

# Religious Education Faculty KS4 Curriculum Overview

#### **Curriculum threads**

The RE curriculum takes an enquiry-based approach throughout both key stages. For each enquiry focus, students should learn how to explain the relevant key beliefs, and debate the issues with their own views but also applying the views of different religions.

#### Skills

All skills below are developed in every unit throughout our curriculum. They are all fundamentally part of the subject and are essential for success at GCSE level.

Explanation	Evaluation	Application	Self-	Interpretation	Empathy	Reflection	Expression	Cultural	Critical	
			understanding					Awareness	thinking	

### **Knowledge**

The main threads are <u>underlined</u>. These threads are dominant as they are most supportive of the GCSE curriculum and therefore provide pupils with good foundational knowledge that will be built upon. At GCSE level, students learn about the key beliefs of Christianity and Islam, and apply these to a range of ethical and philosophical issues. They have to also understand legal matters surrounding the key issues and be able to apply atheist views.

<b>Christianity</b>	<u>Islam</u>	Judaism	Hinduism	Buddhism	Sikhism	<u>Atheism</u>	Science	<u>Law</u>	<u>Philosophy</u>	<u>Ethics</u>
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## How is this curriculum supportive of our departmental ethos?

Intent: We intend to increase understanding of world religions, atheist views and the students' own views. The skills highlighted above enable students to develop empathy with others and become articulate at debating topical issues. Students will develop an in-depth knowledge of the two main religions in Britain- Christianity and Islam, enabling them to better understand people in their local communities.

<u>Implementation</u>: Throughout the curriculum, students are encouraged to collaborate with others to debate and discuss lesson material. All lessons centre around enquiry (see enquiry questions in learning objectives) and a range of material is covered. Students develop a deeper understanding of Christianity and Islam to enable them to understand religious believers, the origins and applications of their beliefs.

<u>Impact</u>: Lessons have been designed to encourage students to empathise and appreciate the diversity of beliefs. They will be equipped with a range of knowledge about beliefs and complex issues, along with the skills to tackle these issues and the different viewpoints they will encounter in later life.

#### **Spring Autumn** Summer **Christian Beliefs** Living the Christian Life Marriage and the Family **Matters of Life and Death Enquiry Questions Enquiry Questions Enquiry Questions Enquiry Questions** See lesson objectives. See lesson objectives. See lesson objectives. See lesson objectives. **Fnd Point Fnd Point Fnd Point End Point** Students to understand Christian beliefs and Students to be able to explain different practices Students to be able to explain different Christian Students to be able to explain different Christian teachings on life. They should be able to understand within Christianity, applying their understanding of teachings on issues relating to marriage and the teachings on issues relating to life and death. They the significance and importance of the different Christian beliefs. They should be able to reference family. They should refer to Christian beliefs and should refer to Christian beliefs and practices and beliefs, and be prepared to apply them to different different practices in connection with the belief. practices and identify approaches from different identify approaches from different denominations. ethical issues. They should understand different identifying the reason behind each practice. denominations. Students should also apply atheist views where perspectives of belief within Christianity, referencing Students should be able to understand different Students should also apply atheist views where applicable along with their own views on ethical a variety of denominations. denominational approaches to the practices and be applicable along with their own views on ethical issues. prepared to apply them to a range of ethical issues. issues. **Builds** on **Builds** on Students have a foundational understanding of **Builds on Builds on** Students will already have an understanding of Christianity that was embedded throughout KS3, Students have learned about Christian beliefs in Students will already have an understanding of Christian beliefs and practices, and they are now where they considered reasons for believing in God, their first unit, and are now considering how Christian beliefs and practices, and they are now applying them to moral and ethical issues. Students key beliefs about the Bible and applied Christian Christians put those beliefs into practice. They will applying them to moral and ethical issues. Students will have to reference beliefs and practices views to different moral debates. They will now be be expected to reference the beliefs throughout and will have to reference beliefs and practices throughout the unit, building upon their knowledge looking at Christian views in depth. apply their knowledge of Christian beliefs to the throughout the unit, building upon their knowledge and understanding of the faith in the context of actions of Christians. They will also be expected to and understanding of the faith in the context of ethical debates. They will also be building upon their apply scripture they have studied in their Christian understanding of scripture, as they need to apply Links to ethical debates. They will also be building upon their **Y10** Skills: beliefs unit. understanding of scripture, as they need to apply these to the issues covered. Explana Evaluat Selfthese to the issues covered. **Applica** Interpreta ion tion understan tion Links to Links to ding Skills: Links to Skills: Cultural Critical **Empath** Reflect Express Explana **Evaluat** Interpreta Skills: Explana Evaluat Self-Interpreta Applica Self-**Applica Awarenes** thinking ion understan tion Explana Evaluat Applica Self-Interpreta ion tion understan ding understan ding tion ion tion tion **Empath** Reflect Cultural Critical **Empath** Reflect Cultural Critical Express ding Express Knowledge: Awarenes **Awarenes** thinking Empath Reflect Cultural Critical **Express** Christian Atheism Law Philosop **Ethics** Awarenes thinking ity Knowledge: Knowledge: Assessed by Christian Christian Philosop Atheism Law Philosop **Ethics** Knowledge: **Atheism Ethics** Fast five self-assessed questions every lesson, exam ity hy Christian Atheism Law Philosop Ethics ity hy question teacher assessed homework once per ity hy fortnight, end of topic formal assessment- 1/4 of an Assessed by Assessed by exam paper. Recall questions also implemented Fast five self-assessed questions every lesson, exam Assessed by Fast five self-assessed questions every lesson, exam throughout lessons alongside exam practice. question teacher assessed homework once per Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- 1/4 of an question teacher assessed homework once per fortnight, end of topic formal assessment- 1/4 of an exam paper. Recall questions also implemented fortnight, end of topic formal assessment- 1/4 of an exam paper. Recall questions also implemented Tier 3 Vocabulary Catholic, Protestant, Church of England, Trinity, throughout lessons alongside exam practice. exam paper. Recall questions also implemented throughout lessons alongside exam practice. Nicene Creed, the Word, Incarnation, Holy Spirit, throughout lessons alongside exam practice. Crucifixion, resurrection, ascension, salvation, Tier 3 Vocabulary Tier 3 Vocabulary

