with outside speakers



## 6. Homework and independent learning



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Homework in religious education is designed to give students opportunities to recall knowledge so that it is transferred to their long term memory. Students will also be expected to discuss moral and other issues with parents/carers/adults.

At least one homework a term will be a 'talking' homework, with a parent/carer/adult about a moral topic.

Occasionally research will be set to allow students to bring knowledge to the classroom before start of a new topic

Other activities include, mini test of spelling, preparation for knowledge assessments, the creation of resources such as mind maps and flashcards.

Occasionally creative tasks such as poems, lyrics. Painting, art, music

And sometimes to watch a TV programme on iPlayer

