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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: RE** |

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| **Statutory Bridging Unit** | **Core Religion** | **Thematic Questions (religious and non-religious philosophical enquiries)** | **Religious Diversity** | **GCSE Section 1** | **GCSE Section 2** |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | How can we define religion through religious concepts?  Concepts  • Key Beliefs.  • How people express beliefs through feelings, identity, and symbols.  Skills  • Investigation/Enquiry.  • Empathy. | What can we find out about different religious and non‑religious beliefs?  Concepts  • Key Beliefs.  • Expressions of beliefs.  • Impact of Belief.  Skills  • Investigation/Enquiry.  • Empathy. | How can we draw the big picture of Christianity?  Concepts  • Key Beliefs.  • Authority.  Skills  • Investigation/Enquiry.  • Interpretation of religious texts. | How do the beliefs of Christians have an impact on their lives and communities?  Concepts  • Impact of Belief.  • Expression of Belief.  Skills  • Investigation/Enquiry.  • Empathy.  • Evaluation. | Where did the universe come from?  Concepts  • Philosophical enquiry.  • Beliefs.  • Authority.  Skills  • Investigation/Enquiry  • Empathy.  • Interpretation.  • Making judgements. | Can religion and science mix?  Concepts  • Philosophical enquiry.  • Beliefs.  • Authority.  Skills  • Investigation/Enquiry.  • Analysing different points of view.  • Empathy.  • Making judgements. |
| Cultural Developments | An understanding of what are differences/similarities between the 6 major religions.  Understanding of what it means to be religious or non-religious (differing world views).  An understanding of how religions are spread, globally and locally/ in our community. (How numbers of religious followers have changed over time). In-Depth study of living life as a Christian in the UK today. | | | | | |
| Narrative | In Year 7, students study a bridging unit to build upon previous knowledge and understanding of KS2 to gain a detailed understanding of the key religious concepts across several religious and non-religious worldviews. Students will use these concepts to help them understand how they connect to form a framework of how religion can be defined. This allows Year 7 students to then go on to study the statutory core Christianity unit, from which all four concepts of RE will be drawn. Year 7 will focus on 2 key areas of enquiry aimed at broadening their understanding of religious and non-religious worldviews using a Philosophical Enquiry approach. This aims to broaden pupils’ understanding of how to approach the thinking around ‘big questions.’ By the end of Year 7 students will have been introduced to all 4 concepts in detail and have an understanding of both religious and non-religious world views. By introducing a philosophical unit at the end of Year 7, students will be introduced to key philosophers and encouraged to think critically, preparing them to study other areas of religious enquiries in Years 8 and 9. | | | | | |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 8** | How do the beliefs of Sikhs affect their daily lives and actions?  Concepts  • Beliefs.  • Authority.  Skills  • Investigation/Enquiry.  • Empathy.  • Interpretation of religious texts. | How does holding Sikh values affect moral decision-making?  Concepts  • Impact of Beliefs.  Skills  • Empathy.  • Analysing the impact of a religion. | How do people make moral decisions?  Concepts  • Ethical enquiry.  • Beliefs.  Skills  • Making judgements.  • -Debating and evaluating. | Is there evidence for the existence of God?  Concepts  • Philosophical enquiry.  • Beliefs.  Skills  • Investigation/Enquiry.  • Making judgements.  • -Debating and evaluating. | Can miracles happen?  Concepts  • Philosophical enquiry.  • Beliefs.  Skills  • Investigation/Enquiry.  • Making judgements.  • -Debating and evaluating. | What can we find out about the diversity of beliefs and worship in our region?  Concepts  • Phenomenological enquiry.  • Expressions of Beliefs.  • Impact of Beliefs.  Skills  • Investigation/Enquiry.  • Empathy.  • Analysing religious Beliefs. |
| Cultural Developments | Case study of beliefs in our local region (educational fieldtrip opportunity to explore a place of worship).  In-depth study of Sikhism/The impact of living as a Sikh in the UK.  Understanding of how different world views influence beliefs and decision-making.  An understanding of what are differences/similarities between the 6 major religions. | | | | | |
