

## Curriculum Overview: RE

The FHS RE curriculum aims to help students learn more about Christianity and other world religions so that they can better understand the history of British culture and values but also to understand many of the other world faiths that are present in Britain today. We hope that the FHS RE curriculum will help our students grow as compelling and ethical individuals who will make a difference to their communities, now and in the future. The study of Christianity and Islam at GCSE represents the religious make-up of Britain as well as the world; Christianity and Islam are the two largest religious groups. Students should leave FHS with a body of knowledge regarding Islam and Christianity which goes beyond the basic and truly understands the complexities of these religions.

Main concepts and ideas:

Religious Beliefs Beliefs, practices and sources of authority
Influence Influence on individuals, communities and societies
Similarities and differences Similarities and differences within and/or between religions and beliefs
Analysis and Evaluation Analyse and evaluate aspects of religion and belief, including their significance and influence

Through support and scaffolding, all students will be able to acquire this knowledge and develop this understanding, regardless of starting point or special educational needs or disabilities.

## Pre-GCSE Geography

<b>What we study in Year 7 and why we study it</b>	<b>Concepts</b>	<b>Competencies</b>	<b>Literacy/numeracy</b>
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<p><b>Christianity</b>  <b>What is the big story told in the Bible?</b>  We start with this unit as it reflects Britain as a Christian country. We want students to understand where the Christian Church comes from. This unit has a direct link to the four units from the GCSE paper 1 – Christianity.</p> <p><b>Key Christian individuals</b>  We move on to this unit next as it uses knowledge built when studying the birth of the Christian Church and applies it to the ways in which key Christian individuals have used their faith to guide and inspire them. Although this unit does not have a direct link to the GCSE, it shows students the value of religious faith and will hopefully help them to see the value of studying RE in school. Not all our key stage 3 topics are directly linked to the GCSE but they teach students the value of faith.</p>	<p>The Christian story  The birth of the Christian Church</p> <p>The lives of Desmond Tutu, Maria Gomez and Martin Luther-King  Christian values and social justice  Justice, love and service</p>	<p>Describing new key words  Understanding how faith can develop  Describe the things we can do to make the world we live in a better place for humanity</p> <p>Evaluating the successes of key individuals  Understanding how faith inspires action</p>	<p>Interpreting and evaluating a range of different sources  Summarise  Learn and use key words  Read and analyse traditional religious stories/prayers  Speak and listen in groups – discuss and share information</p> <p>Extended writing  Giving opinions</p>
<p><b>World Religions</b>  <b>Neither of these units have a direct link to the GCSE. However, they still have value. They are religions that are important to faith groups within Britain and studying these topics reflects the British value of tolerance of all religious groups and beliefs.</b></p> <p><b>Buddhism – Who was Gotama Buddha?</b>  This is the first time that students may have encountered Buddhism so it's important that we are able to start at the beginning and tell the story of Gotama Buddha. It's good for students to move away from Christianity now as we</p>	<p>Key events in the life of the Buddha  Key teachings of the Buddha such as: The Four</p>	<p>Using wide religious vocabulary  Expressing reasoned responses  Articulate personal responses arising from critical thinking</p>	<p>Interpreting and evaluating a range of different sources  Summarise  Learn and use key words</p>

<p>want them to understand that RE at FHS is about many different faiths.</p> <p><b>Sikhism – What makes the Gurdwara special?</b> Building on their knowledge of Buddhism we now move onto one of the other main world faiths. In this unit pupils consider how a Sikh beliefs affect everyday actions and informs how Sikhs live their lives. They will also consider the Gurdwara which is central to many Sikh beliefs. We examine what the Gurdwara tells us about the Sikh religion and students will give their own views about what makes a Gurdwara special.</p>	<p>Noble truths and The Eightfold Path</p> <p>Understanding the importance of the Gurdwara – the Sikh place of worship Key Sikh beliefs Different ways Sikhs show commitment to their faith e.g The Five Ks.</p>	<p>Identify experiences that may cause people to ask questions of meaning and purpose</p>	<p>Read and analyse traditional religious stories/prayers Speak and listen in groups – discuss and share information</p> <p>Extended writing Giving opinions</p>
<p><b>Faith in Practice: A place for all</b> <b>Both of these units have direct links to the GCSE, especially the unit: ‘Living the Christian Life’ from paper 1.</b></p> <p><b>Pilgrimages and journeys</b> Students will investigate the differences between pilgrims and tourists. They will access a wide variety of cultures in order to fully appreciate the diversity between the two.</p> <p><b>A church for all Christians</b> Students will understand the meaning of the word denomination. They will understand why different</p>	<p>The difference between a tourist and a pilgrim Places of pilgrimage</p> <p>Christian denominations</p>	<p>Discuss and describe a range of ideas Articulate personal responses arising from critical thinking Identify experiences that may cause people to ask questions of meaning and purpose</p>	<p>Gathering Ideas Drafting a brochure Writing an article Interpreting and evaluating a range of different sources Learn and use key words</p>

