

#### Intent

Religious Education develops students' religious literacy, in preparation for taking their place in a diverse and ever-changing world. Students are equipped with a secure foundation in theology – the systematic study of religious beliefs – and how to apply this to explore philosophy, examining moral issues and considering what is reasonable to believe.

Theology and Philosophy provide our students with multiple critical lenses through which to investigate religion, world events, and the impact on both their local community and wider world.

#### Careers

- Travel and Tourism,
- Education, Public Services,
- Legal Studies,
- Criminal Justice Service,
- Medicine,
- Faith Leadership

## **Curriculum Structure - KS3**

| Year Unit 1 |                       | Unit 2              | Unit 3             |  |
|-------------|-----------------------|---------------------|--------------------|--|
| 7           | Abrahamic Faiths      | Religious Practices | Tests of Faith     |  |
| 8           | Hinduism              | Buddhism            | Sikhism            |  |
| 9           | Religion and Medicine | Crime and Conflict  | Evil and Suffering |  |

## **Curriculum Structure - KS4 GCSE**

| Year | Unit 1                                     | Unit 2               | Unit 3                               | Unit 4                 | Unit 5                                       | Unit 6                        |
|------|--|----------------------|--------------------------------------|------------------------|--|-------------------------------|
| 10   | Theme A –<br>Relationships<br>and Families | Christian<br>Beliefs | Theme B –<br>Religion and<br>Life    | Christian<br>Practices | Theme D –<br>Religion, Peace<br>and Conflict | Consolidation<br>and Revision |
| 11   | lslamic<br>Beliefs                         | Islamic<br>Practices | Theme E –<br>Crime and<br>Punishment | Revision               | Revision                                     |                               |

## **Curriculum Structure - KS4 Core**

| Year | Unit 1                              | Unit 2                   | Unit 3                                  | Unit 4                                 | Unit 5                   | Unit 6  |
|------|-------------------------------------|--------------------------|---|--|--------------------------|---|
| 10   | Social<br>Justice                   | End of Life              | What Does it<br>mean to be an<br>Adult? | The Responsi-<br>bilities of<br>Wealth | Religion in the<br>Media | Religion and SRE<br>(Sex and<br>Relationships<br>Education) |
| 11   | Religion and<br>the Modern<br>World | ldentity and<br>Coercion | Moral<br>Dilemmas                       | Health and<br>Wellbeing                |                          |   |

# Key Strands/Skills

| Year 7   | <b>Explain</b> – Students can give a developed explanation of a religious belief or event.   |  |  |  |  |
|----------|--|--|--|--|--|
| Year 8   | <b>Influence</b> – Students can describe a religious event and explain its influence on believers, giving supporting details or context.                                   |  |  |  |  |
| Year 9   | <b>Evaluate</b> – Students can give a balanced argument, supporting both sides with specialist vocabulary and religious evidence, evaluating the strengths and weaknesses. |  |  |  |  |
|          |  |  |  |  |  |
| KS4 GCSE |  |  |  |  |  |
|          | Demonstrate knowledge and understanding of religion and beliefs including:   |  |  |  |  |
| AO1      | beliefs, practices and sources of authority  |  |  |  |  |
|          | influence on individuals, communities and societies  |  |  |  |  |
|          | similarities and differences within and/or between religions and beliefs.  |  |  |  |  |
| AO2      | Analyse and evaluate aspects of religion and belief, including their significance and influence.   |  |  |  |  |

# **Student Work**