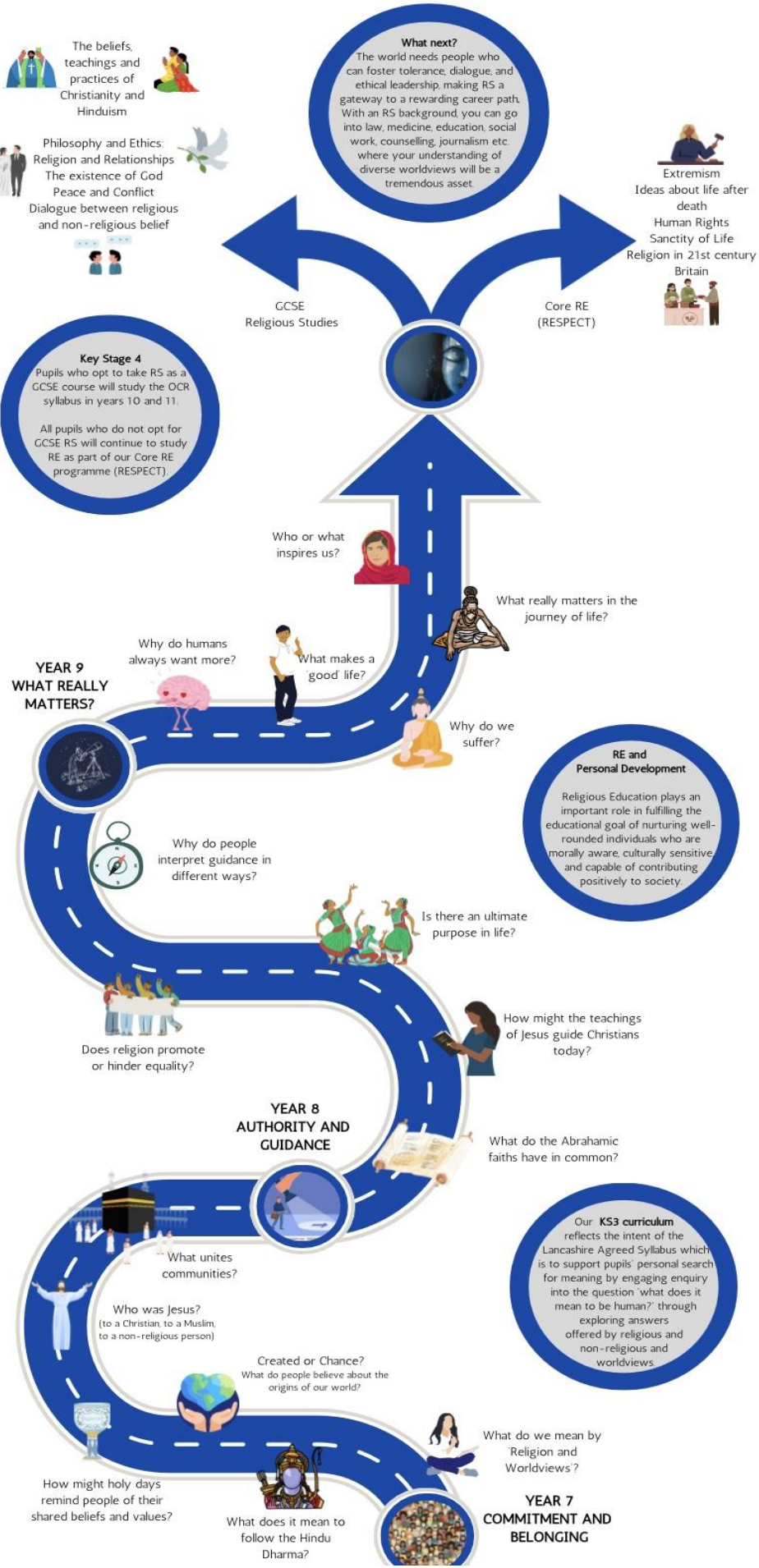




# Religious Education Curriculum

The study of religious and non-religious worldviews is a core component of a well-rounded academic education. This has long been recognised as essential in Britain. Indeed one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible to fully understand the world without understanding worldviews.

(Religion and Worldviews: A national plan for RE 2018)



## KS3 RE curriculum overview: Enquiry Questions

### Y7 over-arching question: Where do we belong?

How important is a belonging to the human experience? How does it contribute to a person's sense of identity? How do people express their belonging and commitment to a community?

