



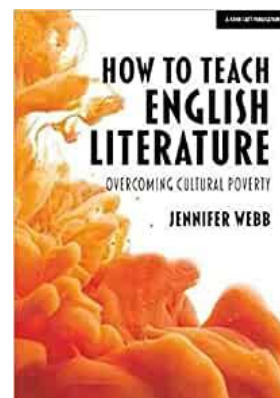
CULTURAL CAPITAL OPPORTUNITIES IN RE

Religious Education and GCSE Religious Studies make a significant contribution to cultural capital at Broughton High School. Through a study of the beliefs, values, stories, history and culture of religious and non-religious worldviews, pupils will explore the best that has been thought and said. A study of RE opens windows to other worlds and expands horizons. An understanding of the different belief systems, philosophies and ways of life will help our pupils to navigate culture and cultures, and make the most of opportunities available to them now and in the future.

RE can make a contributes to Cultural Capital through:

- incorporating works of literature/art/music into lessons and resources – from a range of traditions.
- allowing pupils to see beyond their own cultural experiences.
- encouraging open-ness in sharing cultural experiences.
- challenging stereotypes of the 'other'.
- encouraging curiosity and enthusiasm for learning about culture and cultures.
- enriching the curriculum through encounters with a range of people.
- routine discussions about the etymology of vocabulary.
- teaching the full curriculum to all pupils as part of a broad and balanced curriculum for all.

This book highlights the importance of Biblical knowledge as part of cultural capital in order to fully understand English literature. It includes a list of Biblical stories which the author suggests pupils needs to know in order to overcome 'cultural poverty'. We have ensured that these stories are taught within our KS3 RE curriculum so that pupils understand references to key themes and concepts that are rooted in Biblical imagery.



- **Genesis 3** 'The Fall' – themes of temptation, human weakness, original sin, pain and punishment. The symbolism of the serpent and the forbidden fruit.
- **Cain and Abel** - Sacrifice, the wrath of God, brother against brother.
- **Noah's Ark** - God's wrath, a sprig of hope. The symbolism of the rainbow.
- **The book of Job** - Endurance, human suffering, test of faith
- **Samson and Delilah** - seduction, power, women, deceit, strength, pride
- **The Virgin Mary and the birth of Christ** - the immaculate conception, purity, nativity, the gifts of the magi
- **The betrayal of Jesus** - Judas, betrayed with a kiss. Peter's denial
- **The crucifixion and resurrection** – redemption and atonement. The symbol of the sacrificial lamb
- **The conversion of St Paul** – a blinding light, a 'road to Damascus' moment

| | Term 1 | Term 2 | Term 3 |
|--------|--|---|---|
| Year 7 | <ul style="list-style-type: none"> • the role of archaeology in informing us about religion in ancient civilisations (eg. the Indus Valley civilisation) • use of Indian classical art in lesson resources • The Ramayana – an example classical Indian literature • sign-posting pupils to places like the British museum and British library • reading creation myths from a range of cultures • public speaking – preparing and delivering a speech | <ul style="list-style-type: none"> • Moses – baby in the bulrushes, the burning bush, the 10 plagues of Egypt, the parting of the Red Sea, Exodus, the Ten Commandments • how cultural and historic events are remembered in celebrations • the birth narratives and different cultural understandings of Christmas • art, poetry and music connected with Christmas • the social and cultural impact of Christianity in British heritage and modern Britain | <ul style="list-style-type: none"> • the role of philanthropy and creative collaboration in order to make a positive difference to society • social, cultural and religious sensitivities when meeting with individuals and communities as a visitor • the power and impact of the Church in British history. The link between Church and State – and the different opinions that people might hold about this • the role of social and religious traditions such as baptism in the 21st century |

| | Term 1 | Term 2 | Term 3 |
|---------|---|--|--|
| Year 8 | <ul style="list-style-type: none"> an overview of the Bible. Pupils will know key stories, characters, symbolism and references from the Old and New Testaments | <ul style="list-style-type: none"> an exploration of different cultural ideas about the aims and purpose of human existence, including attitudes towards wealth and social status; towards the enjoyment of the pleasures of life; and what it means to be a successful human Classical Hindu literature – the stories of Krishna and the Bhagavad Gita the impact of religious and cultural beliefs about equality and social status | <ul style="list-style-type: none"> the use of art and symbolism in Christianity the life of Prince Siddhartha Gautama – and the universal/timeless themes within this story an understanding of the term enlightenment stoicism as a response to dealing with the difficult aspects of human existence |
| Year 9 | <p>The first term of year 9 is spent looking at the history of philosophy and ethics as an academic field. Pupils will learn about philosophers from Plato and Aristotle to Hannah Arendt and Philippa Foot.</p> <p>They will learn how to engage in philosophical and ethical dialogue in an informed and disciplined manner.</p> | <p>Pupils will explore different social, cultural and religious ideas about what really matters about human existence. They will consider why some people reject a life of materialistic pleasures and instead seek their fulfilment in the spiritual and aesthetic aspects of life.</p> | <p>We will learn about a range of individuals who would be described as inspirational - people from various points in history and from a range of backgrounds. Knowing about these people and their achievements will contribute to the cultural capital of our pupils (Anne Frank, Sophie Scholl, Dietrich Bonhoeffer, Mahatma Gandhi, Martin Luther King, Desmond Tutu, Malala Yousafi, Hany El-Banna)</p> |
| Year 10 | <p>GCSE RS</p> <p>Pupils who opt to study GCSE Religious Studies will continue to build their cultural capital through learning about the beliefs, lifestyles and scriptures of Christianity and Hinduism.</p> <p>As part of the unit on Relationships and Families, pupils will learn about how social and cultural attitudes towards what constitutes a family has changed over time. They will explore differing beliefs and values about relationships in the 21st century and how religious groups might be impacted by changes in social attitudes and in UK law.</p> | <p>Core RE</p> <p>Within their study of extremism, pupils will consider legitimate forms of protest. They will learn about the different ways that people might express their political and religious beliefs, and why some of these are viewed as socially and/or morally unacceptable.</p> <p>In the Spring term, pupils will learn about differing ideas about death and what comes after, including the beliefs and practices of Ancient Egypt. They will learn about different social and cultural traditions regarding death and funeral rites.</p> | |
| Year 11 | <p>In year 11, pupils will look at War and Peace as part of their study of Ethics. We will look at 'Dulce et Decorum est', World War II, the use of the atomic bomb on Hiroshima, in addition to contemporary conflicts.</p> <p>Pupils will also learn about the role of religion in public life in the UK, including the role of the Queen as monarch and Defender of the faith, the House of Lords and the influence of the UK's Christian heritage on public holidays, days of remembrance etc.</p> | <p>In non-examined RE, pupils will learn about the impact of medical advances and technology on human life and identity. They will debate contemporary issues such as gene technology, stem cell research, abortion, euthanasia and animal rights. All of these will give them the knowledge and social skills needed to engage in such debates in the wider world.</p> <p>Pupils will consider the role that religious communities play in supporting society, through learning about organisations such as the Samaritans, the Trussell Trust, Islamic Relief, Sikh Langar and the AA.</p> | |