

RE Curriculum Map

Intent – The RE curriculum aims to inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire an in depth understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons of these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE study.

Implementation						
Term	1	2	3	4	5	6
Year 7	<p style="text-align: center;">1. Judaism and the Big Story of the Tanakh (Old Testament)</p> <p>Students learn about Judaism and the key beliefs of the religion. Students explore the beginnings of Judaism by systematically reviewing creation and the fall in Genesis. Students study the birth of the Jewish faith and covenant through Abraham. In Exodus, students examine the story of Moses and Passover. Sacrifice and its purpose are evaluated through Leviticus. Students gain an understanding of the Kings of Israel and the Prophets. Teaching the Babylonian exile through Isaiah demonstrates the theme of exile and the temple for the Jewish people. The role of the Messiah in the Old Testament. This unit deepens students' understanding of the core beliefs of Judaism and explores the innate connections between Judaism and Christianity.</p>		<p style="text-align: center;">2. The Big Story of the New Testament</p> <p>In order to understand the core theology of Christianity, students learn the key vocabulary and narrative structure of the Bible. Students examine how Jesus relates to the different Jewish understandings of the Messiah. After examining the main events in the incarnation, life of Jesus and his teachings, students learn how the 'big story' of the Bible comes to completion through Jesus' crucifixion and resurrection and ascension. Students evaluate the identity of Jesus. The growth of Christianity viewed through the letters of Paul and eschatology in revelation will conclude the unit. This unit provides students with an in depth understanding of Christian theology to prepare them for their GCSE study in which students apply their knowledge to contemporary moral, social and philosophical issues.</p>		Revision of units 1 and 2 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 1 and 2
Year 8	<p style="text-align: center;">3. Islam as a living religion</p> <p>Students compare the core theology of Christianity and Judaism with how these theological concepts are interpreted in Islam. Students gain knowledge of core Islamic vocabulary and the core beliefs of Tawhid, the sin of shirk and how Ibrahim is a model of complete submission to God and how this influences Muslims in their daily life. Students examine the role of prophets, prophet Muhammad (pbuh), the importance of the Qur'an and beliefs about life after death. Students revisit secular views by comparing Humanist and Islamic views of life after death. Students then examine the core practices of the 5 Pillars, Jihad and religious dress. Students then apply this knowledge to the ethical and moral issues of when violence is acceptable and the position of women. This unit prepares students for their in-depth study of Islamic beliefs and practices in Year 11.</p>		<p style="text-align: center;">4. Introduction to the philosophy of religion</p> <p>Students revisit the core theological beliefs of the Abrahamic religions and apply this to the philosophical issue of whether God exists. Students develop an understanding of core philosophical vocabulary in order to examine arguments for the existence of God and challenges to these arguments. Students gain knowledge of the classical arguments for the existence of God; the ontological argument, the cosmological argument, the design argument and the moral argument. Students examine the challenge to theistic belief posed by the problem of evil and how this challenge is overcome through the free will defence, test of faith argument and punishment for sin approach. This unit prepares students for examining these philosophical issues in greater detail in Year 10.</p>		Revision of units 3 and 4 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 3 and 4
Year 9	<p style="text-align: center;">5. Study of Christian Beliefs</p> <p>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 unit 1 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</p>		<p style="text-align: center;">6. Religious and ethical decision making</p> <p>Students will revisit the core theological beliefs of Christianity and examine how they are interpreted by different Christian denominations, gaining knowledge of the core vocabulary of the Catholic and Protestant traditions. Students will gain knowledge of the context in which Protestantism emerged and how this led to different religious beliefs and practices in Catholic and Protestant traditions, focusing upon the role and authority of the Church and the Bible. Students will then be introduced to core ethical vocabulary and explore absolutist and relativist approaches to morality, and how they influence different Christian denominations. This understanding will be applied to the contemporary ethical issue of abortion. This unit prepares students for understanding how different Christian denominations approach religious and ethical issues in their GCSE study.</p> <p style="text-align: center;">7. Christian Practices</p> <p>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</p>		Revision of units 5, 6 and 7 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 5 and 6

Term	1	2		3		4	5		6
Year 10	<p>8. Islamic Beliefs Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</p>	<p>9. Islamic Practices Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</p>		<p>10. Issues of relationships Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will understand why different Christian groups have different responses to these issues due to their ethical approach studied in Year unit 6. Students will compare different Christian and secular views in order to make their own critical and balanced judgements on these issues.</p>	Synoptic Assessment	<p>11. Issues of Life and Death Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different groups of Christians view the sanctity of life, abortion, euthanasia and the afterlife. Students will apply their understanding of philosophical and ethical vocabulary acquired in Year 8 and Year 9 to a range of contemporary issues and through comparing different theological and secular responses will make critical and balanced judgements</p>	Revision of units 8 - 11 in preparation for the assessment		<p>Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 7 - 10</p>
Year 11	<p>12. Issues of Good and Evil Students will apply their knowledge of different Christian beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. Students will revisit the problem of evil studied in Year 8 and will examine in detail Christian attitudes to good, evil and suffering, and how Christians have responded to the problem of evil through the theodicies of Irenaeus and John Hick. Through exploring case studies related to the above topics, students will understand the complexity of these issues and formulate their own critical and balanced judgement.</p>	Mock 1	<p>13. Issues of Human Rights Students will apply their knowledge of Christian theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian belief and how this is influenced by the particular ethical approach of that denomination examined in Year 9. This unit will give students the opportunity to explore complex issues within contemporary society such as the Charlie Hebdo case and recent cases of terrorism, enabling them to develop their own critical and balanced judgement.</p>	Mock 2	Revision of Christian beliefs and practices	Mock 3	<p>Revision of religious, philosophical and ethical studies in the modern world.</p> <p>Revision of Islamic beliefs and practices.</p>	Public exams	

Impact: To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3. The impact of the curriculum upon students becoming theologians and philosophers who can make critical and balanced judgements is assessed through students' participation in philosophy club, Debate Mate, whether they watch current affair programmes, read publications that relate to issues of meaning and purpose and whether students choose to do related subjects at A level and university.