How important is belonging and being part of a community to religious identity and way of life?



<b>What do we mean by religion and worldviews?</b>	<b>What does it mean to follow the Hindu Dharma?</b>	<b>Caused or chance?</b>	<b>How might holy days remind people of their shared beliefs and values?</b>	<b>Who was Jesus?</b>	<b>What unites communities??</b>
--	--	--------------------------	--	-----------------------	----------------------------------

### Y8 over-arching question: Where can we find guidance?

Where do people seek guidance about how to live a good life? Where might they look for answers to life's ultimate questions? Why might people interpret guidance in different ways? How might religious and non-religious worldviews influence the behaviour and lifestyle of individuals and communities?

<b>What do the Abrahamic faiths have in common?</b>	<b>How might the teachings of Jesus guide Christians today?</b>	<b>Is there an ultimate purpose in life?</b>	<b>Does religion promote or hinder equality?</b>	<b>Why do people interpret guidance in different ways?</b>
---	---	--	--	--

### Y9 over-arching question: What really matters?

What does it mean to be human? What questions have puzzled humans? What answers have they come up with? What aspects of human life are special? What people and ideas have made a difference to the world?

<b>Why do humans always want more?</b>	<b>What makes a 'good' life?</b>	<b>Why do we suffer?</b>	<b>What really matters in the journey of life?</b>	<b>Who or what inspires us?</b>
--	----------------------------------	--------------------------	--	---------------------------------

Christianity is studied each year, enabling pupils to deepen their knowledge and understanding over time. Judaism, Islam and Hinduism are also revisited to allow pupils opportunities to progress and deepen their knowledge and understanding. Other major world faiths and non-religious worldviews (such as Humanism) are encountered through a combination of discrete units and as part of a thematic study.

The thematic units provide an opportunity to explore concepts further, to engage in critical thinking and promote scholarship in RE and to see the 'bigger picture' of connections between different units of study. Each unit contributes to an exploration of the overarching question for the year.



# Year 7 RE curriculum

Pupils come to Broughton from a range of primary schools and there is often a great deal of variety between what pupils have previously studied in RE. We base our expectations on the model curriculum provided by the Lancashire Agreed Syllabus but recognise that some children will not have learnt this.

For this reason, our year 7 curriculum lays the foundations for the rest of key stage 3. We check that pupils have the foundational knowledge of the 6 main world religions and Humanism - and that they understand the academic approaches that scholars take when studying these religions and worldviews. Year 7 is also an opportunity to deepen pupils' existing knowledge, we do not simply go over what has already been learned.

Throughout year 7, pupils consider the importance of belonging – for us as human beings, for members of religious communities, and for themselves. They will learn about the diverse ways that people express their commitments to communities through their beliefs, values and behaviours. Each individual unit of study contributes to an exploration of the bigger question: 'What does it mean to be human – do we need a sense of identity and belonging?'

Expressions of commitment are often complex. In order to appreciate this, pupils need knowledge and understanding of different forms of symbolism. Over the course of year 7, pupils will learn about symbolism in terms of symbolic images, symbolic actions (such as religious rituals), and use of symbolic language (in analogies, stories and metaphors).

## Y7 over-arching question: Where do we belong?

How important is a belonging to the human experience? How does it contribute to a person's sense of identity? How do people express their belonging and commitment to a community?

How important is belonging and being part of a community to religious identity and way of life?

<b>What do we mean by religion and worldviews?</b>  What is a 'worldview' and what contributes to our worldview? What is religion?	<b>What does it mean to follow the Hindu Dharma?</b>  What beliefs and practices might be central to the Hindu way of life? What is pluralism? What does it mean to be a British Hindu in the 21 <sup>st</sup> century?	<b>Caused or chance?</b>  Does the universe reveal the existence of a creator or is it all just chance? (Christian and other responses, including non-religious) Do theists have a special duty to care for the planet?	<b>How might holy days remind people of their shared beliefs and values?</b>  What is the purpose of festivals? What beliefs and teachings are expressed through Shabbat and Pesach?	<b>Who was Jesus?</b>  What titles are given to Jesus and why? What do Christians learn about Jesus from celebrating Christmas? Who might Jesus be to non-Christians?	<b>What unites communities?</b>  How important is a sense of belonging? How do the Five Pillars of Islam unite the Ummah? How might belonging to the Islamic community impact on the life of a British Muslim? What does it mean to belong to the Church family? In what ways do Christians express their belonging?
--	---	---	--	---	--



# Year 8 RE curriculum

Throughout year 8, pupils consider what we mean by 'a good life' and how people might find, interpret and apply sources of wisdom and guidance in the hope of living a good life.

