

Religious Education Curriculum Intent

At The Kingsway School, we believe the study of Religious Education is important because it is vital to be religiously literate in an increasingly diverse society.

The foundations of Religious Education are built on a fundamental understanding of the innate value of each individual by virtue of them being human. We help our students to understand that what unites us as a human race far outweighs that which divides us.

Students apply the knowledge they gain by engaging in meaningful, respectful discussion and debate about life's big questions. Additionally, they will be able to use a variety of sources of wisdom and authority to explain the reasons behind religious beliefs and practices. Students engage critically with opposing viewpoints and evaluate the validity of different arguments before coming to a justified, personal conclusion based on evidence.

Our Religious Education curriculum covers a variety of religious and non-religious worldviews as well as discussing divergent opinions within those groups. Understanding those who are "other" or different to us breaks down barriers, reduces ignorance and promotes tolerance and respect.

Fundamentally, the study of Religious Education at The Kingsway School will enable our young people to positively contribute to society because they will understand and appreciate religious diversity, be able to treat those they disagree with respectfully, and engage in thoughtful, informed, reasoned debate.

Key Stage 3

The curriculum experience at KS3 is reflective of the diverse experience of RE students receive across the variety of primary schools. Therefore we begin with a module that explores what religious people mean by the term "God" including basic characteristics and culminating in an evaluation of the main arguments for and against God's existence. In the rest of Y7 and Y8 students have the opportunity to explore a variety of different world religions including a study of their beliefs, practices and lived experiences. In Y9 our focus shifts to non-religious approaches to the world including different ethical approaches toward making moral choices. KS3 concludes by exploring two specific areas of morality; religion and the environment and matters of life and death which give students a taster of some of the content covered at GCSE. This helps them make an informed choice as to whether GCSE Religious Studies is for them.

Key Stage 4

Our KS4 curriculum focuses on the study of Christianity and Islam. This includes modules on beliefs and practices as well as the exploration of four different moral issues topics through the lens of specific religions. Students follow the Edexcel Religious Studies B specification and sit two formal examinations at the end of the course, one on Christianity and the other on Islam. Our aim throughout the Key Stage 4 curriculum is to not only prepare them for the requirements of their GCSE examinations but to also equip them with knowledge and skills for life.

Subject: Year 7 Religious Education

Year 7 Curriculum Intent: The Religious Education curriculum in Y7 aims to provide students with the opportunity to explore their own worldview whilst deepening their understanding of the worldviews of others. In particular in Y7, students are introduced to common beliefs about the nature of God and the main arguments for and against the existence of a Supreme Being. Students are encouraged to share their personal beliefs whilst learning to respect the views of others. Respectful debate is facilitated and students learn how to disagree well. There are also opportunities to delve deeper into some of the arguments of theists, agnostics and atheists and begin to critically question the strength of these arguments. Students are then introduced to two contrasting religious traditions: Judaism and Hindu Dharma. This includes an appreciation of the origins, beliefs and practices of two of the oldest religious traditions in the world. Judaism provides an excellent foundation for moving on in Y8 to studying the other Abrahamic faiths. Hindu Dharma is revisited in Y9 when the focus of the curriculum shifts to issues of morality and ethics.

	Scheme 1: Belief in God	Scheme 2: Judaism	Scheme 3: Hindu Dharma
Acquire	<p>Knowledge of what we mean by “God”.</p> <p>Commonly accepted characteristics of God.</p> <p>Meanings of theist, atheist and agnostic.</p> <p>Main arguments for and against belief in God.</p>	<p>Knowledge of significant characters in the Torah including Abraham, Joseph and Moses.</p> <p>An awareness of the covenantal promises God made to Abraham and his descendants.</p> <p>An overview of Jewish beliefs and practices.</p>	<p>Knowledge of basic beliefs and practices of Hindus including beliefs about God, sacred texts, worship, festivals and the afterlife.</p>
Apply	<p>Outline arguments for and against God’s existence based on evidence.</p> <p>Come to a personal conclusion about the existence of God based on evidence.</p>	<p>Outline basic beliefs and practices of Jews based on sacred texts.</p> <p>Reflect on the relevance of Jewish teachings about Passover and the Sabbath to modern life.</p>	<p>Outline basic beliefs and practices of Hindus based on sacred texts.</p> <p>Compare Hindu beliefs about the afterlife to those in the Abrahamic faiths.</p>
Vocabulary	<p>God</p> <p>Theist</p> <p>Atheist</p> <p>Agnostic</p> <p>Omnipotent</p> <p>Omnibenevolent</p> <p>Omniscient</p>	<p>Faith</p> <p>Sacrifice</p> <p>Covenant</p> <p>Sovereignty</p> <p>The 10 Plagues of Egypt</p> <p>Exodus</p> <p>The Ten Commandments</p>	<p>Hindu Dharma</p> <p>Brahman</p> <p>Trimurti</p> <p>Brahma</p> <p>Vishnu</p> <p>Shiva</p> <p>Vedas</p>

