

## Subject Curriculum Map

**Intent** – The RE curriculum aims to inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire an in depth understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons of these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE study.

Implementation						
Term	1	2	3	4	5	6
Year 7	<b>1. Religion Locally and Nationally</b>  This short, introductory unit of work allows students to explore the current religious landscape of Britain and their local area. As a bridge between primary and secondary schools, they will review and build upon knowledge from KS2, and ensure that all students have the appropriate vocabulary of key faiths in Britain, including names of religious buildings and the role of the local parish church.  <b>Links to KS4</b> <b>Christianity Practices-</b> The place of Christianity in Britain and the role of secularisation	<b>2. Judaism</b>  Students are introduced to the Abrahamic faith with an overview of the Bible: Old Testament and New Testament. They are then immersed into the rich stories of the Old Testament, starting with the story of Creation and the Fall. Here they encounter the theme of Original Sin, a reoccurring theme in RE and when students study literature in future English lessons. Students meet key patriarchs such as Noah, Moses and Abraham and explore their role in Judaism and their covenant relationship with God. Having a solid foundation of the origins of Judaism compare and contrast reform and orthodox Judaism, before exploring Jewish the Temple, synagogue and festivals. At the end of the module, students explore antisemitism, learn the dangers of prejudice and discrimination throughout history and in a modern context.  <b>Links to KS4</b> <b>Islam Beliefs and Christianity Beliefs-</b> Looking at the role of the messiah and the role of prophets in Islam	<b>Assessment Point 1</b>	<b>3. Christianity</b>  The unit of work begins with the Nativity story where students explore complex themes such as the immaculate conception and Trinity. Students learn about the significance of Jesus' teachings, his crucifixion and resurrection.  Student focus shifts to looking Christianity through a historical lens when they meet Constantine and Martin Luther who they meet again when they study the Reformation in Year 8 History lessons. Year 7 explore how Charismatic Christianity is practiced and debate Catholic female ordination and gender roles, which they revisit at KS4. Students will compare and contrast the beliefs and practices of different Christian denominations such as the Salvation Army and the Amish.  <b>Links to KS4</b> <b>Christianity Beliefs and Practices-</b> Looking at the events of Jesus' life, the significance of Jesus' life for Christians today and how his teachings are reflected in their practices.	<b>Assessment Point 2</b>	<b>Assessment feedback</b>  Students revisit knowledge to ensure mastery has been achieved by all students in units 2 and 3
Year 8	<b>4. Islam</b>  Students gain knowledge of core Islamic vocabulary and concepts such as Tawhid, the sin of shirk, the Muslim holy book (Quran) and examine the role of prophets. Here they draw parallels between key patriarchs in the Bible, Torah and Quran, comparing the role of Jesus in Islam. Students are introduced to the Four Rightly Guided Caliphs in Sunni Islam, leading onto comparing Sunni and Shia similarities and differences. The Five Pillars of Islam are studied in			<b>5. Philosophy of Religion</b>  Year 8 students explore big theological questions such as 'Does God Exist?' and compare atheism and agnosticism, allowing students to explore their own beliefs through a philosophical lens. Students analyse the Design Argument and Cosmological Argument and develop their critical thinking and analytical skills, considering some of the strength and weaknesses of the arguments. Here students encounter Ibn Sina's		<b>Assessment Feedback</b>  Students revisit knowledge

