

## Religious Education 2022/21 (New Year 7 2022)

### 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>What is religion and belief – The Philosophy of Belief</u></p> <ul style="list-style-type: none"> <li>Understanding what our own beliefs and values are.</li> <li>Introduction to the schools of thinking: theology, ethics and philosophy.</li> <li>Overview summary of faiths studied at Key Stage 2: Christianity, Islam, Judaism, Sikhism.</li> </ul> <p><u>Do all Christians practice their faith in the same way?</u></p> <ul style="list-style-type: none"> <li>Develop knowledge of the diversity of Christian practice through an understanding of the differences across and with denominations.</li> <li>Develop an understanding of the lived experience of the range of Christian practices and how they might conflict with orthodox teaching.</li> <li>Evaluate sources of wisdom and authority to be able to explain the basis and reasoning for the practices of Christians.</li> </ul>	<p><u>Is it good thing to live in a multifaith/view society?</u></p> <ul style="list-style-type: none"> <li>Develop a knowledge of Britain today. This will include an understanding of the multi faith/view complexity of British Society.</li> <li>Evaluate the benefits of living in a multifaith/view society</li> <li>Evaluate the ethical dilemmas of living in a multi faith society including</li> <li>Understand the nature of British values. Do all religious and world views accept these ideas.</li> </ul> <p><u>Buddhism</u></p> <ul style="list-style-type: none"> <li>Understand and explore key Buddhist beliefs</li> <li>Analyse and explain the diversity of Buddhist beliefs</li> <li>Identify differences and similarities between Buddhism and faiths already studied</li> </ul>	<p><u>Why do we exist?</u></p> <ul style="list-style-type: none"> <li>Know and explain the religious views about creation</li> <li>Know and explain wider world views about the origins of the Universe including scientific theories</li> <li>Know and understand what it means to lead a good life. This will include a focus on religious views around judgement and other worldviews about the purpose of being alive.</li> </ul>		
	School of thinking	Philosophy/Theology	Ethics/Theology	Philosophy		
	Link to prior learning	<ul style="list-style-type: none"> <li>Key Stage 2 learning of Islam, Judaism and Sikhism.</li> <li>Key Stage 2 learning of Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Christian, Muslim, Jewish and Hindu beliefs</li> <li>Knowledge of non religious world views</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Christian, Muslim, Jewish and Hindu and Buddhist beliefs</li> <li>Knowledge of non religious world views</li> </ul>		



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 8</b>	<p><u>Do all Muslims practice their faith in the same way?</u></p> <ul style="list-style-type: none"> <li>Develop knowledge of the diversity of Muslim practice through an understanding of the differences across and with denominations.</li> <li>Develop an understanding of the lived experience of the range of Muslim practices and how they might conflict with orthodox teaching.</li> <li>Evaluate sources of wisdom and authority to be able to explain the basis and reasoning for the practices of Muslims.</li> </ul> <p><u>Do Animals have rights?</u></p> <ul style="list-style-type: none"> <li>Analyse and evaluate the range of religious and worldviews about the use of animals for experimentation</li> <li>Analyse and evaluate the range of religious and worldviews about the use of animals for food</li> <li>Know and understand the concepts of dominion and stewardship</li> </ul>	<p><u>How do Humanists lead a good life?</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>Hinduism</u></p> <ul style="list-style-type: none"> <li>Understand and explore key Hindu beliefs</li> <li>Analyse and explain the diversity of Hindu beliefs</li> <li>Identify differences and similarities between Hinduism and faiths already studied</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>
<b>Schools of thinking</b>	Theology/ethics	Theology/philosophy	Philosophy
<b>Link to prior Learning</b>	<ul style="list-style-type: none"> <li>Links to learning of Muslim beliefs</li> <li>Knowledge of Christian, Muslim, Jewish and Hindu and Buddhist beliefs</li> <li>Link to concept of ethical thinking - British Society</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Christian, Muslim, Jewish and Hindu and Buddhist beliefs</li> <li>Link to concept of philosophical thinking - Why do we exist?</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Christian, Muslim, Jewish and Hindu and Buddhist beliefs</li> <li>Link to concept of philosophical thinking - Why do we exist? How do we lead a good life?</li> </ul>



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 9</b>	<p><u>Do all Christians believe the same things?</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>Do all Muslims believe the same things?</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>



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
<b>YEAR 10</b>	<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>• Animal rights</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
<b>YEAR 11</b>	<p><u>Relationships and family</u></p> <p>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><u>Revision</u></p> <p>Christian beliefs</p> <p>Islamic beliefs</p> <p>Christian practices</p> <p>Islamic practices</p> <p>Religion peace and conflict</p> <p>Religion and life</p> <p>Religion crime and punishment</p> <p>Religion and family</p>	<p><u>Examination</u></p>

\*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.