



## Curriculum Intent – (RE)

The purpose of our curriculum	To develop understanding of what religion key aspects of Christian Faith and other principal religions. To deepen understanding of important beliefs, concepts and issues of truth and authority in religion. Help pupils to apply understanding of philosophical beliefs, teachings and practices, to a range of ethical issues and big questions. The purpose is to develop young people who are self-aware, tolerant, balanced in their view points, evaluative and knowledgeable of their own and others religious and philosophical beliefs.						
How does the curriculum demonstrate progress?	Each lesson has LOS at beginning and end with plenary activities to show and apply progress. Each unit has an extended answer written assessment that pupils complete, teachers mark and pupils respond to.						
	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught? And key concepts	7	What is RE?	The World Religions	Religious festivals	World Religion Christianity - Jesus		World Religion Hinduism.
	8	World Religions: Sikhism	World Religions: Hinduism	Religion and the Environment	World Religions: Buddhism	World Religions- Before Christianity	World Religions: Christianity
	9	World Religions: Sikhism	World Religions: Hinduism	Religion and the Environment	World Religions: Buddhism	World Religions- Before Christianity	World Religions: Christianity
	10	Relationships & Family	Beliefs & Teachings	Crime & Punishment	God & Revelation	Practices	Religion & Life
	11	Beliefs & Teachings	Relationships & family Religion & Life	Practices	God & Revelation Crime & Punishment	Revision	Revision
What key concepts /core skills / themes are covered each half term?	7	Understanding about what RE is and means, what a god is, what creation is and means in Christianity and Hinduism. Starting understanding of world religions.	Understanding of the different world religions, early beliefs, the idea of worship and important religious buildings.	Understanding of specific festivals from the world religions.	Understanding of Christianity through the story and life time of Jesus. Covering who he was, his enemies, miracles, parables and his teachings followed by his arrest, death and resurrection and ascension.		Understanding of Hinduism, creation story, beliefs and rituals.
	8	Understanding symbols in Sikhism,	Understanding of Hinduism, creation	Understanding of how humans are	Understanding of Buddhism, beliefs,	Understanding of the world before Christianity and early	Developing and deepening understanding of



		beliefs, Gurus and the development and starting place of the religion itself.	story, beliefs and rituals.	damaging the environment, how different religions respond to this and how connected religion is to the natural world with many different religious views of the environment.	developing the story of Buddha, rituals, festivals.	Christians. Persecution and spread of early Christianity including saints. St George, St Patrick.	Christianity, beliefs, stories and comparisons to other world religions.
9		Understanding symbols in Sikhism, beliefs, Gurus and the development and starting place of the religion itself.	Understanding of Hinduism, creation story, beliefs and rituals.	Understanding of how humans are damaging the environment, how different religions respond to this and how connected religion is to the natural world with many different religious views of the environment.	Understanding of Buddhism, beliefs, developing the story of Buddha, rituals, festivals	Understanding of the world before Christianity and early Christians. Persecution and spread of early Christianity including saints. St George, St Patrick.	Developing and deepening understanding of Christianity, beliefs, stories and comparisons to other world religions.
10		<p><b>AO1</b> Explain the religious (Christian) &amp; non-religious, teachings and the views of contemporary British society about: human sexuality/Family/contraception/ marriage/cohabitation/ divorce/ gender prejudice/ gender equality.</p> <p><b>AO2</b> from this students should be able to use this information to inform their lives and realize the importance that relationships and families have on the stability of our society.</p>		<p>Crime Punishment focuses law and crime how the Juedo Christian view has become a nearly all encompassing view. Topics covered are: different types of crime/reasons for crime/aims of punishment Buddhist teaching on forgiveness.</p>	<p>AO1 this philosophical unit focus on different arguments as a proof of the existence of God, revelation enlightenment and different ideas about the divine.</p>	<p>Practices Students are expected to look at the practices of the Christian religion, from this understand the how &amp; why of their practices as well as the spiritual significance of these practices. EG: baptism/the Eucharist/the role of the church in the local community/ the importance of the world wide church.</p>	<p>AO1 to understand the religious (Christian) &amp; non-religious, teachings and the views of contemporary British society about the origins of the universe. The origins of human life use &amp; abuse of the environment /animals. How topics such as abortion/euthanasia and life after death are viewed.</p>