	<p>great depth, developing religious literacy simultaneously and then students study contentious issues such as Jihad and religious headdress for Muslim women.</p> <p><b>Links to KS4:</b></p> <p><b>Islam Beliefs and Practices-</b> Looking at the events of Muhammad's life and the significance of the core beliefs of Muslims and how these beliefs are reflected in their practices.</p>		<p>contributions to the Cosmological Argument, an Islamic philosopher who is often marginalised or omitted in Western discourse. Later, students evaluate the problem of evil and how religious believers respond to the argument, a topic they cover in greater depth at GCSE. Finally, students assess religious experiences and explore some criticisms from a scientific perspective. This unit of work aims to develop the evaluative skills of student, their ability to think logically, consider contrasting viewpoints and draw their own conclusions.</p> <p><b>Links to KS4</b></p> <p><b>Issue of Life and Death and Issue of Good and Evil-</b> Looking at the arguments for God's existence, how God is challenged by the problem of evil and how theists respond to these challenges.</p>		<p>to ensure mastery has been achieved by all students in units 4 and 5</p>
Year 9	<p><b>6. Matters of Life and Death</b></p> <p>Having studied the Abrahamic religions throughout Y7 and Y8, students will explore real life issues from both a religious and philosophical perspective. They begin by exploring morality and decision making. Following by Thomas Aquinas' Natural Moral Law and its criticisms. Students are then ready to apply their previous learning to key religious and non-religious concepts such as the Sanctity and Quality of life which are paramount in understanding topics such as abortion, euthanasia, and capital punishment. Pupils are given the space to explore a variety of teachings and perspectives and take time to reflect on their standpoint.</p> <p><b>Links to KS4:</b></p> <p><b>Issue of Life and Death-</b> Looking at the issue of abortion and euthanasia and how theist and atheist respond to these issues.</p>		<p><b>7. Matters of Equality</b></p> <p>Within the Issues of Equality module, student learn why equality matters and the importance of diversity and tolerance. Topics include racism, gender equality, LGBTQ+ and disability. Students are encouraged to formulate their own opinions in a respectful way and develop empathy for others.</p> <p><b>Links to KS4:</b></p> <p><b>Issue of human rights-</b> students will explore the issues of social justice and religious perspectives on human rights.</p>	<p><b>8. GCSE Christianity Beliefs</b></p> <p>Students begin their GCSE studies beginning with Christian beliefs. They begin by learning about the nature of God and the three parts of the Trinity. Then, students consider how different Christians interpret the Creation Story. The birth, crucifixion, resurrection and ascension of Jesus are examined. Finally, students study eschatological beliefs and how they vary between different Christians.</p>	<p><b>Assessment feedback</b></p> <p>Students revisit knowledge to ensure mastery has been achieved by all students in units 6 and 7</p>

KS4: Religious Education Exam Board: EDUQAS							
Term	1	2	3	4	5		6
Year 10	<b>9. GCSE Christianity Practices:</b> Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.	<b>10. GCSE. Islamic Beliefs</b> Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.	Assessment Point 1	<b>11. GCSE. Islamic Practices</b> Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.	<b>12.GCSE Issues of relationships</b> Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will understand why different Christian groups have different responses to these issues due to their ethical approach studied in Year unit 6. Students will compare different Christian and secular views in order to make their own critical and balanced judgements on these issues.	Assessment Point 2	<b>Assessment feedback</b>  Students revisit knowledge to ensure mastery has been achieved by all students in units 8-12
Year 11	<b>12. Issues of Good and Evil</b> Students will apply their knowledge of different Christian beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. Students will revisit the problem of evil studied in Year 8 and will examine in detail Christian attitudes to good, evil and suffering, and how Christians have responded to the problem of evil through the theodicies of Irenaeus and John	<b>13. Issues of Human Rights</b> Students will apply their knowledge of Christian theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian belief and how this is influenced by the particular ethical approach of that denomination examined in Year 9. This unit will give students the opportunity to explore complex issues within contemporary society such as the Charlie Hebdo case and recent cases		<b>11. Issues of Life and Death</b> Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different groups of Christians view the sanctity of life, abortion, euthanasia and the afterlife. Students will apply their understanding of philosophical and ethical vocabulary acquired in Year	<b>Revision of Christian beliefs and practices.</b>  <b>Revision of Islam beliefs and practices.</b>  <b>Revision of religious, philosophical and ethical studies in the modern world.</b>	Public Exams	

