

Curriculum Information for the School Website

Subject: Religious Education and Ethics

List of TLR Holders and their responsibilities:

Mrs R Calam Head of Department

Department aims:

The RE/ Ethics department is committed to ensuring that all students make excellent progress, through experiencing excellent teaching which engages and motivates them to work hard and succeed. In addition to this teaching RE through the enquiry of concepts “helps young people develop their own sense of identity, belonging and personal world-view. The young person will gain confidence in coming to appreciate the plurality of religious and non-religious belief”. (taken from Hampshire Agreed Syllabus: Living Difference).

Approaches to teaching and learning:

Teachers use stimuli such as; images, captions, digital clips, newspaper articles/ headlines and memes to spark enquiry. Students lead their own learning. Wherever possible, students are encouraged to seek out information themselves through group investigations using teacher guidance. In every lesson, students are encouraged to ask questions, and have the opportunity to discuss with others. They deepen their understanding of how and why the world is the way it is, and how it could change in the future. The classroom is a safe space, where enquiry is welcome, and where acceptance of all viewpoints is embraced, in a respectful way. Work is differentiated to suit a range of abilities and all students are encouraged to challenge themselves.

Why the department has adopted this curriculum plan: (Curriculum Intent):

The curriculum plan allows students to enquire into a range of concepts. Students can contextualise these in a religious way for the GCSE and/ or approach the concepts in a way that helps them to understand religion (non-religion), belief (non-belief) and spirituality as a human experience. They can communicate their own response to these concepts whilst applying them to a range of other situations. This knowledge can be applied to numerous other subjects in the school and to life-long learning, offering a springboard to success for further study.

Principles of sequencing learning in this subject:

We aim to build upon learning at KS2 by starting with Sikhism. We start with the concept of Teacher/ Guru to allow students time to develop communication and explanation skills during their transition from primary to secondary school. All of the knowledge and skills developed throughout years 7-9 are to support students with answering GCSE exam style questions but also develop an enjoyment of learning, where students views are discussed and related to the views of others. By exploring a range of views in lessons, we believe that students generate an ability to recognise that difference in belief is common amongst all

people. Further, we believe that expressing differences in a respectful way is an excellent set of skills for life.

Curriculum Outline:

Year 7	Autumn Term	Spring Term	Summer Term
Knowledge taught	<u>Sikhism</u> Concepts: Community, Guru, Langar, Equality, Sacred, Guru Granth Sahib	<u>Philosophy of Religion</u> Concepts: Truth, God, Trinity, Atheism	<u>Judaism</u> Concepts: Torah, Covenant, Identity
Skills taught	Communicating ideas. Evaluation/ Analysis skills throughout lessons in class discussions and in end of unit assessment. Development of PEE paragraphs. "You can worship God anywhere"	Communicating ideas. Evaluation/ Analysis skills throughout lessons in class discussions and in end of unit assessment. Development of PEE paragraphs.	Communicating ideas. Evaluation/ Analysis skills throughout lessons in class discussions and in end of unit assessment. Development of PEE paragraphs. Greater emphasis on "This means that..."
Assessments	Is it our responsibility to look after others?	Does God exist?	End of year assessment.

Year 8	Autumn Term	Spring Term	Summer Term
Knowledge taught	<u>Rites of Passage</u> Concepts: New Life, Belonging, Symbol, Ceremony, Baptism, Aqiqah, Ritual, Tradition.	<u>Jesus</u> Concepts: Agape, Incarnation, Divinity, Resurrection, Community.	<u>Humanism</u> Concepts: Non-belief, Atheism, Belief, Morality, Afterlife. <u>Buddhism</u> Concepts: Buddha, Dharma, Dukkha, Sangha, Nirvana, Sila

Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p>
Assessments	<p>Is it important to celebrate a baby's birth?</p> <p>Is marriage more than just a piece of paper?</p>	<p>Jesus/ Love assessment (Knowledge) What happened to Jesus' body? (Evaluation)</p>	<p>Can the teachings of the Buddha make the world a better place?</p> <p>End of year assessment.</p>

Year 9	Autumn Term	Spring Term	Summer Term
Knowledge taught	<p><u>War and Peace</u></p> <p>Conflict, Just War, Holy War, Peace, Pacifism.</p>	<p><u>The Nature of God</u></p> <p>God, Suffering, Trinity.</p> <p><u>Forgiveness</u></p> <p>Forgiveness, Reconciliation, Atonement, Salvation.</p>	<p>Start GCSE: <u>Good and Evil</u></p> <p>Morality, Sin, Free will, Forgiveness, Good, Evil, Suffering, Punishment, Justice.</p>
Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p>

	<p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>
Assessments	<p>Knowledge based assessment at end of first half term.</p> <p>End of unit assessment at the end of the second half term.</p>	<p>If suffering exists, can God exist as well?</p> <p>Can anything be forgiven?</p>	<p>End of year assessment.</p>

GCSE Syllabus Information: Eduqas Specification A

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	<p><u>Relationships</u></p> <p>Gender, Contraception, Commitment, Cohabitation, Divorce, Adultery, Responsibilities, Roles.</p>	<p><u>Christian Beliefs</u></p> <p>Evangelism, Sacraments, Resurrection, Atonement, Incarnation, Trinity, Omnipotent, Omnibenevolent.</p>	<p><u>Islam Practices</u></p> <p>Haram (forbidden), Jihad, Halal (permitted), Prophethood (Risalah), Tawhid, Shari’ah (Straight Path), Mosque or Masjid, Ummah.</p>
Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p>

