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| **The academy’s curriculum vision***The school provides an ambitious, broad and balanced curriculum for all students to ensure that they can grow in hope and wisdom.* |
| **Subject/department Curriculum vision:** RE at The Deanery will comprise of three academic disciplines: Theology, Philosophy and Social Science. We aim for all of our students to become religiously literate and empower them with the education and skills needed to become good citizens of our world. RE will contribute to the character development of all our students and will encourage them to develop spiritually and to work with each other to build a community of shared values. At Key stage 3 all students will follow a tailor made Religious Education curriculum for our students and our school. This follows the Church of England requirements for the study of Christianity, but also enables students to have a rich and diverse understanding of many different worldviews and cultures. RE in years 7 to 9 provides a solid foundation for GCSE study and beyond.**RE curriculum vision**1. Every student will know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
2. Every student will gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the worldviews and religions studied
3. Every student will engage with challenging questions of meaning and purpose raised by human existence and experience
4. Every student will recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individual and societies in different times, cultures and places
5. All students will be able to explore their own religious, spiritual and philosophical ways of living, believing and thinking

**RE curriculum intent*** To provide students to with opportunities to reflect upon their own beliefs and ideas about themselves, their place in our world and with others.
* To engage students in high-quality academic study which will enable them to become religiously literate and hold well-balanced conversations and religion and worldviews.
* To enable students to interact with other worldviews and faiths, and allow them to explore how these beliefs impact the lives of others in our communities and the wider world.
* To ensure that all pupils have a solid foundation for GCSE study and beyond.
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| Year 8: **‘LIVING’ *(now)*** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Topic** | ***People of God: does the world need prophets today?*** | ***Living in 21st century Britain - What is good/challenging about being a teenage Muslim in Britain today?*** | ***The worldwide Church – Do all Christians believe the same thing?*** | ***Creation – What lessons can we learn from Hinduism about our environment?*** | ***Gospel: what is so radical about Jesus?*** | ***Express yourself -Religious Expression through Art and Music*** |
| **The Big Idea** | In a world of modern ‘prophets’, it can be hard for young people to navigate their way through what God calls them to do. The prophets of the Bible still have a relevant place in the world today and their words continue to inspire Christians to take action for peace, charity and justice, and challenge humanity to be the best we can be. Prophets often use poetry, images and symbolic action to communicate God’s message. This unit of work will introduce students to Biblical prophetic texts & literary devices and characters and encourage them to rethink the words of the prophets for today’s audience. | Students are introduced to ‘the bigger picture’ of religion in the world and the UK to start with, and are able to articulate the difference between fact, faith and belief. Strong links to interfaith week and builds upon what they have learnt during the celebrations. Exploration of contemporary Islam, and current challenges faced by those in these communities. Real-world texts and application of beliefs to real scenarios. Community cohesion and interfaith relationships. | It can be very easy to see faith as “one size fits all” and assume that all Christians believe exactly the same things. However, Christianity has a rich diversity within it, and this is shown through not only Theological doctrine but also through worship and Christian practices. Around the world Christians are proudly living their faith and their identity in lots of diverse ways, and this unit will introduce students to the ‘worldwide Church’. We will study Christian practices and art from around the globe and be inspired to reflect on our own identities and what makes us unique.  | Response to Bristol Diocese climate emergency declaration. Strong Literacy focus, with students also being introduced to Hinduism as a world faith. This scheme will highlight duty of stewardship to God’s creation, and promote character development through advocacy of environmental duties. Students will work to recognise and highlight the beauty and spirituality of creation, and address the challenges and dangers facing our world. Interwoven is the ethical & moral question of whether or not we have a **duty** and a **responsibility** to look after our world.  | This unit will enable students to study Christianity with a contextual approach. This will allow students to deconstruct the issues facing society 2000 years ago, and explore how we can put the teachings of Jesus Christ into action in our world. Jesus was radical: someone who came to shake up the established order and speak out for the marginalised. We will use Biblical texts to explore what Jesus taught, and accept the challenge to embody these teachings in our lives today. The Bible teaches that the good news is for all people and should bring liberation. Students will explore this in this unit. | The Diocese of Bristol education conference 2019 highlighted the need for our children to be exposed to ‘beautiful things’. This unit makes an attempt to give our students an experience of beautiful things from a variety of faiths and religions, as well as encouraging them to recognise and channel their own spirituality in expressive ways. This unit is to be as reflective and explorative as it is creative and challenging. Students will explore how different religions express their beliefs through art and music, and how different communities use art & music as forms of worship. Students will have the opportunity to engage with and experience a variety of beautiful things, such as art and music, from across the world, and theSpirited arts competition. |
| **What has come before which supports this topic?****What will come after?** | This unit links back to the Y7 unit: The big story, and specifically the prophets of Judaism and Christianity. Again, this provides students with a context in which to place their learning and a rationale for the basis of Christian beliefs today. This unit will also be a springboard for the ‘living’ aspects of this year’s studies, giving students case studies and examples to refer to when we come across courageous advocacy and social issues later in the year. | Building on the learning of the three Abrahamic religions previously, students are now expected to apply and contextualise this knowledge in relation to modern issues. Students will learn similarities and differences and explore whether Christianity and Islam face the same challenges in Britain today, despite being so similar. Islamophobia is explored and students are encouraged to think about how we can challenge this in our communities.  | In Year 7 students studied the foundations of Christianity and also the doctrine of the Trinity. Now we go one step further and look at how Christians ***live*** their faith, and the diversity among the Christian community. This broadens our understanding of Christianity and engages students with various different traditions around the world. One **C**hurch, but many **c**hurches.  |  Putting faith into action. Again, building upon what has been learnt so far, students will put their learning about Christian beliefs into practice by applying the beliefs to the ethical questions around the environment. Students will also be introduced to Hinduism in this topic, which enable students to compare and contrast with religions they have previously learnt and Hinduism. | Again, this unit is about the ‘living’ aspect of Christianity. By studying the context in which Jesus was born, lived and died, students can access a deeper understanding of the Theology of Christianity. Students will be able to link the ideas of Jesus to the Old Testament and Jewish ideas found in term 1 and apply these to social issues faced by humanity today. This will link to previous learning about Christianity and the incarnation | We have looked at foundational beliefs of various religions, and also looked at ethical questions to which students can respond with these beliefs. Now we will look at how religion can be expressed in artistic ways. This is about looking at the spirituality within faith communities and how believers express their beliefs in their daily lives. |
| **Key skills being assessed** | AnalysisImpactEmpathyLiteracyExtended writingRecall/retrievalCritical thinkingReasoningICT skillsCommunication | AnalysisImpactComprehensionEmpathyLiteracyNumeracy *(statistics and data)*Extended writingRecall/retrievalCritical thinkingReasoningCommunication | AnalysisImpactComprehensionEmpathyLiteracyExtended writingRecall/retrievalCritical thinkingReasoningCommunication | AnalysisImpactEmpathyLiteracyExtended writingRecall/retrievalCritical thinkingReasoning | AnalysisImpactEmpathyLiteracyExtended writingRecall/retrievalCritical thinkingReasoningEvaluation | AnalysisImpactInferenceEmpathyLiteracyExtended writingRecall/retrievalCritical thinkingReasoningCommunication |
| **Key vocabulary to be explicitly taught** | Prophet, covenant, beatitudes, metaphor, utopia, inspire, righteous anger | PrejudiceDiscriminationMultifaithCommunityUmmahIslamophobiaShahadahSalahZakatSawmHajjFactFaith | DenominationSchismWorshipInterpretationWorldviewContextDiversityIdentityIconSacramentPentecostBibleMissionEvangelism | . Words included in a dialogue about the world and our environment, such as: stewardship, dominion, creation, responsibility, pollution, Gaia… etc. As well as an introduction to Hindu concepts and beliefs, such as: trimurti, dharma, ahimsa, atman, reincarnation and karma. | Much of the vocabulary in this unit will have been taught before and will be revisited and used this term. Students will also be introduced to vocabulary that links to Jesus as a potential ‘rebel’ and his politics, such as: manifesto, rebellion, radical, Pharisees… etc. | This unit is about students expressing themselves but will include such vocabulary to do with expression through art and music, such as: aniconism, idolatry, Psalms, spirituality and worship. |