	Hick. Through exploring case studies related to the above topics, students will understand the complexity of these issues and formulate their own critical and balanced judgement.	of terrorism, enabling them to develop their own critical and balanced judgement.		8 and Year 9 to a range of contemporary issues and through comparing different theological and secular responses will make critical and balanced judgements		
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KS5- Religious Education Exam Board- Edexcel							
Term	1	2		3	4	5	6
Year 12	<b>Philosophy of Religion:</b> <b>Design Argument</b> – Students will learn the classic teleological argument developed by William Paley and modern adaptations of it. Students will then learn the challenges to the design argument.  <b>Cosmological Argument:</b> Students will learn the classic cosmological argument as developed by Aquinas, exploring his 3 ways. Students will then explore modern develops like the Kalam arguments and then explore the challenges of the cosmological argument.  <b>Ontological Argument:</b> Students will learn the classic ontological argument developed by Anselm and how it uses deductive reasoning. Students will then explore challenges and modern adaptations of the ontological argument.  <b>Ethics</b> <b>Utilitarianism</b> - Students will explore the classic forms of utilitarianism as proposed by Jeremy Bentham and J.S. Mills and modern developments such as Preference, Negative, and Ideal utilitarianism and the relative success of utilitarianism in aiding moral decision making. <b>Situation Ethics:</b> Students will explore the 'new morality' of the mid-20 <sup>th</sup> century- Joseph Fletcher's situation ethics and how it applies the concept of agape and relativism to modern issue.  <b>Natural Moral Law:</b> Students will look at the concept of absolutism and legalism in ethics and how Thomas Aquinas'			<b>Philosophy of Religion</b> <b>Religious Experience:</b> Students will look at the nature of religious experiences across multiple religious traditions and explore the works of William James and his classification of different features of religious experience.  <b>Influence of Religious Experience:</b> Students will look at how religious experiences are used as an argument for the existence of God and look at the relative strengths and weaknesses of those arguments with references to Richard Swinburne, Richard Dawkins and Michael Persinger.  <b>Ethics</b> <b>Issue of environmental ethics-</b> Students will explore religious and secular perspectives on environmental ethics, looking at issues like animal welfare, conservation, and climate change, and evaluating how successful those perspectives are in dealing with environmental issues.  <b>Issue of equality-</b> Students will explore religious and secular perspectives on equality and look specifically at the issue of gender equality. Students will look at one significant figure in campaigns for equality in gender equality and evaluate the issues concerning equality.		<b>Philosophy of Religion:</b> <b>Problem of Evil:</b> Students will explore Epicurus and J.L Mackie's logical problem of evil, William Rowe's evidential problem of evil, and the different types of evil and how these problems challenge religious belief.  <b>Theodicies:</b> Students will explore various responses to the problem of evil such as Augustine's theodicy, Irenaeus' theodicy, and process theodicy. Students will then evaluate how successful those solutions are to challenging the problem of evil.  <b>Ethics</b> <b>War and Peace:</b> Students will explore the contribution of Christianity to issues of war and peace. Students will explore the issues of just war, pacifism and nuclear war and how contemporary	Students revisit knowledge to ensure mastery has been achieved by all students in the year 12 topics covered in all 3 components of the specification.



