|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | |
| Year 9: **‘NEXT’ *(future)*** | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Topic** | ***Fact or fiction? Do we need to prove God’s existence?*** | ***Does religion help people to be good?*** | ***Should happiness be the purpose of life?*** | ***Why are people good and bad?*** | ***Is death the end, and does it matter?*** | ***Wisdom: what do we do when life gets hard?*** |
| **The Big Idea** | In years 7 and 8, students have studied ideas about God and the existence of God through various worldviews. Now, they have the opportunity to discuss and debate the existence of God through a Philosophical lens, by looking at traditional arguments for the existence of God. This adds another layer to their learning and allows them to question beliefs and worldviews in a Philosophical and academic way. The overarching question asks students think about whether this is a conversation worth having in the modern day. | This unit will focus specifically on the relationship between religion and faith, and human action. There will be a large chunk of this investigation dedicated to non-religious worldviews, including Humanism and an introduction to Peter Singer. Students will also explore whether religion has ever encouraged people to do bad things. We will look at whether or not we need religion in society to be good – what would the world be like without religion? Students will be encouraged to question and challenge what they know already, and to also expand their own beliefs | Students will investigate into ‘what is happiness’? Through the exploration of various interpretations of the concept of ‘happiness’, students will evaluate whether it should be the ultimate goal in life. Students will be introduced to Utilitarianism as an ethical theory. There will also be a specific focus on the concept of dukkha in Buddhism, and the Buddhist interpretations of happiness and how to attain this. If happiness is the purpose of life, how does that influence our lives? Is it even possible to achieve ultimate happiness in this life? Can you be truly ‘happy’ if you are not religious? | The Philosophical problem of evil and suffering is a big topic of debate and discussion. It is a question that has been debated for hundreds, if not thousands, of years. This problem is essential to understanding the relationship between believers and God, and applies to all religions and worldviews that worship a deity. This unit allows students to ask big questions about the systems we have learned about, as well as ask questions about their own beliefs and position in this world. An understanding of this problem allows a deeper understanding of religion and, in particular, Christianity. | Linked to the previous topic of salvation, this unit will allow students to explore their own opinions and beliefs about what happens ‘next’. We have spent Y7 and Y8 looking at ‘before’ and ‘now’, but this more mature unit of study allows students to look beyond this life and contemplate what might be beyond the here and now. We will study Abrahamic ideas as well as Dharmic beliefs in what happens when we die. We will also study an Humanist approach and whether or not discussing what happens when we die is a conversation worth having and whether this has an impact on how we live our lives now. The contrasting ideas will enable students to gain a broad spectrum of beliefs and worldviews. | When life gets hard, many people with a faith or a particular worldview will look to sources of authority for guidance. This unit looks in detail at those sources of wisdom and guidance in Christianity, and will also focus on how we use text and other sources of authority to influence how we behave in our daily lives. This unit will enable Y9 to become more adept at analysing text and extracting key pieces of information, as well as using appropriate parts of texts to support their writing. |
| **What has come before which supports this topic?**  **What will come after?** | Students have already studied what various belief systems believe about God. This unit now evaluates the validity of these beliefs and provides an alternative point of view in the discussion. | An overarching ethical question, which requires students to consolidate everything they have learnt so far and apply it to the questions about morality. Students will also now begin to compare and contrast religious beliefs and worldviews with Humanism and atheist perspectives, something that have touched upon but this will apply the knowledge to a specific topic. This builds a landscape of both theistic and atheistic views, which will give a broad spectrum of knowledge. | As this year’s study of RE is about the ‘living’ or ‘now’, students will apply their knowledge of belief systems and worldviews to the ethical questions surrounding happiness. They will build upon previous learned knowledge of Buddhism whilst developing their knowledge and understanding of some Dharmic religions. | This unit builds on ‘The Big Story’ unit and goes into more detail about the story of The Fall, as well as introducing students to the problem of evil and suffering. This is an extension of lessons we have had previously. | As KS3 is split into ‘then’, ‘now’ and ‘next’, this unit is a culmination of that division. Students have looked at where beliefs have come from; how beliefs and worldviews are lived by those who abide by rules and beliefs; and now we will look at what various worldviews believe comes next. | This unit ends our KS3 study of RE by extending the skills we have learned throughout Y7, Y8 and Y9. Students are now required to step into GCSE and learn skills of analysis of sources of authority before beginning KS4. The sources of wisdom for Christianity also provide a further layer to our study of Christianity and how Christians live their faith. |
