


Curriculum Information

RE



What I learn about in the curriculum...

Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn 1	What is God like? We learn about Christian, Hindu and Muslim ideas about what God is like. We also look at the importance of Hajj and Jerusalem to religious believers.	Key Stage 2 covers all of the six major religions and this topic builds on the foundations of that.	<ul style="list-style-type: none"> • Beliefs, teaching and scriptures. • Identity, Diversity and belonging. • Meaning, Purpose and truth. • Practices and ways of life. • Values and commitments • Expressing Meaning.
	Autumn 2	What does it mean to be Jewish? We learn about some key Jewish beliefs and the impact they have on daily life. We cover things such as Bar/Bat Mitzvah and what it means to eat Kosher.	Pupils will have learnt about what Jewish people believe about God in What is God like? During this topic they will deepen their knowledge of the Jewish religion.	
	Spring 1	How should I act? This scheme of learning looks at different ethical theories and how they can help us make good actions.	In Key stage 2, pupils look at right and wrong. They will be asked to develop this knowledge and support it with religious attitudes.	
	Spring 2	What does it mean to be Christian? We build upon what we have learnt about Judaism and begin to look at Christianity, including key ideas that separate Judaism and Christianity.	Pupils have studied Jewish beliefs including ideas about the Messiah. This knowledge will be revisited in the Christianity topic.	
	Summer 1	What does it mean to be Christian? We build upon what we have learnt about Judaism and begin to look at Christianity, including key ideas that separate Judaism and Christianity.		
	Summer 2	What is the significance of religious festivals? We look at each of the six world religions and religious festival they celebrate, before arguing whether they are still relevant in today's society.	Pupils will have looked at some key religious festivals. They will have also looked at Judaism and Christianity in depth.	

8	Autumn 1	What does it mean to be Muslim? We learn about some key Muslim beliefs and the impact they have on daily life. We also look at whether it is difficult to be a Muslim in Britain.	This unit builds on to both the Judaism and Christianity units in Year 7 and 8. They will use the key concepts already studied in previous topic to extend their religious knowledge.	<ul style="list-style-type: none"> • Beliefs, teaching and scriptures. • Identity, Diversity and belonging. • Meaning, Purpose and truth. • Practices and ways of life. • Values and commitment • Expressing Meaning.
	Autumn 2	Is it possible to be good without God? This unit introduces both atheism and humanism. It looks at how non-believers' function as a group and make decisions without a god.	This unit links in to the How Should I Act and looks at the idea of morality through a humanism lens.	
	Spring 1	Is religion a source of peace or conflict? We look at the idea that the religions promote peace, before looking briefly at the just war theory, holy wars and some wars that have happened as a result of religion.	Pupils will have looked at the Abrahamic religions and how they are peaceful religions.	
	Spring 2	Who was Jesus? Building on the learning from year 7, this unit looks at the character of Jesus and his life before pupils are invited to express whether he was the son of God or a normal man.	This unit builds on the Christianity unit previously studied but focuses more on Jesus and his life.	
	Summer 1	Who was Jesus? Building on the learning from year 7, this unit looks at the character of Jesus and his life before pupils are invited to express whether he was the son of God or a normal man.		
	Summer 2	Is it easy to be Sikh in Britain today? We look at Sikh identity and beliefs through the lens of the 5K's before looking at how Sikh culture is different to the traditional British culture.	Pupils will have covered some Sikhism in KS2 but depth of knowledge varies and so this is a base unit. However, students will have covered the basics during their first unit in year 7.	
9	Autumn 1	Is it reasonable to believe in God? We study three different arguments for the existence of God before looking at reasons why people don't believe in God. Pupils are invited to express their own views on whether God exists in a debate at the end of the unit.	Pupils will have looked at ideas around what God is like in Year 7 as well as looking at different beliefs about God in the religion units.	<ul style="list-style-type: none"> • Beliefs, teaching and scriptures. • Identity, Diversity and belonging. • Meaning, Purpose and truth. • Practices and ways of life. • Values and commitments • Expressing Meaning.
	Autumn 2	What can we learn from Buddhism about the human condition? This unit looks at key Buddhist ideas on life through stories from the tradition. Pupils look deeply into suffering and Buddhist ideas on how to overcome it.	Base unit on Buddhism building on what pupils learnt about Buddhist views on God in Y7.	