These units provide pupils with the opportunity to build on their learning from year 7; eg. In year 7 pupils have explored the question 'Who was Jesus?', in year 8 they go on to look in greater depth at the teachings of Jesus, using their prior knowledge to understand why these teachings are authoritative for Christians. They will later consider other sources of authority that Christians might turn to for guidance.

Over the course of year 8, pupils will develop a better knowledge and understanding of why there is such diversity within religious traditions. In analysing texts and learning about sources of authority, they will learn about the different ways that these can be interpreted and the differing emphases placed on particular aspects by different communities.

## Y8 over-arching question: Where can we find guidance?

Where do people seek guidance about how to live a good life? Where might they look for answers to life's ultimate questions? Why might people interpret guidance in different ways? How might religious and non-religious worldviews influence the behaviour and lifestyle of individuals and communities?

### What do the Abrahamic faiths have in common?

What is a covenant?  
What do adherents of the Abrahamic faiths believe about God and their relationship with him? How might this impact on their life?

### How do the teachings of Jesus guide Christians today?

What is meant by 'a new covenant'?  
What does it mean to be a disciple of Jesus?  
How might the teachings in the Sermon on the Mount guide a Christian today?

### Is there an ultimate purpose in life?

Where might people get their sense of purpose from? How might religious beliefs contribute? Where might non-religious people get a sense of purpose from?  
What do Hindus believe about the ultimate purpose?  
What is pluralism?  
Why do some people believe in multiple lives and multiple purposes?

### Does religion promote or hinder equality?

What inequalities exist? How have attitudes towards equality changed over time?  
How do stories from the Old Testament reflect their time?  
What do the Islamic and Sikh teachings have to say about issues of equality?  
How do these teachings impact on believers in the 21<sup>st</sup> century?

### Why do people interpret guidance in different ways?

What do we mean by a source of guidance? Why are some forms of guidance authoritative?  
Where might religious people seek guidance?  
Why might people interpret the same guidance in different ways?



# Year 9 RE curriculum

Having studied a range of religions in years 7 and 8, the focus in year 9 moves to consider questions about religion and worldviews rather than individual religions. At the beginning of Y9, we focus on studying different responses to philosophical and ethical issues. This will draw on what students have learned in the past, but also develop their knowledge so that they can begin to weigh up competing claims.

Throughout year 9, pupils will become better informed about the important issues and questions that are part of the human experience, and in doing so, develop their ability to think critically and become more intellectually autonomous. Over the course of the year, pupils will learn how to analyse and critique the ideas of others. They will be encouraged to develop an academic and scholarly approach to learning and writing about religion and worldviews.

## Y9 over-arching question: What really matters?

What does it mean to be human? What questions have puzzled humans? What answers have they come up with? What aspects of human life are special? What people and ideas have made a difference to the world?

### Why do humans always want more?

What does it mean to be human? Why do we always seem to want more – to have more, to be more, to live more?  
Why might some people think that religion is a human response to the desire to be more – to fulfil a spiritual desire to transcend the human experience?  
How might religion give people a sense of being part of something greater?

### What makes a good life?

What have religious and non-religious thinkers said about what makes a life good?  
What is the purpose of moral philosophy? What different ethical theories exist and to what extent have these been influenced by religious beliefs?

### Why do we suffer?

What do we mean by 'The Philosophical Problem of evil and suffering'? Is suffering a necessary part of the human experience?  
What does Buddhism teach about the origins of suffering and the way the end suffering?  
Why does suffering lead some people to reject belief in a God?

### What really matters in the journey of life?

How do humans mark key events in life? What do we mean by rites of passage? What events in life are important to some religious communities and why?  
What do Hindu funeral rites teach believers about the cyclical view of time?  
Why might some Hindus reject a materialistic life?

### Who or what inspires us?

What makes someone inspirational?  
How do these people in turn inspire others?