<p>denominations worship in different ways. In order to achieve this, students will design one church to satisfy the needs of different denominations.</p>	<p>Features of different denominations Faith in action</p>		<p>Speak and listen in groups – discuss and share information Extended writing Giving opinions</p>
<p><b>What we study in Year 8 and why we study it</b></p>			
<p><b>World Religions</b> This prepares students for the units from GCSE paper 2 – the Muslim Paper.</p> <p><b>What is the best kind of guidance?</b> This is a great way to start year 8 as we are drawing on previous knowledge of world religions and asking and debating big questions about moral and social justice whilst learning about world faiths.</p> <p><b>How do the everyday lives of Muslims affect their lives in Britain?</b> We study this unit, as Islam is the second largest religious in the world and in Britain. Young people may be influenced by the media regarding their views of Islam and it's important that their teachers are able to communicate some facts regarding what Islam really represents. However, it is also important that students can ask questions regarding populist views.</p>	<p>Religious guidance The influence of religious leaders The ten commandments Codes for living</p> <p>Islam The call to prayer. The Five Pillars of Islam and how these affect the everyday lives of Muslims. The importance of prayer to Muslims</p>	<p>Giving an informed account of the similarities and differences between different religions. Articulate personal responses arising from critical thinking Evaluate the relevance of the insights of various different religious and non-religious groups</p> <p>Understanding how beliefs affect everyday lives. Being able to memorise key facts such as The Five Pillars.</p>	<p>Summarise key ideas Sort information Analyse sacred writing Feedback to a group Write an extended piece of writing Interpreting and evaluating a range of different sources</p> <p>Arguing a case for and against the call to prayer Summarise key ideas Sort information Analyse sacred writing Feedback to a group Interpreting and evaluating a range of different sources</p>

	Evaluate different points of view.		
<p><b>The Big Questions</b>  <b>This prepares students for ‘Matters of Life and Death’ a unit from paper 1 of the GCSE, however, students also need to understand this for paper 2 as knowledge is required regarding Muslim beliefs also. The concept of evil and suffering is a key idea for GCSE RE and it is often stated as a reason to deny the existence of God.</b></p> <p><b>Death: is it the end?</b>  We study this unit in year 8 as it can be a difficult subject to study and year 7 students may be a little too young to approach it with maturity. This is an important theme at GCSE as students need to know about the concepts for both papers; Islam and Christianity. It helps students to understand why people may turn to religious as it offers so many answers to the big questions about life.</p> <p><b>Does suffering make it impossible to believe in God?</b>  This builds well on learning from the previous units as suffering is often linked to death, plus it is another multi-faith unit. In this unit students will study responses to the existence of God focusing on the existence of suffering in the world.</p>	<p>Similarities and differences regarding religious beliefs about life after death.  Near-death experiences and how they might be explained.  Different beliefs about life after death.  Hindu, Christian, Muslim and Jewish beliefs about life after death.</p> <p>Evil and suffering  Debate the key questions – does suffering make it possible to believe in God?  How does suffering affect belief in god?  Christian teachings about suffering</p>	<p>Giving an informed account of the similarities and differences between different religions.  Articulate personal responses arising from critical thinking  Evaluate the relevance of the insights of various different religious and non-religious groups; understanding the scientific and/or the atheist view</p>	<p>Summarise key ideas  Sort information  Analyse sacred writing  Feedback to a group  Write a poem  Write an extended piece of writing  Interpreting and evaluating a range of different sources  Debate the big questions</p>