| **Key skills being assessed** | Analysis  Impact  Comprehension  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Communication  Evaluation | Analysis  Impact  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Evaluation | Analysis  Impact  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Evaluation | Analysis  Impact  Comprehension  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Communication  Evaluation | Analysis  Impact  Comprehension  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Communication  Evaluation | Analysis  Impact  Comprehension  Empathy  Literacy  Extended writing  Recall/retrieval  Critical thinking  Reasoning  Communication  Evaluation |
| **Key vocabulary to be explicitly taught** | Knowledge, belief, fact, opinion, numinous, natural evil, moral evil, inconsistent triad | A wide range of vocabulary will be explicitly taught each lesson, including Islamic terms and ethical language, such as: teleological, subjective, objective, deontological… etc. | Key vocabulary includes Buddhist terms relating to core beliefs, specifically relating to actions and happiness. Students will refer to Buddhist beliefs using the correct terms, as well as the English translations | Glory, wretched, theodicy, misogyny, repentance, mercy, forgiveness, reconciliation | Eschatology, judgement, creed, eulogy, epitaph, funeral, reincarnation, parable, eternal, immortal | Suffering, Opportunity, Purpose, Faith, Evil, Wisdom, Wise, Advice, Guidance, Test, Temptation |
| **Compulsory content (lessons, texts, resources**) | **Lessons are on TEAMS in the RE folder**  1 – *How do we know anything at all?*  *2 – Why did Buddha believe belief in God was unimportant?*  *3 – Why do Muslims believe in God?*  *4 – Thomas Aquinas’ 5 ways*  *5 – The problem of evil and suffering*  *6 – Atheist arguments against the existence of God* | **Lessons are on TEAMS in the RE folder**  1 – *How do we make moral decisions?*  2 – *Religion gone bad*  3 – *Utilitarianism*  4 – *Can people do good without religion?*  *5 – What would it be like if we all lived a secular life?* | **Lessons are on TEAMS in the RE folder**  1 – *What is happiness?*  2 – *Origins of Buddhism*  3 – *The 4 noble truths*  4 – *The noble eightfold path*  5 – *Life and death in Buddhism*  6 – *Secular views of happiness* | **Lessons are on TEAMS in the RE folder**  *1 – What good and bad can we see in our world?*  *2 – Genesis 1 and 2*  *3 – In the ‘image of God’*  *4 – Wretchedness of humanity*  *5 – Forgiveness and reconciliation* | **Lessons are on TEAMS in the RE folder**  1 – *What do people believe about life?*  *2 – What do Christians believe about an afterlife?*  *3 – Why do we have funerals?*  *4 – Does death matter to a Humanist?*  *5 – Is this life hell?* | **Lessons are on TEAMS in the RE folder**  1 – *The worst thing in the world game*  *2 – The suffering of Job*  *3 – Responses to the problem of evil: apologetics & action*  *4 – Wisdom from Proverbs*  *5 – Wisdom from St Paul*  *6 – Christian ways of using the Bible’s advice for living* |
| **Milestone task suggested activities** | **Lesson 5**: *The problem of Evil and suffering*  **“The existence of evil and suffering proves that God does not exist”**  Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback. | **Lesson 4**: *Can people do good without religion?*  **Extended written task** with scaffolded instructions, to address the key question.  WAGOLL used to provide feedback and an opportunity for peer/self-assessment | **Lesson 5**: *life and death in Buddhism*  **Guide to Buddhism for new Buddhists.**  Create success criteria based on student understanding of the core Buddhist beliefs they have learnt so far, and how this links to being ‘happy’. | **Lesson 4:** *The wretchedness of humanity*  **Q. Does the story of The Fall adequately explain why there is a ‘dark side’ to humanity?**  Peer assess using key skills of PEEL. Include a WAGOLL and students to improve their writing after feedback. | **Lesson 4:** *Does death matter to a Humanist?*  **Write an extended piece** about the similarities and differences between a Christian and a Humanistfuneral | **Lesson 4:**  *Wisdom from proverbs*  **Choosing one proverbs from the Book of Proverbs, create an illustration for it to demonstrate the advice being given.** |
| **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 | * 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 | * 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 | * 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 | * 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 | * 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 |
| **Opportunities for spirituality** | The first unit of learning in Y9 provides students with opportunities to explore what they believe about the existence of God, whilst exploring existential questions. Each lesson provides opportunities for personal reflection. | Spiritually, students will be able to reflect on their own lives and whether they can lead a ‘good’ life without religion. Again, students will be encouraged to think about whether the existence of a higher power and organised religion means you are automatically a good person, and whether you can still be a good person without a religious worldview | This is the first real opportunity for students to grapple with Buddhism and how it is different from the monotheistic faiths we have studied so far. Students may decide they like the Buddhist worldview and compare their own lives with the beliefs of Buddhism. They will question their own actions and be encouraged to think about whether they agree with karma being a living force in the world. | This scheme of learning will allow students to think about the existence of God from a ‘negative’ starting point – they will have to think about **how** a loving God can exist if evil and suffering exists. This pushes some out of their comfort zone and requires them to think about alternative points of view. | Students have lots of opportunities for spirituality in their RE lessons, particularly relating to their lives now. This unit allows for contemplation about the way we live our lives and for students to reflect on what they believe may or may not come next. | Christian sources of authority provide opportunities for students to encounter pieces of Literature. They can interpret these as they see fit in their own lives and have meaningful discussions about these meanings. |
| **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** | | | | | |