

Curriculum Overview

Subject: RE

Ambition

RE aims to ensure students can understand religions as the believers understand them. It expands to take into account not only how believers understand the religions today but also how the religions have been understood throughout history. Our approach is based on the centrality of storytelling for not only religions themselves, but also in building schema for sound understanding of those religions. Students gain an understanding of different cultures around the world and the religions they may practice and how this may influence their understanding of ethical issues and how various religions may approach these. This powerful knowledge will address social disadvantage by developing students understanding of religions and belief systems beyond their current experiences.

Department Sentence

“The RE department ensured that every student had a sound understanding of the key beliefs of the major world religions, with an in depth knowledge of key beliefs, practices and scripture within Christianity and Islam; and experience in applying beliefs to make ethical decisions.”

Principles

- **Intelligent sequencing of powerful knowledge**

- The year 7 curriculum is designed to understand key stories within Christianity and Islam. This is to support them in understanding concepts and the origins of concepts at KS4. Year 7 focusses on stories in the Old Testament, Life of Jesus and Key stories within Islam. This supports students understanding of these religions and in correcting misconceptions associated with these religions. The year 7 curriculum also includes the topic ‘Problem of Evil’. This supports students understanding of poverty in the world and the beliefs different religions have on suffering and its origin. The year 8 curriculum is designed to give students and understanding of different world religions and the practices they may involve. The KS4 curriculum is designed to develop an understanding of the main religious beliefs, teachings and practices of Christianity and Islam. It is also designed to support students in applying these teachings to ethical topics and other world issues.
- Students will be able to analyse religious texts successfully, including appreciating different interpretations of those texts. They will also be able to apply their understanding of particular religions to arrive at an understanding of religious perspectives on ethical issues. Students will also know the foundational stories of Islam, Christianity, Hinduism, Judaism, and Sikhism. They will gain some understanding of Zoroastrianism, and some variants of Animism and Confucianism. They will know the beliefs and practices of Islam and Christianity in detail. Students will have experienced views of religion and ways of thinking about the world from multiple different perspectives. Students will be able to evaluate information presented to them, including religious scripture. They will be able to draw conclusions by forming balanced arguments which will allow them to express their own opinion. This will give students an understanding of different religions and cultural views, allowing them to appreciate these.
- The RE curriculum considers a range of religions which are practiced around the globe. The race of religious figures is considered, to give an accurate understanding of the characteristics and ethnicity of these figures. For example, when looking at Christianity, students are exposed to different views on the race of Jesus and are given a more accurate representation of him. The year 7 and 8 curriculum considers under represented world religions, including the indigenous African religion of the Yoruba people and religions such as Zoroastrianism. The unit on Judaism tackles origins of anti-Semitism, and its relation to contemporary debates on Israel and Zionism. The KS4 unit on crime and punishment considers the disproportionate impact of the death penalty on Black Americans. When discussing certain topics such as terrorism, we consider how certain races and ethnicities are portrayed by the media and challenge these stereotypes directly. We use religious teachings from both Christianity and Islam to support with this.
- Reading is prioritised by using reading reconsidered during lessons. We encourage the use of high level vocabulary in lessons. We read extracts from religious scripture, for example the Bible and the Qur’an. We read parables and interpret these along with scripture. We also complete comprehension tasks on this reading.
- We believe the understanding of religious beliefs enhances students chances of climbing their mountain and being successful at university as it gives them the skills to be able to understand how people may practice their faith and how they may apply their beliefs when making ethical decisions.

- **Beyond the National Curriculum**

- We consider the religious beliefs and practices from the religious believers point of view. We encourage students to consider this by analysing key scriptures and texts. We consider a range of religions and how their beliefs may influence their practices. This includes religions across the globe.

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 Reception through 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	Knowledge Introduced	Beliefs and values The Old Testament	The life of Jesus Islam	Islam The problem of evil
	Knowledge Revisited	Understanding religious stories	Understanding of the testaments in the Bible	Beliefs and values
Year 8	Knowledge Introduced	Hinduism Sikhi	Sikhi Judaism	World religions Ethics
	Knowledge Revisited	How practices are influenced by key beliefs	Important religious figures in Abrahamic faiths	Beliefs and values
Year 9	Knowledge Introduced	Christian beliefs and teachings	Christian practices	Islamic beliefs and teachings
	Knowledge Revisited	Life of Jesus and origins of Christianity	Beliefs and values and how this may impact Christian practices	Stories of the Prophet Muhammad (pbuh)
Year 10	Knowledge Introduced	Islamic beliefs and teachings Islamic practices	Islamic practices Religion and Life	Religion and life Relationships and families
	Knowledge Revisited	Stories behind the 5 pillars	Beliefs and values	Beliefs and values
Year 11	Knowledge Introduced	Crime and punishment Peace and conflict	Peace and conflict Revision	Revision
	Knowledge Revisited	Christian beliefs and Islamic beliefs	Key scripture	

***A powerful, knowledge-rich curriculum teaches both substantive 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 the Trust website, for further information about how we have designed our curriculum around these concepts .**

Homework

From Y7 onwards, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice for every year group and is tied to Morning Meeting.

In addition, to support depth of learning and retrieval of powerful knowledge specifically in our subject domain we also:

- 100% homework for Y7 and 8.
- Y11 extended homework on exam questions