

Subject Curriculum Information Pack



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Curriculum Intent



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Curriculum statement: Religious Education

Religious Education challenges pupils to ask questions about the ultimate meaning and purpose of life: Why are we here? Does God exist? Is there a life after death? How was the universe created? It encourages pupils to respect themselves and understand their own identity. In R.E pupils learn about different world religions and how they should be tolerant and respect others, whose faiths and beliefs may be different to their own. Religious Education is not about being 'religious', it is about helping pupils to live harmoniously with others in multicultural Britain. It promotes discussion and encourages pupils to think for themselves about ultimate questions and moral issues.

Intent

In keeping with the Agreed Syllabus for Dudley, the focus of the work we do at KS3 is to focus on teaching fewer things but in greater depth. It is believed to be better to explore the issues of the kind that we study by drawing upon the way these have been discussed in a limited number of traditions to deepen knowledge and understanding. Our curriculum at key stage 3 is designed to encourage our students to enquire into perennial questions and issues which are continually being debated and which for many are, and in some cases always have been, at the heart of what religious faith is all about. Many of the big questions that we look at mean that some of our students will challenge religion but also be challenged by it. One of the important purposes of RE is to introduce our students to some of the arguments, ideas, issues and difficulties surrounding questions of this kind.

Implementation

Progression is mapped coherently and pupils follow a Scheme of work directly linked to the Dudley Agreed Syllabus at KS3 and then at GCSE they follow the AQA Religious Studies A. At GCSE we focus on Christianity and Islam as our two chosen religions as this reflects the make-up of the local area and our school community. The progression allows for effective differentiation, marking and feedback, and challenge for all. Pupils have access to key terminology and sources of wisdom to improve religious literacy. Regular extended writing allows pupils to develop their language and vocabulary. In Key Stage 4 the learning is built on from KS3 to deepen their understanding of the relationship between people and their religion and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. The scheme of work through KS3 and 4 has an emphasis on developing students' knowledge and understanding of religions and non-religious beliefs and sources of wisdom and authority. We focus on developing their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject from their very first lesson in year 7. They are regularly encouraged to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community.

Throughout each key stage, the learning deepens their understanding of ethical issues and students are given opportunities to identify with religious teachings and see the impact these may have on their own lives.

Assessment is carried out throughout the year through regular and timely formative assessments in class as well as summative assessments linked to the individual unit of study. Assessments in KS3 help students develop the skills that they will require at KS4 should they choose to continue RE at GCSE. At Key stage 4 each assessment is GCSE levelled and written homework linked to **knowledge Organisers** are in development for KS3 for September.

Our 5-year plan outlines the units covered throughout the years and the constant recap and extension helps to build pupils knowledge.

Impact By the end of Key Stage 3:

Students have the opportunity to engage in classic arguments on the existence of God, the problem of suffering and whether there is any form of life after death about which much has been written and discussed. These arguments continue to be part of current discussion and so continue to be relevant and develops their ability to construct a logical argument. They are familiar with key events in Christianity and Islam and their importance to believers today.

They are able to describe a range of religious concepts and practices, as well as religious views on social justice and the environment. Pupils develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils develop care and respect for each other and the world in which they live. Teaching of the Golden Rule which is upheld by all religions, and other religious stories and parables instils and reinforces the qualities of kindness and tolerance and support the need for equality for all.

By the end of Key Stage 4:

Pupils demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. Pupils are able to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils can confidently articulate justified opinions on ethical issues, giving religious, non-religious and personal views. Pupils are able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils are able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.