atonement, purgatory, omnibenevolence, omnipotence, omniscience, omnibeneficence, eschatology,

Knowledge:

Catholic, Protestant, Church of England, liturgical, non-liturgical, eucharist, sacrament, ordination, baptism, believers' baptism, infant baptism, Lord's prayer, pilgrimage, Christmas, Easter, Holy Week, evangelical, evangelism, Church growth, reconciliation.

#### Tier 3 Vocabulary

Sanctity, cohabitation, reconstituted, homosexuality, procreation, nuclear, extended family, blended family, parish, rites of passage, contraception, Protestant, Catholic, Church of England, divorce, remarriage, situation ethics, equality, prejudice, discrimination.

Big Bang, Evolution, sanctity of life, quality of life, survival of the fittest, situation ethics, Abortion, euthanasia, sanctity of life, embryo, foetus, conception, womb, Catholic, Protestant, pro-life, pro-choice, active, passive, voluntary, non-voluntary, assisted suicide, quality of life, doctrine of double effect, resurrection, pollution, global warming, stewardship, dominion, utilitarianism.

		A	lutumn		Spr					ing					Summer						
		uslim Be	liefs		Living the Muslim Life				Peace and Conflict				Crime and Punishment								
	Enquiry Qu	estions				Enquiry Questions					Enquiry Questions					Enquiry Questions					
	See lesson	objectives				See lesson objectives.					See lesson	See lesson objectives.					See lesson objectives.				
	End Point					End Point					End Point					End Point					
	Students to	understa	nd Muslim l	beliefs and te	eachings	Students to be able to explain different practices within				Students to	be able to	explain dif	fferent Muslir	n	Students to be able to explain different Muslim						
	on life. The	y should b	e able to ur	nderstand the	e	Islam, applying their understanding of Muslim beliefs.					teachings o	teachings on issues relating to peace and conflict. They					n issues re	elating to cr	ime and puni	shment	
	significance	e and impo	ortance of th	ne different b	eliefs, and	They should be able to reference different practices in					should refer to Muslim beliefs and practices and					They should refer to Muslim beliefs and practices and					
	be prepare	d to apply	them to dif	ferent ethica	l issues.	connection with the belief, identifying the reason					identify approaches from different denominations.					identify approaches from different denominations.					
	They shoul	d understa	and differen	t perspective	s of belief	behind each practice. Students should be able to					Students should also apply atheist views where					Students should also apply atheist views where					
	within Islar	n, referenc	cing a variet	y of denomir	nations.	understand different denominational approaches to the					applicable along with their own views on ethical issues.					applicable along with their own views on ethical issues.					
						practices and be prepared to apply them to a range of										!					
	Builds on					ethical issues.					Builds on					Builds on					
	Students h	ave a foun	dational un	derstanding	of Muslim						Students will already have an understanding of Muslim					Students will already have an understanding of Muslim					
Y11	beliefs from	n their Y9 ເ	unit, and wi	II also be able	e to draw	Builds on					beliefs and practices, and they are now applying them					beliefs and practices, and they are now applying them					
	connection	is between	the similar	ities of Musli	m and	Students have learned about Muslim beliefs in their first					to moral and ethical issues. Students will have to					to moral and ethical issues. Students will have to					
				similar due t		unit, and are now considering how Muslims put those					reference beliefs and practices throughout the unit,					reference beliefs and practices throughout the unit,					