	<p>Omnipresent William Paley's Watchmaker The Big Bang Theory The Theory of Evolution The Problem of Evil and Suffering</p>	<p>Passover Sabbath Torah Shema Synagogue</p>	<p>Diwali Samsara Atman Reincarnation Moksha</p>
Assessment	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 1</u> (open book assessment): An extended writing task evaluating the statement: "There is enough evidence to suggest God exists."</p> <p><u>Big Test 1</u>: (closed book assessment) Section 1: 10 knowledge questions connected to the Belief in God module. Section 2: Two written responses to questions linked to the Belief in God module.</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 2</u>: (open book assessment): A written response to the question: Explain two reasons why Jews believe that God is in control.</p> <p><u>Milestone 3</u>: (open book assessment): A written response to the following questions: Outline three of the Ten Plagues of Egypt. Explain two ways in which Jews celebrate Passover.</p> <p><u>Summer Assessment</u>: (closed book assessment) Section 1: 20 knowledge questions connected to the Belief in God and Judaism modules. Section 2: Two written responses to questions linked to the Belief in God and Judaism modules.</p>	<p>Informal low stakes recall tasks.</p>

Subject: Year 8 Religious Education

Year 8 Curriculum Intent: The Religious Education curriculum in Y8 aims to build on the work done in Y7, particularly on the religion of Judaism. The primary focus in Y8 is on Christianity as the main religious tradition in the UK and Islam as the largest non-Christian religion in the UK. This also helps build a solid foundation of knowledge of the two religions studied in GCSE Religious Studies should they choose this option. These units of work explore historical links with Judaism including similarities and differences in beliefs and practices. The study of Christianity focuses on the concept of Messiah and students evaluate whether Jesus was the Messiah the Jews were waiting for. Students explore the events of Holy Week in depth and consider the importance of the death and resurrection for Christians. They move on to studying the religion of Islam exploring its Abrahamic origins, beliefs and practices. There is a particular focus on the life and impact of the Prophet Muhammad and his importance to Muslims. The Y8 curriculum culminates with a research project exploring Eastern religions and comparing and contrasting these with the Abrahamic faiths.

	Scheme 1: Christianity – Jesus as Messiah	Scheme 2: Islam	Scheme 3: Eastern Religions research project
Acquire	<p>Knowledge of what Christians and Jews understand the role of the Messiah to be based on Old Testament prophecies.</p> <p>An understanding of why Christians believe Jesus was the Messiah the Jews were waiting for.</p> <p>The significance of the events in the last week of Jesus’ life.</p>	<p>Knowledge of the Abrahamic origins of Islam (making links with Judaism and Christianity).</p> <p>An understanding of the key events in the life of Muhammad.</p> <p>Knowledge of the Six Beliefs of Sunni Islam and how this is worked out in Muslim practices.</p>	<p>Knowledge of what Buddhists or Sikhs believe about God, sacred texts, religious practices, prayer, worship, the afterlife.</p>
Apply	<p>Identify the expectations of the Messiah from Old Testament prophecies.</p> <p>Identify how the Gospel writers link to the prophecies in the birth stories of Jesus.</p> <p>Evaluate the evidence for Jesus being the Messiah the Jews were waiting for.</p> <p>Outline the main events in Holy Week.</p> <p>Explain why the Jews and Romans wanted to kill Jesus.</p> <p>Outline the evidence for the resurrection of Jesus and consider alternative explanations.</p>	<p>Identify the main events in the life of the prophet Ibrahim and discuss similarities and differences between the Torah/Bible and Quranic versions of the story.</p> <p>Explain why the Prophet Muhammad is so important to Muslims linking to the Qur’an.</p> <p>Outline the Six Beliefs and explain how these impact the lives of Muslims today.</p> <p>Identify the key features of a Mosque and explain their significance to Muslims.</p>	<p>Selection of key information from a variety of sources to outline main beliefs and practices of Buddhists or Sikhs.</p> <p>Begin to compare and contrast these beliefs and practices with religions studied in Y7 and Y8 so far.</p>