| Narrative | In year 8 students study another core religion, Sikhism, leading to a specific focus on living as a Sikh in the UK and how their values and beliefs affect their everyday life. This will allow students to:  Demonstrate their knowledge and understanding of another religious worldview in a global and national context. It will show how the key concepts: beliefs, impact of belief, sources of authority and expressions of belief connect and have an influence on individuals, communities, and societies. They will build upon their knowledge of the core Christianity unit which they learned in year 7 to compare key concepts. This will lead year 8 onto studying another philosophical enquiry which builds upon the key philosophers they have studied in year 7,linking it with the in-depth religious knowledge they have learned relating to Sikhism and Christianity. They will also study an ethical enquiry linked to their core religions. Concurrently, the students will be building upon each concept and enquiry that is introduced, both historical and contemporary, local, national, and global contexts building upon cultural capital with the opportunity to visit a place of worship within their local area. | | | | | |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 9** | What to Muslims believe?  Concepts  • Beliefs.  • Authority.  Skills  • Investigation/Enquiry.  • Empathy.  • Interpretation of religious texts. | What does it mean to live in Britain as a Muslim?  Concepts  • Expressions of Beliefs.  • Impact of Beliefs.  Skills  • Empathy.  • Debating.  • Analysing the impact of a religion.  • Evaluating. | What does it mean to live in a multi-cultural country?  Concepts  • Sociological enquiry.  • Diversity within the UK.  • Impact of Beliefs.  Skills  • Investigation/  Enquiry  • Debating.  • Analysing the impact of Beliefs.  • Empathy. | How does the media portray religion?  Concepts  • Sociological enquiry.  • Influential media/bias.  Skills  • Investigation/  Enquiry  • Debating.  • Analysing the impact of Beliefs.  • Evaluating. | Why do people suffer?  Concepts  • Theological enquiry.  • Impact of Beliefs.  • Authority.  Skills  • Interpretation.  • Investigation/Enquiry  • Empathy.  • Analysing Beliefs. | Should we always forgive?  Concepts  • Theological enquiry.  • Impact of Beliefs.  • Authority.  Skills  • Interpretation.  • Investigation/Enquiry  • Empathy.  • Analysing Beliefs. |
| Cultural Developments | In-depth study of Islam and living life as a Muslim in the UK.  Understanding of what it means to live within a multi-cultural society.  How religion is portrayed in the media.  War and suffering linked to religion. | | | | | |
| Narrative | By the end of year 9, pupils will have gained knowledge and understanding of common and divergent beliefs, practices and views within, and between, religious and non-religious world views, explaining diversity in historical and contemporary local, national, and global contexts which will allow them to build upon their cultural capital. The third core Religion Year 9 will study Islam and from this they will be able to compare and contrast key concepts with the other core religions they studied in depth. Year 9 will also study a sociological and theological enquiry, using a theological approach allows pupils to think deeply about answering questions of revelation.  In this unit we will place a particular focus upon describing and explaining beliefs and theological concepts with a link to Christianity. By this stage, pupils should have gained a deepening understanding of specialist vocabulary and sources of authority to help prepare them to make progress into the start of Religious Education at KS4. | | | | | |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 10**  **Christianity** | Key Beliefs  • Nature of God  • Creation  • After Life | Jesus and Salvation  • Incarnation.  • Crucifixion.  • Sin and Salvation. | Sex, Marriage and Divorce  • Relationships.  • Sexuality.  • Contraception. | Sex, Marriage and Divorce  •  • Nature and purpose of marriage.  • Same sex marriage.  • Divorce (Ethical arguments .linked to sanctity of marriage). | Families and Gender Equality  • Nature of families.  • Purpose of families. | Families and Gender Equality  • The role of men and women.  • Polygamy.  • Gender prejudice and discrimination. |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 11**  **Judaism** | Key Beliefs  • Nature of God  • The Divine Presence  (Sekhninah)  • After Life  • The Messiah | Authority  • Abraham and the Covenant.  • Moses and the 10 Commandments.  • Moral principles.  • Sanctity of life.  • Mitzvot. | Religion, Violence, Terrorism and War  • Forgiveness and reconciliation.  • Causes of war.  • Just war. | Sex, Marriage and Divorce  •  • Nature and purpose of marriage.  • Same sex marriage.  • Divorce (Ethical arguments .linked to sanctity of marriage). | Families and Gender Equality  • Nature of families.  • Purpose of families. | Families and Gender Equality  • The role of men and women.  • Polygamy.  • Gender prejudice and discrimination. |

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