Year 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Religious Studies

	Autumn Term	Spring Term	Summer Term
Topic	Religion, Crime and Punishment – part 1 Christianity part 1 – key beliefs/Jesus and salvation	Religion, Human Rights and Social Justice- part 1 Islam Part 1 – Beliefs and teaching/Authority	Religion, Peace and Conflict – part 1 Religion and Life – The Origins and Values of the universe/Human life
Key Learning & Skills	<ul style="list-style-type: none"> Religious attitudes to lawbreakers and different types of crime Religious attitudes to suffering and causing suffering to others Christian beliefs about the nature of God Creation The Trinity and the oneness of God The incarnation, crucifixion and resurrection of Jesus The afterlife and judgement/heaven and hell Sin and the role of Jesus in salvation knowledge and understanding of key sources of wisdom and authority understanding the influence of religion on individuals, communities and societies understanding similarities and differences between and/or within religions and beliefs constructing well-informed and balanced arguments 	<ul style="list-style-type: none"> Religious teachings on social justice, human rights and the freedom of religion. Religious teachings on prejudice and discrimination Muslim beliefs about the nature of God Key beliefs of Sunni and Shi’a Islam Angels Prophethood Life after death Predestination Holy books knowledge and understanding of key sources of wisdom and authority understanding the influence of religion on individuals, communities and societies understanding similarities and differences between and/or within religions and beliefs constructing well-informed and balanced arguments 	<ul style="list-style-type: none"> Contrasting beliefs on the following three issues: Violence, terrorism and pacifism. The Origins and Values of the universe/human life - religious teachings and scientific views The value of animals/the environment The concepts of sanctity of life and the quality of life. Abortion - ethical arguments related to abortion Euthanasia. Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. knowledge and understanding of key sources of wisdom and authority understanding the influence of religion on individuals, communities and societies understanding similarities and differences between and/or within religions and beliefs constructing well-informed and balanced arguments
End points	They will have a clear understanding of the key beliefs in Christianity and will be able to explain ideas about the nature of God, the concept of the Trinity and the importance of Jesus. They will know and understand keywords such as incarnation and salvation. They will have a clear understanding of key beliefs in Islam and will be able to explain key ideas about the nature of God, key differences between the two main branches of Islam and key concepts linked to those beliefs such as prophethood. They will know and understand a range of keywords such as Tawhid and Adalat. They will know religious attitudes to crime and punishment, social justice and religious freedom. They will know religious teaching on the use of violence and pacifism. They will know the religious teaching behind the concept of the “sanctity of life” and be able to apply it to abortion and euthanasia.		
Informal (formative) Assessment	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions 	<ul style="list-style-type: none"> Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions
Formal (summative) Assessment	<ul style="list-style-type: none"> End of unit assessments 	<ul style="list-style-type: none"> End of unit assessments 	<ul style="list-style-type: none"> End of unit assessments Summer exams

Year 11 Curriculum Assessment Map



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Curriculum Assessment Map: Year 11 Religious Studies

	Autumn Term	Spring Term	Summer Term
Topic	Religion and Life – The Origins and Values of the universe/Human life Christianity part 2 – worship and festivals Crime and punishment – part 2	Islam Part 2 – Worship, duties and festivals Religion, Human Rights and Social Justice- part 2 War, peace and conflict – part 2	Exam preparation
Key Learning & Skills	<ul style="list-style-type: none"> • The concepts of sanctity of life and the quality of life. • Abortion and euthanasia. • Beliefs about death and an afterlife • Different forms of worship and their significance: • Baptism and Eucharist and its significance • The role and importance of pilgrimage and celebrations • The role of the Church in the local community. • The place of mission, evangelism and Church growth. • The aims of punishment, including: retribution, deterrence and reformation. • The treatment of criminals and the death penalty. • knowledge and understanding of key sources of wisdom and authority • understanding the influence of religion on individuals, communities and societies • understanding similarities and differences between and/or within religions and beliefs • constructing well-informed and balanced arguments 	<ul style="list-style-type: none"> • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. • Jihad: different understandings of jihad • Festivals and their importance for Muslims • Wealth, including: the right attitude to wealth and the uses of wealth and the exploitation of the poor • Charity • Reasons for war • The Just War Theory and Holy war. • knowledge and understanding of key sources of wisdom and authority • understanding the influence of religion on individuals, communities and societies • understanding similarities and differences between and/or within religions and beliefs • constructing well-informed and balanced arguments 	<ul style="list-style-type: none"> • Preparation for the final GCSE exams • knowledge and understanding of key sources of wisdom and authority • understanding the influence of religion on individuals, communities and societies • understanding similarities and differences between and/or within religions and beliefs • constructing well-informed and balanced arguments
End points	They will have a clear understanding about different forms of worship and its importance to Christians. They will be able to explain how the Church works in the local community and in an international context. They will be able to use keywords such as liturgical, sacraments and Eucharist. They will know what the Five Pillars and the Ten Obligatory Acts are and their importance to Muslims. They will be able to use keywords such as salah, jummah and Jihad. They will know why festivals are important to both Muslims and Christians and how they are celebrated. They will know and be able to name the aims of punishment and be able to give a range of arguments for and against the death penalty. They will be able to explain religious attitudes to the use of wealth. They will be able to give a range of arguments for and against war.		
Informal (formative) Assessment	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions 	<ul style="list-style-type: none"> • Starters and plenaries, paired work, GRIT tasks and verbal feedback, practice questions
Formal (summative) Assessment	<ul style="list-style-type: none"> • End of unit assessments • Mock exams 	<ul style="list-style-type: none"> • End of unit assessments 	<ul style="list-style-type: none"> • Exam questions and full papers



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