<p>Vocabulary</p>	<p>The Fall Messiah Prophecy Holy Week Passover The Last Supper Crucifixion Resurrection Sin Grace Salvation Atonement</p>	<p>Prophet Ibrahim Allah Muhammad Jibril Qur'an Hadith Sunnah Sunni Shi'a Predestination Judgement Day</p>	<p>Key vocabulary will depend on the chosen religion.</p> <p>This will focus on the following areas: Beliefs about God Sacred Texts Key Practices Place of worship</p>
<p>Assessment</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 1</u> (open book assessment): An extended writing task evaluating the statement: "Jesus was the Messiah the Jews were waiting for."</p> <p><u>Big Test 1</u>: (closed book assessment) Section 1: 10 knowledge questions connected to the Christianity module. Section 2: Two written responses to questions linked to the Christianity module.</p> <p><u>Milestone 2</u>: (open book assessment): A written response to the question: Explain two reasons why Jesus was put to death.</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 3</u>: (open book assessment): A written response to the following questions: Outline three events in the life of the prophet Ibrahim. Explain two reasons the Prophet Muhammad is important to Muslims.</p> <p><u>Summer Assessment</u>: (closed book assessment) Section 1: 20 knowledge questions connected to the Christianity and Islam modules. Section 2: Two written responses to questions linked to the Christianity and Islam modules.</p>	<p>Informal low stakes recall tasks.</p>

Subject: Year 9 Religious Education

Year 9 Curriculum Intent: The Religious Education curriculum in Y9 builds on the study of specific religious worldviews in years 7 and 8 and moves on to an exploration of non-religious worldviews and an understanding of different models for approaching moral choices. This includes absolute versus relative morality as well as intentionalism and consequentialism. Students then have the opportunity to apply these different ethical models to big moral questions facing humans. Students consider the origins of the universe and the concepts of stewardship and dominion as outlined in the Torah, Bible and the Qu’ran. This leads on to discussion around treatment of the environment and animal rights. Finally students consider the value, meaning and purpose of human life and the impact human origins have on this. This leads on to discussion around the sanctity and quality of human life in particular the issues of abortion, euthanasia and life after death. *These challenging issues are dealt with sensitively and in an age-appropriate way.*

	Scheme 1: Philosophy and Ethics	Scheme 2: Religion and the Environment	Scheme 3: Religious attitudes to matters of life and death.
Acquire	Knowledge of the origins of atheism and humanism including main reasons for rejecting the existence of God. Knowledge of a variety of models of making ethical choices including situation ethics and utilitarianism.	Knowledge of different religious and non-religious beliefs about the origins of the universe. Knowledge of different interpretations of religious texts and how this impacts on treatment of the environment and animals.	Knowledge of different religious and non-religious beliefs about the origins of human life. Knowledge of different interpretations of religious texts and how this impacts on moral choices linked to fertility treatment, abortion and euthanasia. Knowledge of different religious and non-religious approaches to life after death.
Apply	Discuss the strength of the reasons given by atheists for rejecting God’s existence. Evaluate whether Humanism is a religious worldview. Apply different models of ethics to a range of moral dilemmas and come to personal conclusions.	Discuss the relationship between sacred texts and scientific theories of the origins of the universe giving a personal response. Evaluate whether all religious people should be vegetarian with reference to Hinduism and Judaism. Discuss the moral considerations linked to animal experimentation.	Discuss the relationship between sacred texts and scientific theories of the origins of human life giving a personal response. Outline divergent religious and non-religious beliefs linked to fertility treatment, abortion and euthanasia based on understanding of religious texts. Explain divergent approaches to the afterlife including different religious and non-religious beliefs.
Vocabulary	Atheism Humanism Ethics	Creation The Big Bang Theory The Theory of Evolution	Sanctity of Life Fertility Treatment Abortion

	Morality Dilemma Intentionalist Consequentialist Thought Experiment Absolute Ethics Relative Ethics Situation Ethics Utilitarianism	Stewardship Dominion Vegetarianism Animal welfare Reincarnation Karma Brahman Ahimsa Kosher	Viability Euthanasia Quality of life The immortality of the Soul Judgement Day Heaven Hell Purgatory Reincarnation
Assessment	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 1</u> (open book assessment): A written response to the following question: Explain two reasons why atheists do not believe in God.</p> <p><u>Big Test 1</u>: (closed book assessment) Section 1: 10 knowledge questions connected to the Philosophy and Ethics module. Section 2: Two written responses to questions linked to the Philosophy and Ethics module.</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 2</u>: (open book assessment): An extended writing task evaluating the statement: "All religious people should be vegetarian." With specific reference to teachings from Hinduism and Judaism.</p>	<p>Informal low stakes recall tasks.</p> <p><u>Milestone 3</u>: (open book assessment): A written response to the following questions: Outline three reasons why religious believers might oppose animal testing for cosmetics. Explain two reasons Christians believe in the sanctity of life.</p> <p><u>Summer Assessment</u>: (closed book assessment) Section 1: 20 knowledge questions connected to the Philosophy and Ethics, Religion and Environment and Matters of Life and Death modules. Section 2: Two written responses to questions linked to the modules studied during Y9 with the opportunity to make links to other areas of study during KS3.</p>