| **Compulsory content (lessons, texts, resources**) | **Lessons are on TEAMS in the RE folder**1 – *What is a prophet?*2/3 – *Amos*4/5 – *Isaiah*6 – *Arms into art* | **Lessons are on TEAMS in the RE folder**1 – *What does it mean to be religious?*2 – *Multifaith**3 - Identity*4 – *Commitment*5 – *Community*6 – *Challenges of being a Muslim in Britain today* | **Lessons are on TEAMS in the RE folder**1 – *One Church but many churches*2 – *Catholicism*3 – *Orthodox*4 – *Pentecostal*5 – *Christianity in Africa*6 – *The worldwide Church* | **Lessons are on TEAMS in the RE folder**1 – *What does Christianity teach about creation?*2 – *What role did God give to humans in creation?*3 – *What problems is our environment facing today?*4 – *Hinduism and creation*5 – *Hinduism and the environment* 6 – *How can we make a positive change?* | **Lessons are on TEAMS in the RE folder**1 – *What was the world of Jesus like?*2 – *Why does he eat with sinners and tax collectors?*3 – *Sinners*4 - *Jesus: meek and mild?*5 – *Is money the root of all evil?**6 – Our contributions* | **Lessons are on TEAMS in the RE folder**1 – *What’s the difference between spiritual & religious?*2 – *How do Christians express beliefs & devotion through visual art?*3 – *What can we learn from examples of Christian musical spirituality*4/5 – *What do Muslim artists contribute to the community?*6/7 – *Spirited arts* |
| **Milestone task suggested activities** | **Lesson 6**: *Arms into art* **Responsibility pies and write up.**Create success criteria based on how well students understand the motives behind Bishop Dinis’ actions and how these are linked to Isaiah’s prophetic visions, as well as how this can be important for us to learn from today.  | **Lesson 6**: *Challenges of being a Muslim in Britain today***Extended writing task in response to this term’s key question.** Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback | **Lesson 5: “All Christians should worship in the same way”** Write a response to this statement, showing you have considered more than one point of view. You should refer to some of the Churches we have looked at and include examples where possible.  |  **Lesson 3**: *What problems is our environment facing today?***Angel report.**Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback. (*Success criteria is on slide 10)* | **Lesson 4:** *Jesus: meek and mild?***Commandments for a modern world task** *(on slide 6)*Peer or self-assess progress, according to the success criteria.  | **Lesson 4/5**: *What do Muslim artists contribute to the community?* **Research and presentation.**Create success criteria and students peer assess each other**OR****Lesson 8:** *Spirited arts write up*Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback |
| **Where will the content/skills/knowledge be re-visited within the curriculum?** | * Key vocabulary low stakes quizzes at the start of every lesson
* Small exam style questions embedded within lessons
* Constant revisiting and linking throughout lessons to previous knowledge: it all weaves together
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| **Opportunities for spirituality** | Students will encounter beautiful literary texts from the Old Testament, and this will inspire them to write speeches about causes they feel passionately about in our world. Students will also be able to envisage what they believe a ‘utopia’ would be like. | Due to the nature of this unit, students will be able to use their skills of empathy and compassion to build an answer to this question. The will be encouraged to think about how they fit into this world and how their actions can have an impact. They will question whether they need to be religious to have a positive contribution. | Students will be exposed to lots of different ways in which Christians around the world worship, show devotion, and live their faith. So this is an excellent opportunity for them to experience something different and know that not one size fits all, and that however we encounter the spiritual, it is valid and is their truth.  | Students will have opportunities to engage with big questions about our environment and our place in this world. Students will be able to marvel at the wonder of creation and explore their own opinions about where we have come from and what our responsibilities as inhabitants of this planet are. | This unit will contextualise our studies of Jesus and (hopefully) students will resonate with the actions of Jesus and his reasons why. Students will be able to sympathise with Jesus as a human being and what he did, rather than seeing him just as ‘God’. Even non-Christians will be able to see themselves in Jesus and be inspired. | This whole unit explores spirituality, and students will have the opportunity to express their own spirituality through the ***spirited arts*** competition.  |
| **SMSC/British Values explicitly addressed and referred to**  | **Individual liberty** **Mutual respect and tolerance of those with different faiths and beliefs**  |
| **PSHE (ViP) links**  | **Respectful relationships** **Community cohesion** **Diversity and equality**  |