	<p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>
Assessments	End of unit assessment.	End of unit assessment.	End of unit assessment.
Year 10	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	<p><u>Relationships</u></p> <p>Gender, Contraception, Commitment, Cohabitation, Divorce, Adultery, Responsibilities, Roles.</p>	<p><u>Human Rights</u></p> <p>Absolute Poverty, Relative Poverty, Prejudice, Personal conviction, Human Rights, Extremism, Discrimination, Censorship, Social Justice.</p>	<p><u>Islam Practices</u></p> <p>Haram (forbidden), Jihad, Halal (permitted), Prophethood (Risalah), Tawhid, Shari’ah (Straight Path), Mosque or Masjid, Ummah.</p>
Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/</p>

	<p>Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>
Assessments	End of unit assessment.	End of unit assessment.	End of unit assessment.

Year 11	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	<p><u>Life and Death</u></p> <p>Afterlife, Soul, Sanctity of life, Quality of life, Abortion, Evolution, Euthanasia, Environmental sustainability.</p>	<p><u>Christian Practices</u></p> <p>Evangelism, Sacraments, Resurrection, Atonement, Incarnation, Trinity, Omnipotent, Omnibenevolent.</p>	Revision
Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p>

	<p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>	<p>Development of PEE paragraphs. Greater emphasis on “This means that...”</p> <p>Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.</p>
Assessments	End of unit assessment.	End of unit assessment.	End of unit assessment.
Year 11	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	<p><u>Life and Death</u></p> <p>Afterlife, Soul, Sanctity of life, Quality of life, Abortion, Evolution, Euthanasia, Environmental sustainability.</p>	<p><u>Islam Beliefs</u></p> <p>Haram (forbidden), Jihad, Halal (permitted), Prophethood (Risalah), Tawhid, Shari’ah (Straight Path), Mosque or Masjid, Ummah.</p>	
Skills taught	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater</p>	<p>Communicating ideas.</p> <p>Application to different scenarios.</p> <p>Enquiry into concepts.</p> <p>Contextualise in religious and non-religious case studies.</p> <p>Evaluation/ Analysis throughout discussions in lessons and in end of unit assessment</p> <p>Development of PEE paragraphs. Greater</p>	

	emphasis on “This means that...” Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.	emphasis on “This means that...” Use of DREAREY, KISSJO, ABC, literacy strips to develop analytical skills.	
Assessments	End of unit assessment.	End of unit assessment.	

How students will receive feedback to enhance their knowledge and skills:

A variety of verbal and written feedback is given and AFL is embedded after every assessment. Peer assessment is also used throughout KS3 and KS4 to support students with developing their skills and knowledge.

Reading List (Key Stage 3):

Reading for pleasure is an excellent way to boost literacy skills and also develop an understanding of topics that may help you with your GCSE also. All listed books can be read at KS4 but are listed here as they are suitable for reading from age 11.

Matters of Life

“Big Fish” D Wallace

Belief in God

“Go Tell the Mountain” J Baldwin

“The Alchemist” P Coelho

“Life of Pi” Y Martell

Crime and Punishment

“Monster” W D Myers

“Junk” M Burgess

Peace and Conflict

“The Book Thief” M Zusak

“Refugee Boy” B Zephaniel

“The Return of the Soldier” R West

Medical Ethics

“Brave New World” A Huxley

“Pig Heart Boy” M Blackman

Reading List (GCSE):

WJEC Eduqas GCSE Religious Studies Route A Revision guide. (Hodder Education) ISBN: 978-1-5104-1462-4

WJEC Eduqas GCSE Religious Studies Route A Textbook (Hodder Education) ISBN: 978-1-471-86634-0

Useful weblinks:

<https://request.org.uk/> (For KS3 Christianity topics)

<https://www.bbc.com/bitesize/examspecs/z68sjhv> (GCSE revision of Christianity and Islam)

<https://www.truetube.co.uk/> (GCSE clips)

Extracurricular and enrichment:

A comprehensive revision programme is delivered for year 11 students.

1:1 sessions offered for students.

Visiting speakers attend lessons on Humanism, Islam.

Year 11 visited the Mosque in Southampton as part of their GCSE course.

Spiritual, Moral, Social and Cultural opportunities:

The RE and Ethics department makes a significant contribution in lessons to the Spiritual, Moral, Social and Cultural education that students receive. Across all lessons:

- Students think deeply about their own and others' experiences and try to relate them to a clear set of personal values.
- The "Enquire/ Contextualise/ Evaluate/ Communicate/ Apply" methodology, as set out by the locally agreed syllabus "Living Difference II", ensures that each student has the opportunity to apply religious ideas to their own lives. In all lesson plans students are given the opportunity to reflect upon their own lives and the lives of others whilst exploring religious/ moral issues, beliefs and attitudes.

- Through the modules taught in RE students have a very good insight, often based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing.
- Discussion is a natural part of RE lessons and is embedded in our planning.
- Student Voice is used by the department to steer planning and creation of resources.
- students interact with visitors from different faiths and Humanist beliefs.

Character development and British Values opportunities:

All RE lessons allow students to accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Specific units of work focus on the religious demographic of Britain.