

## Curriculum Overview – Religious Studies

### Intent

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Education contributes significantly to the Christian character of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God as encountered and taught by Christians. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

The overarching **concepts** for 'Religious Studies' at Shaftesbury School are:

- Personal growth – developing compassion and empathy
- Stewardship – caring for all creation
- Respect – showing tolerance of others beliefs, opinions and cultures
- Asking Big Questions – communicating effectively and listening to others
- Morality – understanding right from wrong, accepting rules and boundaries
- Courageous Advocacy – challenging injustice by standing up for the rights of others and values and to develop positive attitudes of respect towards other people;
- Enrichment - enhancing their spiritual, moral, social and cultural development.

### Implementation

Learning is embedded through the development of knowledge and skills over time. In KS3, the curriculum breadth supports learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Half-termly assessments are given at the end of each topic. Regular exam questions are given from year 7-11.

Throughout each key stage, the learning deepens their understanding of Christianity. Progression is mapped coherently. This progression allows for effective differentiation, marking and feedback, and stretch for all. Pupils have access to key terminology and sources of wisdom. Regular extended writing allows pupils to develop their language and vocabulary. In Key Stage 4 the learning is built on from KS3 to deepen their understanding of the relationship between people and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. Students follow the Eduqas Religious Studies Course for GCSE. Students are given opportunities to explore the fact that religious traditions of Great Britain are, in the main are Christian but that they are also diverse and include other faiths, such as Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism. Students are also exposed to Philosophical and Ethical Studies in the Modern World, looking at current real world issues. There is scope to develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

### Curriculum Overview (Knowledge and skills)

Year 7	The Island	Christianity	The Holocaust	The Sacred	Multi Faith Perspective	Multi Faith Perspective
	Who we are? What is RE? Consider what makes RE unique. Communities. Why is life celebrated?	Jesus - Who is He? An analysis of Jesus & exploration of what difference He makes today.  To include a 'This is your life'. Timeline of events – birth, parables, miracles, disciples, death.	To include Holocaust remembrance day.  Dietrich Bonhoeffer  Speaker in?  To include various activities through Literature, song and image.	10 Commandments FPOI What is sacred?  Sacred World.  Rules/No rules/No ordered Society. What are the causes?  No religion	Beginnings/Founders/books  (Sikhism, Buddhism, Judaism, Christianity)	Symbolism  Food, Clothing, Islam Christianity Sikhism Hinduism

				Religion is the basis of culture.		
<b>Year 8</b>	<b>Multi – Faith From Life to Death</b> Where are we Going? Religious beliefs about Life after Death.  Christianity, Hinduism, Humanism.	<b>Suffering Buddhism</b> What did the Buddha teach about Suffering?  Buddhism The centrality of the concept of suffering	Christianity and Justice  <b>What does Justice mean to Christians?</b> To Understand why Christians believe Jesus wants them to work for Justice. How do Christians work for Justice?	Inspirational People  MLK Oscar Romero Mother Theresa Malala Yousafzai Helen Keller	Special journeys  What is the difference between going on a journey as a Tourist or as a Pilgrim? Reflect on & Evaluate the experiences that people have whilst on Pilgrimage	Holy Crib  Places of Worship
<b>Year 9</b>	<b>Philosophy and thinking Skills</b>  The existence of God		<b>Animal Rights and the Environmental Debate</b>  Beginning GCSE		<b>Relationships</b>  Beginning GCSE	
<b>Year 10</b>	<b>The Big Picture</b> Christianity & Islam  <b>Issues of Relationships</b>  <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  <b>Issues of Relationships</b>  <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  Issues of Life & Death  <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  Issues of Life & Death  <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b>  <b>PPE</b>  <b>Eduqas GCSE</b>	<b>Key People and Organisations</b>  <b>Practices in Christianity &amp; Islam</b>  <b>Out in the community/Visits/Real World RE.</b> <b>Eduqas GCSE</b>
<b>Year 11</b>	<b>Beliefs and Teachings</b> Christianity & Islam  <b>Issues of Good &amp; Evil</b> <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  <b>Issues of Good &amp; Evil</b> <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  Issues of Human Rights <b>Eduqas GCSE</b>	<b>Beliefs and Teachings</b> Christianity & Islam  Issues of Human Rights <b>Eduqas GCSE</b>	Revision and Exam Consolidation <b>Eduqas GCSE</b>	

## Impact

**By the end of Key Stage 3** pupils will be familiar with the origins and history of Christianity as well as some of the other major world religions. Pupils will be able to describe a range of religious concepts including the practices of prayer and worship as well as Christian sacraments such as Holy Communion and how they are performed. Pupils will understand the significance of religious rules such as The Ten Commandments and The Five Pillars of Islam and their lasting importance in contemporary society. Pupils will develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils will develop care and respect for each other and the world in which they live. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables will instil and reinforce the qualities of kindness and tolerance and support the need for equality for all.

**By the end of Key Stage 4** pupils will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. Pupils will be identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving personal, religious and non-religious views. Pupils will be able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.