

## Religious Education 2022 23 (legacy y8-11)

### Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 7	<p><u>Beliefs and Values – The Philosophy of Belief</u></p> <ul style="list-style-type: none"> <li>Understanding what our own beliefs and values are.</li> <li>Beliefs and values in Britain today.</li> <li>How do Religious beliefs influence people today.</li> <li>Atheism and Agnosticism</li> <li>The problem of evil and suffering including the inconsistent triad</li> </ul>	<p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>Learning and exploring Jewish beliefs.</li> <li>Learning and exploring Jewish practices.</li> </ul>	<p><u>Islam</u></p> <ul style="list-style-type: none"> <li>Understanding and exploring Muslim beliefs.</li> <li>Learning and exploring Muslim practices.</li> </ul> <p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Understanding and exploring Christian beliefs.</li> <li>Understanding the significance of the ministry of Jesus for Christians.</li> <li>A comparison of similarities and differences between the Abrahamic Faiths.</li> </ul>
YEAR 8	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> <li>Understanding and exploring Hindu beliefs.</li> <li>Learning and exploring Hindu practices.</li> </ul> <p><u>Religion and ethics</u></p> <ul style="list-style-type: none"> <li>How do religious and non religious people make moral decisions.</li> <li>Religious and non religious arguments about the death penalty</li> </ul>	<p><u>Buddhism</u></p> <ul style="list-style-type: none"> <li>Understanding and exploring Buddhist beliefs.</li> <li>Learning and exploring Buddhist practices.</li> </ul> <p><u>Humanism</u></p> <ul style="list-style-type: none"> <li>Develop a detailed understanding of atheism and the range of views that can be found within it.</li> <li>Develop a detailed understanding of humanism and how its beliefs impact on how they live their life in practice</li> </ul>	<p><u>How can God exist in a world filled with evil and suffering?</u></p> <ul style="list-style-type: none"> <li>Know and understand what the problem of evil and suffering is with reference to the inconsistent triad.</li> <li>Know and explain how the existence of evil and suffering leads some to not believe in the existence of God.</li> <li>Know and understand how religious views can be used to counter the belief that God and suffering cannot coexist.</li> </ul>



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
YEAR 9	<p><u>Christian Beliefs</u></p> <p>To understand the nature of Christian beliefs and develop a deep understanding of them.</p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Incarnation.</li> <li>• Holy Week (Maudy Thursday, Good Friday, Easter Sunday)</li> <li>• Atonement and salvation</li> <li>• Life after Death</li> <li>• Judgement, Heaven and hell</li> </ul>	<p><u>Islamic Beliefs</u></p> <p>To understand the nature of Muslim beliefs and develop a deep understanding of them.</p> <p>The six articles of faith.</p> <ul style="list-style-type: none"> <li>• Tawhid</li> <li>• Holy Books</li> <li>• Angels</li> <li>• The prophets</li> <li>• The Day of Judgement</li> <li>• Predestination</li> </ul> <p>The five roots of 'Usul ad-Din</p> <ul style="list-style-type: none"> <li>• Tawhid</li> <li>• Prophethood</li> <li>• Adalat (justice)</li> <li>• The Imamate</li> <li>• Judgement and resurrection</li> </ul>	<p><u>Is religion and faith a cause for peace or war and conflict?</u></p> <p>To understand and explore religious and non religious ideas about peace and conflict.</p> <ul style="list-style-type: none"> <li>• Forgiveness and reconciliation</li> <li>• Reasons for war</li> <li>• Just war</li> <li>• Holy war</li> <li>• Pacifism</li> <li>• Weapons of mass destruction</li> <li>• Religion and peace making</li> <li>• Religious responses to the victims of war</li> </ul>
YEAR 10	<p><u>Christian Practices</u></p> <p>To know the range of Christian practices and understand the importance of these for Christians.</p> <ul style="list-style-type: none"> <li>• Liturgical worship</li> <li>• Non Liturgical worship</li> <li>• Formal prayer</li> <li>• Informal prayer</li> <li>• Sacraments</li> <li>• Pilgrimage</li> <li>• Christian festivals</li> <li>• The local Church and its work</li> <li>• The worldwide church and its work</li> </ul>	<p><u>Islamic Practices</u></p> <p>To know the range of Islamic practices and understand the importance of these for Muslims.</p> <ul style="list-style-type: none"> <li>• Five Pillars</li> <li>• Ten Obligatory Acts</li> <li>• Shahadah</li> <li>• Salah</li> <li>• Sawm</li> <li>• Zakah and Khums</li> <li>• Haj</li> <li>• Islamic festivals</li> </ul>	<p><u>Religion and Life</u></p> <p>To know and understand the scientific and religious beliefs about the origins of the Universe and the origins and value of human life.</p> <ul style="list-style-type: none"> <li>• Diverse teachings about the origins of the universe</li> <li>• Stewardship of the world's resources</li> <li>• Diverse teachings about the origins of human life</li> <li>• Euthanasia</li> <li>• Abortion</li> </ul> <p><u>Crime and punishment</u></p> <p>To understand and explore religious and non religious ideas about the causes of crime and the nature of punishment.</p> <ul style="list-style-type: none"> <li>• Causes of crime</li> <li>• Aims of punishment</li> <li>• Treatment of criminals</li> <li>• Forgiveness</li> <li>• The Death Penalty</li> </ul>



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p><b>Relationships and family</b> To understand and explore religious and non religious ideas about the relationships and family.</p> <ul style="list-style-type: none"> <li>• The nature of families in modern Britain.</li> <li>• The pupose of families</li> <li>• Marriage and cohabitation</li> <li>• Human sexuality</li> <li>• Divorce</li> <li>• Gender equality</li> <li>• Prejudice and discrimination</li> </ul> <p><b>Current Y11 2022/23 only</b></p> <p><b>Religion Peace and conflict</b> To understand and explore religious and non religious ideas about peace and conflict.</p> <ul style="list-style-type: none"> <li>• Forgiveness and reconciliation</li> <li>• Reasons for war</li> <li>• Just war</li> <li>• Holy war</li> <li>• Pacifisim</li> <li>• Weapons of mass destruction</li> <li>• Religion and peace making</li> <li>• Religious repsonses to the victims of war</li> </ul>	<p><b>Relationships and family</b> To understand and explore religious and non religious ideas about the relationships and family.</p> <ul style="list-style-type: none"> <li>• The nature of families in modern Britain.</li> <li>• The pupose of families</li> <li>• Marriage and cohabitation</li> <li>• Human sexuality</li> <li>• Divorce</li> <li>• Gender equality</li> <li>• Prejudice and discrimination</li> </ul> <p><b>Revision</b></p> <p>Christian beliefs Islamic beliefs Christian practices Islamic practices Religion peace and conflict Religion and life Religion crime and punishment Religion and family</p>	<p><b>Revision</b></p>

YEAR 11

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