	<p>Moral evil and natural evil The story of Job How do people react and respond to suffering? The nature of God: omnipotence, omnipresence, omniscience.</p>		
<p><b>Forgiveness, Reconciliation, Equality</b> The first of these units prepares students for paper 1 of the GCSE as this teaches students about Christianity, which is the focus of paper 1. The second topic on Jerusalem has not direct link to the GCSE, however, it is an important concept in any good RE curriculum as it is such an important thing for young people to know about.</p> <p><b>Did Jesus save the world?</b> It's important that our RE curriculum reflects the fact that Britain is a Christian country; students show know about the history of the faith. This unit is placed here as the previous two units are multi-faith and more theme based, we now need to return to a Christian focus. This unit teaches students about the life and teaching of the central figure of Christianity and his meaning, significance and impact for followers today.</p> <p><b>Are religions a source of peace or a cause of conflict? How could a faith school work in Jerusalem?</b> Through the study of previous units students are able to see the value that people place on faith which enables them to better understand why the people of Jerusalem are so passionate about the religious scared places located in the city. However, this unit is also about thinking toward</p>	<p>Who was Jesus? What did he do? The impact of the teachings of Jesus on the lives of Christians in relation to forgiveness, justice, love and service.</p> <p>Life in Jerusalem Religious claims to Jerusalem</p>	<p>Express insights into the relevance of values for today. Formulate questions and suggest answers, relating them to their own and other peoples' lives. Evaluating different points of view Giving an informed account of the similarities and differences between different religions. Articulate personal responses arising from critical thinking</p>	<p>Summarise key ideas Sort information Analyse sacred writing Feedback to a group Interpreting and evaluating a range of different sources</p> <p>Discuss and share information in groups Draft key points and priorities in preparation for a letter Bring together ideas and information to be put in the letter to the new teacher</p>

<p>the future and seeing a more peaceful world which is an excellent way to end KS3 RE studies before starting the foundation work for GCSE in year 9.</p>	<p>The challenges associated with living in a multi-faith society The idea of 'faith claims' Christianity Judaism Islam</p>		
<p><b>GCSE Religious Studies - Edexcel Religious Studies Spec B</b></p>			
<p>The sequencing of the GCSE course is based on the principle of interleaving between the two religions – Christianity and Islam, so that prior knowledge is revisited at regular intervals. Year 9 is a foundation year for GCSE RE; we can teach the core beliefs of Christianity and Islam. These units represent good learning in-line with any good RE curriculum. It also means that we can really dig deep on the concepts and spend valuable time debating some of the issues. This has helped us to avoid a 'conveyor-belt' type curriculum where teachers are simply speeding through the GCSE curriculum with no time for discussion and depth.</p>			
<p><b>What we study at GCSE</b></p>	<p><b>Concepts</b></p>	<p><b>Competencies</b></p>	<p><b>Literacy/numeracy</b></p>
<p><b>Area of Study 2 - Section 1 – Muslim beliefs</b> Explores the different beliefs of Muslims for both Shi'a and Sunni.</p> <p>This is positioned here as Islam the second largest religion in the UK and it is important for our students to have a knowledge about this religion. It is a very academic unit as students are expected to know many words outside of the English language. This is helpful in creating the ethos that GCSE RE is a serious subject that requires real thought and hard work.</p>	<p>Belief Truth Islam Sunni and Shi'a Islam</p>	<p>Understanding the difference between Sunni and Shi'a beliefs. Defining and spelling new words eg Malakiah for angels and Al-Qadr for predestination. To understand why beliefs are important and how they may affect everyday lives of Muslims.</p>	<p>Spelling and defining Islamic key words. Use of capital letters for proper nouns such as Allah and Muhammad. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions. Language for counter-argument: although, however, nevertheless.</p>

<p><b>Area of Study 1 - Section 1 – Christian beliefs</b> Explores the early days of the religion including the study of the Creation story, The Trinity and The Doctrine of the Incarnation.</p> <p>This is positioned here as many students would have come across many of the concepts and competencies included in this unit of work at primary school and even at Sunday school when younger. After a particularly tricky unit to start off with, we now return to topics that will feel familiar. This helps students to feel confident about the subject.</p>	<p>British culture British values Christianity Creation Literal and non-literal interpretations The Trinity</p>	<p>Understanding different interpretations of stories from the Bible. Analysing these differences and how they could affect people's lives.</p>	<p>Understanding the difference between literal and metaphorical. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>
<p><b>Area of Study 1 – Section 2 – Marriage and the Family</b> Explores the beliefs Christians have about marriage, family and the local community.</p> <p>This is positioned here as students are still in year 9 and this unit is far more age-appropriate. All students will have an understanding of family types. The units that follow require students to be that little bit older so that they can deal with the complexities.</p>	<p>Christianity Different family types The importance of the family Marriage Divorce Homosexuality</p>	<p>Understanding divergent views regarding the key concepts. Using their own experiences to understand someone else's. Comparing religious views with non-religious views. Understanding how things change over time and why.</p>	<p>Understanding terms such as nuclear family and blended family. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>