# GCSE Religious Studies

Pupils who opt for GCSE RS study the OCR course. We have chosen to study Christianity and Hinduism as our two regions, allowing pupils the opportunity to study both an Abrahamic faith and a Dharmic tradition. The Philosophy and Ethics units are primarily from a Christian and non-religious perspective.

The full specification can be found here: <https://www.ocr.org.uk/Images/240547-specification-accredited-gcse-religious-studies-j625.pdf>

<b>Year 10</b>	<b>Christian beliefs, teachings &amp; practices</b> The nature of God and Trinity Creation The Fall Evil and suffering Theodicies	<b>Philosophy and Ethics: Religion and relationships</b> The role of men and women Marriage and divorce Attitudes towards sexual relationships and sexuality Attitudes towards equality	<b>Christian beliefs, teachings &amp; practices</b> The Incarnation Advent and Christmas The life of Jesus Lent, Holy Week and Easter Beliefs about sin and salvation Eschatological beliefs	<b>Hindu beliefs, teachings and practices</b> Samsara & the eternal self Manifestations of the Divine The Trimurti Shakti karma and dharma forms of worship festivals Holy books pilgrimage	<b>Christian beliefs, teachings &amp; practices</b> Worship Prayer Sacraments The role of the church in the local community
<b>Year 11</b>	<b>Christian beliefs, teachings &amp; practices</b> The role of the Church in the wider world Mission and evangelism New forms of church Persecution of Christians	<b>Philosophy and ethics: Religion, Peace and Conflict</b> Attitudes towards the use of violence Terrorism War and the use of weapons of mass destruction Peace and pacifism Reconciliation work	<b>Hindu beliefs, teachings &amp; practices</b> Hindu cosmology Ways of ethical living Social concerns (poverty, equality, the environment) The four aims of human life Diversity within Hinduism today	<b>Philosophy and ethics: Dialogue between religious and non-religious beliefs and attitudes</b> The rise of secularism Potential conflicts between religious beliefs and life in modern Britain (Sanctity of life issues, Equalities) The role of religion in society The relationship between Church and State	<b>Philosophy and ethics: The Question of God</b> Re-cap Christian beliefs about the nature of God Arguments for and against the existence of God Religious experiences and revelations Beliefs about miracles
	<b>Paper 1</b>		<b>Paper 2</b>		<b>Paper 3</b>



# KS4 core RE (non-examined)

Pupils who do not opt for GCSE Religious Studies continue to study religion and worldviews as part of the 'RESPECT' course. Whilst this course enhances some of the topics from the GCSE RS syllabus, it does not repeat the content and so it acts as enrichment.

For pupils who do not study RS, this course covers some of the key social, moral and cultural issues that are part of human life and ensures that all pupils are well prepared for life in a diverse modern world.

This course does not lead to an examination. In line with our curriculum intent, a major focus of this course is enabling pupils to engage in respectful dialogue about beliefs and values.

	Autumn term	Spring term	Summer term
Y10	<p><b>Extremism</b>            Ahimsa in Buddhism &amp; Jainism. Can you be an extremist pacifist?            Quakers &amp; non-violent protest            Christian attitudes to war and use of weapons of mass destruction.            What is a Holy War?            Can there ever be a peaceful world?</p>	<p><b>What happens when we die?</b>            Why do people fear death?            What do different people believe happens after death?            Final Judgement in Christianity &amp; Islam, ideas about heaven and Hell            Does it matter if we behave morally?            Islamic funeral rites            Non-religious beliefs about death: Humanist beliefs and funerals</p>	<p><b>What do we mean by human rights?</b>            What rights should all people have? What responsibilities should come with those rights?            Religious attitudes towards the treatment of criminals and the death Penalty            What is genocide?            What are the long term impacts of conflict?            Can the human race learn to live well together?</p>
Y11	<p><b>Religion, Science and Technology</b>            Religious ideas about the sanctity of life            Medical Ethics: IVF and embryology, abortion, euthanasia and the right to die            Animal rights            The impact of developments in technology on the future of what it means to be human            Religion and science: is there a conflict?</p>	<p><b>Religion in the wider world</b>            How is knowledge of the beliefs and values of others useful in life?            How and why do religious communities support society? (the Trussell Trust, Christians Against Poverty, Sikh Langar, Islamic Relief, AA, The Samaritans)            What religions and beliefs are found in modern Britain (beyond the 6 main world religions)?</p>	