	<p>natural moral law applies primary precept and secondary precepts to modern issues.</p> <p><b>Islam</b></p> <p><b>Pre-Islamic Arabia:</b> Students will explore what life was like in Arabia before the development of Islam and how Muhammad rejected these features.</p> <p><b>Life of Muhammad:</b> Students will explore key events in Muhammad's early life, his marriage to Khadijah, the Night of Power, life in Makkah, the Hijrah and his Last Sermon, and the influence of these events on the life of Muslims.</p> <p><b>Hadith and Sunnah:</b> Students will explore the compilation and authority of the hadiths and sunnah and the significance of them for Muslim living.</p>		<p><b>Islam:</b></p> <p><b>Qur'an :</b> Students will explore the status of the Qur'an as the revealed word of Allah, its revelation and formation, with specific reference to Surah-Al-Fatiha 1 and Surah Al-Baqarah 2.</p> <p><b>Six Beliefs:</b> Students will explore the key concepts and the differences of interpretation of the following beliefs: Allah as one, angels, holy books, prophets, Day of Judgement, and Predestination. Students will look at the interconnections of these concepts and refer to the differences between Sunni and Shi'a Islam.</p>	<p>conflicts are evaluated against these theories.</p> <p><b>Sexual Ethics-</b> Students explore the contribution of Christianity and secular perspectives to issues of sexual ethics including relationships in and outside of marriage, adultery, pre-marital sex, same-sex relationships, contraception and childlessness</p> <p><b>Islam:</b></p> <p><b>5 pillars:</b> Students will explore the meaning and importance of the individual pillars (Shahada, Salah, Zakat, Sawm, and Hajj) and their unity as the basis of Islamic practice and identity today.</p> <p><b>Ummah:</b> Students will explore the historical understanding of the ummah and its spread from the time of Muhammad to the present day.</p>	
Y13	<p><b>Philosophy of Religion:</b></p> <p><b>Religious Language:</b> Students will evaluate whether or not religious statements are meaningful or meaningless in reference to key ideas like analogies, signs, verification, falsification, blik, and language games.</p> <p><b>Critique of Religion:</b> Students will analyse various critiques of religious beliefs from the sociological critique or religion to the psychological explanation of religion. Students will explore key movements like militant atheism and postmodernist views on religions and evaluate the success of those movements.</p> <p><b>Ethics:</b></p> <p><b>Meta-ethics:</b> Students will explore cognitive and non-cognitive uses of language, realism and anti-realism, and whether or not there is truly something "moral" in the world.</p>		<p><b>Philosophy of Religion:</b></p> <p><b>Work of scholars:</b> Students will explore the classic radio debate between Bertrand Russell and Fredrick Copleston. Students will look at the implication of their arguments in reference to the classic arguments for God's existence explored in year 12, and evaluate whose argument was the most successful.</p> <p><b>Religion and Science:</b> Students will explore the relationship between religion and science and whether they are contradictory.</p> <p><b>Ethics:</b></p> <p><b>Kant's Deontology:</b> Students will explore Kant's duty-based ethics, the categorical imperative in its different formulations and how successful it is as an ethical theory.</p>	<p><b>Philosophy of Religion:</b></p> <p><b>Life and Death:</b> Students will look at various religious beliefs about life after death such as resurrection, reincarnation, replica theory. Students will explore the relationship between the body and soul (materialism and dualism) and how successful those arguments are.</p> <p><b>Ethics:</b></p> <p><b>Medical Ethics:</b> Students will focus on issues related to beginning and end of life such as embryo research,</p>	PUBLIC EXAM

	<p><b>The relationship between religion and morality:</b> Students will explore the different arguments for autonomous and theonomous ethics and challenges from atheists and anti-theist perspectives on religious morality.</p> <p><b>Islam:</b></p> <p><b>Sunni and Shi'a Split:</b> Students will explore the origins and features of the differences between and development of Sunni and Shi'a Islam following the death of the Prophet Muhammad. Students will then explore areas of debate such as divine authority, the rightly guided caliphs, and the martyrdom of Hussain.</p> <p><b>Sufism:</b> Students will explore the development and rise of Sufism as a movement within existing traditions, and how Sunni and Shi'a Muslims have responded to Sufi teachings and practices.</p>		<p><b>Aristotle Virtue Ethics:</b> Students will explore the historical and cultural influences on Virtual Ethics from its beginnings to modern developments of the theory and how successful it is as an ethical theory.</p> <p><b>Islam:</b></p> <p><b>Jihad:</b> Students will do a comparative study in the works of two scholars, Tariq Ramadan and Majid Khadduri, and how they interpret the purpose of lesser and greater jihad.</p> <p><b>Islam and Science:</b> Students will explore the development and challenges of science and philosophy in the Islamic Golden Age, and refer to the works of Abu Hamid al-Ghazali.</p>	<p>abortion, stem cell and cord blood, assisted dying, euthanasia and palliative care. Students will explore the success of secular and religious teachings applied to these issues.</p> <p><b>Islam:</b></p> <p><b>Religion and Society:</b> Students will explore the challenges of multi-faith societies,, pluralism, gender, and secularism and how compatible Islam is with these issues.</p>	
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**Impact:** To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of sources of authority is assessed through weekly tests at Year 11. The impact of the curriculum upon students becoming theologians and philosophers who can make critical and balanced judgements is assessed through students’ exam performance, participation in debates, whether they watch current affair programmes, read publications that relate to issues of meaning and purpose and whether students choose to do related subjects at A level and university.

**Requesting withdrawal from RE lessons**  
 .Parents have the right to withdraw their children from all or part of religious education  
 .For any requests to withdraw your child from religious education, please contact the school to arrange a meeting with the Principal / Headteacher in the first instance