	Spring 1	<p>How can ethical theories help me to answer big questions?</p> <p>This unit introduces pupils to big questions in the world. The first half of the topic looks at different ethical theories before pupils begin to apply these to ethical issues such as: abortion, euthanasia, saviour siblings, animal testing.</p>	Building on the ethical units ‘how should I act’ and ‘is it possible to be good without god, pupils look at ethical theories and how to apply them.	
	Spring 2	<p>Is there life after death?</p> <p>We look at different religious ideas on life after death. This includes resurrection, reincarnation and how paranormal activity can be used as evidence for this.</p>	This is a new unit but looks at some of the religions looked at in detail previously but examining each of their views on life after death.	
	Summer 1	<p>What do Hindu’s believe about God?</p> <p>This big question addresses the misconceptions that Hindus believe in multiple Gods. Pupils will look at the concept of Brahman and the different forms of he can take.</p>	This unit builds on prior learning from year 7 when students were first introduced to Brahman and develops their knowledge of the Hindu Dharma.	
	Summer 2			
10	Autumn 1	<p>Christian Beliefs</p> <p>Pupils should study the beliefs, teachings and practices of Christianity as well as Christian sources of wisdom and authority.</p>	As this is the first unit of the AQA GCSE, Pupils will just be building on learning from KS3 about Christianity. The key concept of beliefs, teaching and scriptures	<ul style="list-style-type: none"> • Beliefs, teaching and scriptures. • Identity, Diversity and belonging. • Meaning, Purpose and truth. • Practices and ways of life. • Values and commitments • Expressing Meaning.
	Autumn 2	<p>Christian Practices</p> <p>Pupils should study the beliefs, teachings and practices of Christianity as well as Christian sources of wisdom and authority.</p>	Building on from the Christian Beliefs unit, pupils look at the way Christian beliefs are put into practice.	

	<p style="text-align: center;">Spring 1</p>	<p>Theme A : Relationships and Families: Pupils study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. 	<p>As the first of the themes, pupils are exposed to new content. However, they do need the previous knowledge on Islam and Christianity within this.</p>	
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	Spring 2	<p>Theme A : Relationships and Families:</p> <p>Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. 	<p>As the first of the themes, pupils are exposed to new content. However, they do need the previous knowledge on Islam and Christianity within this.</p>	
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	Summer 1	<p>Theme B : Religion and Life:</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. 	<p>Pupils have looked at a lot of these key issues within year 9 and need to use their knowledge of Christianity from the start of the GCSE here.</p>	
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	Summer 2	<p>Theme B : Religion and Life:</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. 	<p>Pupils have looked at a lot of these key issues within year 9 and need to use their knowledge of Christianity from the start of the GCSE here.</p>	
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11	Autumn 1	<p>Islam Beliefs:</p> <ul style="list-style-type: none"> • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. • Tawhid (the Oneness of God), Qur'an Surah 112. • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. 	Pupils will have studied	<ul style="list-style-type: none"> • Beliefs, teaching and scriptures. • Identity, Diversity and belonging. • Meaning, Purpose and truth. • Practices and ways of life. • Values and commitments • Expressing Meaning.
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	Autumn 2	<p>Islam Beliefs:</p> <ul style="list-style-type: none"> • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: <ul style="list-style-type: none"> ○ Qur'an: revelation and authority ○ the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. 		
	Spring 1	<p>Islam Practices:</p> <ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. 		

Spring 2

Islam Practices:

- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
- Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

	Summer 1	<p>Theme D: Religion, peace and conflict</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none">• Violence.• Weapons of mass destruction.• Pacifism.		
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Summer 2	<p>Theme E: Religion, crime and punishment</p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Corporal punishment. • Death penalty. • Forgiveness. 		
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Personal Development within the Curriculum	Students are consistently asked to challenge their own views of religion and its place in the world. They are challenged to understand the importance of religion but understand some of the challenge and stigmas religions face. We develop their empathy by examining the religious lives of others introduce them to other cultures that they may never have experience outside of the classroom.
Extra Curricular Opportunities	At Ellowes, we celebrate diversity and RE students are invited to help out and get involved when we celebrate the different religious festivals at school.

Assessment	<ul style="list-style-type: none"> • Key Stage 3 : Students are regularly assessed on key subject knowledge, subject specific skills and our core concepts. This includes the ability to recall and apply key vocabulary. · Students are also assessed on extended writing skills which assess student’s ability to assess, evaluate and justify during independent extended written pieces. • KS3 is assessed through both formative and summative assessment. Students begin every lesson with a ‘do now’ retrieval activity which assesses prior knowledge through low stake quizzing and recall tasks. Teachers constantly assess student progress via live marking in lessons and address any misconceptions that students have. Students undertake regular diagnostic quizzes which assess students understanding of the explicit knowledge needed to reach those key end points. Each half term students complete an extended piece of writing which is assessed by teachers and students receive personalised feedback to improve their learning. Informal assessment occurs every lesson • Key Stage 4: Title of course studied: AQA GCSE Religious Studies A Course Content and assessment information: Beliefs, teachings and practices of Christianity, Beliefs, teachings and practices of Islam, Theme B: Religion and life, Theme D: Religion, peace and conflict, Theme E: Religion, crime and punishment and Theme F: Religion, human rights and social justice.
Qualification Information	GCSE Specification Link: https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF
Ways to Support your Child in this subject	<ul style="list-style-type: none"> • Encourage your child to revisit knowledge taught in class on a regular basis. • Make use of the knowledge organisers available to them. • Websites such as BBC Bitesize can be used to support learning and provide some wider reading around the subject. • Complete homework on time and to a good standard. • At GCSE complete past papers under timed conditions. These can be accessed from the AQA website or from their classroom teacher. • Prepare a revision plan early including making flashcards and revision materials from the very beginning of the course. • Purchase revision guides such as CGP.