	<p>11</p>	<p>AO1 why Buddhists believe the beliefs they do &amp; their main teachings. AO2 from this understand Buddhist beliefs &amp; teachings some of the topics covered are: Buddha’s early life/ the four sights/ the enlightenment. The Dhammah/ the three marks of existence. The four noble truths. Different types of Buddhism found within the U.K. the Arhat &amp; the Bodhisattva.</p>	<p><b>AO1</b> Explain the religious (Buddhist) &amp; non-religious, teachings and the views of contemporary British society about: human sexuality/Family/contraception/ marriage/cohabitation/ divorce/ gender prejudice/ gender equality. <b>AO2</b> from this students should be able to use this information to inform their lives and realize the importance that relationships and families have on the stability of our society.</p>	<p>Practices Students are expected to look at the practices of the Buddhist tradition from this understand the how &amp; why of their practices as well as the spiritual significance of these practices. EG: worship/meditation /the importance of the Bodhisattva. Buddhist ceremonies. Karma/Karuna &amp; Metta.</p>	<p>AO1 this philosophical unit focus on different arguments as a proof of the existence of God, revelation enlightenment and different ideas about the divine. From a Buddhist perspective.</p> <p>Crime &amp; Punishment focuses Buddhist law and how they view crime and punishment how this differs from the Juedo Christian view. Topics covered are: different types of crime/reasons for crime/aims of punishment Buddhist teaching on forgiveness.</p>	<p>Consolidation of learning practice examination questions/ examination prep.</p>	<p>Consolidation of learning practice examination questions.</p>
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Sequencing information and skills	<p>Year 7 will complete the first year of our spiral programme for RE. This will build up throughout year 8 and 9 developing understanding of key RE topics that meet our locally agreed SACRE (Standing Advisory Council on Religious Education) RE syllabus in Suffolk and NATRE guidelines. Year 8 and 9 for 2022-2023 will complete the same scheme of work due to only starting their RE learning from January 2022. This is enable a deeper understanding of core concepts and theories.</p> <p><b>Locally agreed syllabus Key points</b></p> <ul style="list-style-type: none"> <li>• All pupils must have entitlement- which they now do in lessons.</li> <li>• All academies must arrange RE for all pupils in accordance to locally agreed syllabus – focus on Christian as main UK Religion but must take into account the teachings of other religions represented in Britain.</li> <li>• Doesn't have to be LA agreed syllabus- but good practice to use these if it is not a faith school.</li> </ul> <p><b>Year 7-</b></p> <p>Year 7 will start with big questions such as What is RE? They then go on to develop understanding for world religions briefly and through religious festivals. They end the year developing learning of one world religion- Christianity. Based on reasoning above in local syllabus. This gives a broad overview of the topic of RE, introduces key language and terminology for GCSE (if chosen/if our school makes it compulsory). But also gives pupils a wide understanding of religion. This builds a good base for then further development into the specific religions. This was also chosen to go first as it is fun, colourful and has brilliant stories.</p> <p>The Christianity and Jesus unit focuses just on Christianity and dives deeper in to all aspects of this religion. In the previous unit pupils will have been introduced to festivals and celebrations within the Christian calendar- Easter, Ash Wednesday and Lent. Therefore, this Unit build on these important aspects and then develops new content around them. This also is important as based on SACRE recommendations Christianity needs to be covered as priority due to it being the main religion in the UK.</p> <p><b>Year 8 and 9-</b></p> <p>Year 8 and 9 are building on their RE lessons from last year which covered the basics of world religions and Christianity as a focus. This year they will cover other world religions in more detail. Starting with Sikhism and Hinduism. This then leads on a broader topic of religion and the environment which covers how different world religions respond to this climate crisis and how religion is deeply connected to the natural world. The students then delve deeper in to the world religion of Buddhism and finish the year on Christianity covering the Local syllabus need.</p>
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Our RE programme aims to allow pupils to develop skills in:

- investigate and explain the differing impacts of religious beliefs and teachings on individuals and communities and societies
- analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- investigate and explain why people belong to faith communities and the reasons for diversity in religion
- analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- interpret and evaluate a range of sources, texts and authorities, from a variety of religious, historical and cultural contexts
- interpret a variety of forms of religious and spiritual expression.



Throughout Key Stage 3 pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and the tensions that exist between people of different beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