<p><b>Area of Study 2 – Section 2 – Crime and Punishment</b> Explores how Muslims react and beliefs in crime, punishment and the growing issues of the world. Discusses attitudes towards crime, justice, evil and suffering.</p> <p>This is positioned here as this represents the first unit of year 10. It is a unit that young people find interesting and includes some great debates about the aims of punishment and capital punishment. It is a great way to get students enthused and interested in their RE studies again after the long summer break.</p>	<p>Islam Crime Punishment The Death Penalty Torture Treatment of criminals The causes of crime</p>	<p>Understanding divergent views regarding the key concepts. Comparing religious views with non-religious views. Debating controversial topics. Making links between the causes of crime.</p>	<p>Understanding terms such as deterrent, reformation and retribution. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>
<p><b>Area of Study 1 – Section 3 – Living the Christian Life</b> Explores the different practices Christians have in terms of worship, sacraments and the comparison between the Church and the church.</p> <p>This is positioned here as students need to recall what they learnt in the topic ‘Christian Beliefs’ studied in year 9. However, they now need to apply these beliefs to real life and how those things affect Christians’ actual lives – this is the focus of this unit. The previous units mean they are now more equipped to do this.</p>	<p>Christianity Beliefs in action Baptism Eucharist The future of the Church The local church Religious celebrations</p>	<p>Understanding how people’s beliefs affect their lives. Comparing religious history with culture. Understanding the true meaning of British festivals. Analysing different views.</p>	<p>Understanding terms such as sacrament, doctrine and incarnation. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>
<p><b>Area of Study 2 – Section 4 – Peace and Conflict</b> Explores the roles Muslims have towards peace and peace-making in addition to theories of Just and Holy Wars.</p>	<p>Islam Peace Conflict Just War Holy War</p>	<p>Understanding that the populist view of Islam is not fact. Being able to argue a point using knowledge.</p>	<p>Understanding Islamic terms such as Harb al maqadis (Holy War). Using quotes from sources of authority. Point, explain,</p>

<p>This is positioned here as it represents the end of year 10 and we want to end with something equally as interesting as the first unit for this year. Peace and Conflict debates the ideas of just and holy wars and represents topics that students can really get ‘stuck in to’.</p>	<p>Terrorism</p>	<p>Analysing different views. Understanding divergent views regarding the key concepts. Comparing religious views with non-religious views. Debating controversial topics.</p>	<p>point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>
<p><b>Area of Study 2 – Section 3 – Living the Muslim Life</b> Explores the beliefs and practices of the faith and how this is seen in daily life.</p> <p>This topic is used here (usually as the first unit in Year 11) as many of the concepts recap the ‘Muslim Beliefs’ topic and can be revised and recapped. There is much to learn here as students have to memorise The Five Pillars Of Islam and the Ten Obligatory Acts of Shi’a Islam. It’s a great opportunity to remind students of the need to work on their revision techniques.</p>	<p>Islam The Five Pillars The Ten Obligatory Acts Jihad Religious Celebrations</p>	<p>Memorising new key words; meanings and spellings. Being able to understand the difference between media created definitions and the real definitions. EG Jihad. Understanding that the populist view of Islam is not fact. Understanding how being a Muslim affects everyday life.</p>	<p>Understanding Islamic terms such as Jihad, Salah, Zakah and Hajj. Understanding the word ‘obligatory’. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-argument: although, however, nevertheless.</p>
<p><b>Area of Study 1 – Section 4 – Matters of Life and Death</b> Explores the different beliefs of Christians in terms of the origins of the universe through to death.</p> <p>We place this topic here as this is the end of year 11 when students need something that interests them the most. Young people enjoy exploring the ideas around death and the afterlife, they almost always have an opinion on</p>	<p>Christianity The afterlife Near-death experiences The soul Euthanasia Abortion Capital punishment</p>	<p>Understanding non-religious explanations for paranormal events. Being able to analyse different views. Understanding divergent views regarding the key concepts. Comparing religious views with non-religious views.</p>	<p>Understanding terms such as abortion and euthanasia. Using quotes from sources of authority. Point, explain, point explain – for exam questions. Evaluating arguments in exam questions and using language for counter-</p>

euthanasia and abortion which is a good way in when we need students to be at their most engaged.		Debating controversial topics.	argument: although, however, nevertheless.
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