	religions be	eing Abrah	amic. Stude	nts will also	be building	beliefs into practice. They will be expected to reference					building upon their knowledge and understanding of					building upon their knowledge and understanding of					
		_		ing about be		the beliefs throughout and apply their knowledge of					the faith in the context of ethical debates. They will also					the faith in the context of ethical debates. They will also					
	applying th	ose beliefs	s to practice	es and ethical	l issues.	Muslim beliefs to the actions of Muslims. They will also					be building upon their understanding of scripture, as					be building upon their understanding of scripture, as					
						be expected to apply scripture they have studied in					they need to apply these to the issues covered.					they need to apply these to the issues covered.					
							their Muslim beliefs unit.														
	Skills:					ļ					Links to				Links to						
	Explanat								I	Skills:	ı		1								
	ion	on	on	understan ding	ion	Skills:				ı	Explanat	Evaluati	Applicati	Self-	Interpretat	Explanat	Evaluati	Applicati	Self-	Interpretat	
	Empathy	Reflecti	Expressi	Cultural	Critical	Explanat	Evaluati	Applicati	Self-	Interpretat	ion	on	on	understan ding	ion	ion	on	on	understan ding	ion	
	Linguity	on	on	Awareness	thinking	ion	on	on	understan ding	ion	Empathy	Reflecti	Expressi	Cultural	Critical	Empathy	Reflecti	Expressi	Cultural	Critical	
						Empathy	Reflecti	Expressi	Cultural	Critical	,	on	on	Awareness	thinking	, p ,	on	on	Awareness	thinking	

thinking

Ethics

Philosoph



#### Assessed by

Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. Recall questions also implemented throughout lessons alongside exam practice.

#### **Tier 3 Vocabulary**

Kitab-al-iman, Sunni, Shi'a, Tawhid, Adalat, Risalah, nubuwwah, imamah, mi'ad, Qur'an, Hadith, Surah, immanence, transcendence, omnipotence, beneficence, mercy, kutub, tawrat, zabur, injil, sahifah, malaikah, al-Qadr, predestination, akhirah, Jannah, Jahannam

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#### Assessed by

Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. Recall questions also implemented throughout lessons alongside exam practice.

#### Tier 3 Vocabulary

Ten Obligatory Acts, five Pillars of Islam, Hajj, shahadah, sawm, zakat, salah, rak'ah, prostration, surah, Sunni, Shi'a, Hadith, Qur'an, Ramadan, Jummah, ablution, Night of Power, Laylat al-Qadr, Khums, Mecca, Ka'aba, Id-ul-Fitr, Id-ul-Ghadeer, Eid-al-Adha, Mina, , Arafat, prophet, Hajji, Hajjah, S, Tawaf, medina, Ihram, sharia, jihad, mujahid, greater jihad, lesser jihad, Harb-al-Muqadis, shirk, Qur'an, Hadith, ashura

## Islam Assessed by

Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. Recall questions also implemented throughout lessons alongside exam practice.

Knowledge: Islam, Law, Philosophy, Ethics

Atheism

#### Tier 3 Vocabulary

Adalat, reconciliation, justice, pacifism, passive resistance, Arab Spring, Just War theory, Sunni, Shi'a, jihad, lesser jihad, greater jihad, situation ethics, Holy War, Harb-al-Maqadis, weapons of mass destruction, utilitarianism, nuclear, biological, chemical, terrorism.

# Islam Assessed by

Knowledge:

Atheism

Fast five self-assessed questions every lesson, exam question teacher assessed homework once per fortnight, end of topic formal assessment- ¼ of an exam paper. Recall questions also implemented throughout lessons alongside exam practice.

Law

Philosoph

Ethics

#### Tier 3 Vocabulary

Adalat, Sunni, Shi'a, Mosaic, situation ethics, Retribution, reform, deterrence, protection, sin, capital punishment, , justice, sahih, Hadith, shariah, haad, judgement day, Jannah, Jahannam, predestination, akhirah.