Dream Reach Achieve

Whittington Green School – Religious Studies

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CURRICULUM INTENT: high quality Religious Education should extend and deepen students' knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

Aims

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Pupils should:

A. Know about and understand a range of religions and worldviews.
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Subject content

Pupils should be taught to:

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.
B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.
C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.
A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.
B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.

C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.
A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.
B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.
C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Year 7

Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum target	Key vocab and concepts
Autumn Term 1					
Autumn term 1	**What is good and what is challenging about being a Muslim in the uk?**	• Identify the main symbols of Islam • Recall the five pillars of Islam • Explain why the five pillars are so important to Muslims. • Explore Muslim beliefs. • Show independent research skills. • Identify the main features of a Mosque. Explain why those features are so important • Describe what terrorism is. Explain what happened on 9/11. Explain that the vast majority of Muslims are not terrorists. • Describe what "the mass media" is. • Explain why we should question what the media tells us.	Link to rule of law – 5 pillars of Islam and the fundamental principles of following a religion	A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology. A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	Muhammad Prophet Islam Pillar Shahadah Ramadan Salat Zakat Sawm Hajj Pilgrimage Islamophobia Mosque Laylat-ul-Qadr

		Analyse one representation/depiction of Islam. • Debate whether it is a good thing that women wear the veil • Show an understand that the burka means different things to different people • Evaluate the good things and the bad things about wearing the burka • Place the wearing of the burka in its wider cultural and religious context and make a judgement.			
Term 2	**Why is there suffering? Are there any good solutions?**	Identify different types of suffering Understand why people suffer Investigate religious responses to suffering Including Christian and Muslim perspectives. Investigate non religious responses to suffering, identifying humanist beliefs. Understand how individuals and communities respond to suffering. Investigate the role of charities in coping with and relieving suffering.	Student will have a basic knowledge of Islam, where they can make links to the use of Zakat to relive suffering and Ramadan to evoke compassion and empathy for others.	C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and	Suffering Moral evil Natural evil Theodicy Karma Compassion Emapthy Humanism 4 noble truths Agape 10 commandments The Golden Rule Good Samaritan Zakat Ramadan Sewa Langar

				worldviews, accounting for the impact of diversity within and between communities. C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	
Spring Term 3	**Key question 3.3: What is so radical about Jesus?**	Explain why one action or teaching of Jesus' was radical • Offer a view of how Jesus' radical message should affect Christians today • Give a supported view as to how radical Jesus' views towards women were • Give a supported view as to how radical Jesus' views towards wealth and poverty were • Consider the question of who Jesus came to save and evaluate a variety of answers • Express insight into the question of how radical Jesus was, in the light of different	Recall and consolidate learning from ks2. Why is Jesus important to some people today? Re visit the rules held by british society and understand the meaning Jesus gave them.	A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media. B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches	Radical Rebel Gospels Parable Crucifixion Resurrection Miracles Belief Hypocrite Saviour

		views • Explain, with reference to historical context, how radical Jesus was • Evaluate different views on whether Christians have been radical *enough*		recognised in the study of religion or theology. C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	
Spring term 2	**Key Question 3.6: Should religious buildings be sold to feed the starving**	• Explain how religious practices based in particular buildings assist worship (A2) • Consider the question: what is worship? • Explain how welcoming and charitable actions can be seen as worship (A2) • Explain and interpret a range of understandings of worship (A1) • Consider the key question and evaluate a variety of answers (B3) • Express insight into the purpose of worship, in light of different views (C3) • Observe and comment on the function of	Links to worship in the Sikh Gurdwara whih has been studies in the first unit. Also gives all students an opportunity to find out about a range of religious buildings, their uses and importance. Students may build on their own experiences of religion.	A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.	Church Mosque Gurdwara Vihara Synagogue Mandir Poverty Worship Charity Foodbanks

		worship in the lives of believers (B2) • Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views (C1)		B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied. C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.	
Summer Term 3					
	Key question 3.8: What does it mean to be a Sikh teenager in Britain today? An insight into the beliefs and practices of a Sikh living in the UK and the challenges faced by people of Sikh faith.	• Explain how Sikh teenagers express their faith in Britain today. • Identify the 5 Ks and their value to Sikhs in today's society • Give examples of some challenges faced by Sikh teenagers in Britain and how they respond. • Appreciate what is good about being a teenage Sikh in Britain today and	Recall learning of religions from ks2. As students move to secondary school with a varied knowledge of religious concepts, the first unit focuses on one of the main religions so that all students have a good	A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.	The 5 k's Kanga Kirpan Kesh Kachera Kara Sewa Langar Equality Guru Gurdwara

		appraise what challenges are involved • Investigate and explain what Sikh, teenagers say about Western values and express their own views • Explain how ancient spiritual practices still sustain believers. • Explain how and why teenagers have to hold multiple religious and social identities in a diverse society. • Examine and evaluate British society's treatment of immigrant religious groups.	foundational knowledge of what it means to follow a religion.	A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	Guru Granth Sahib