**Religious Education**

Curriculum Statement



**Intent**

Religious Education is important for our pupils because it helps us to understand each other. It allows pupils to explore the different aspects of each religion and gain a better understanding of the different beliefs and ideas that others hold.

As a school, we encourage our pupils to ask questions to gain a better understanding and discuss different ideas in order to help them to understand the reasons behind different beliefs whilst also exploring their own beliefs.

We do this so that pupils:

* Gain a better understanding of each religion.
* Gain a better understanding of their own beliefs.
* Are able to understand their wider community better and respect the views of others.
* Understand their peers better by discussing their own beliefs in a respectful way.
* Are more considerate towards others who hold different views to their own.
* Develop other skills such as sustained writing and historical understanding.

**Implementation**

* Throughout KS3, our pupils explore and study the 6 major religions – Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. Through this, pupils look at different belief systems and ideologies. Pupils are also given the opportunity to visit places of worship for each religion.
* Pupils are encouraged to ask questions in a respectful environment where we can discuss ideas and address any misconceptions they may have whilst celebrating the beliefs of their peers.
* Each religion is explored at great depth so that pupils have a greater understanding of the beliefs that those in their communities may hold.
* Pupils are able to explore religious artefacts during their lessons with our artefact boxes.
* Pupils are able to adapt their studies if there is a particular area of interest for them that falls within the RE curriculum.

**Impact**

Pupils often have a negative view of other cultures and religions when they start at Rosewood School. During their time at Rosewood, pupils are able to share ideas and discuss their viewpoints in confidence. Pupils gain more confidence and understanding by exploring their own beliefs. Negative attitudes towards people from different cultures or religions often become attitudes of understanding. Pupils have a better understanding of the wider world and become more tolerant toward the beliefs of others.

**Allocation of lessons**

All year groups have one lesson of RE a week and cover a new topic each term. During these lessons, pupils explore the beliefs, festivals, history of the religion places of worship. (See scheme of work below for more information).

Year 7 - Introduction to RE, Judaism and Religion in film, songs or books.

Year 8 - Life of Jesus, Islam, Hinduism and Buddhism.

Year 9 – History of Belief systems, Sikhism and Does faith inspire great lives?

Year 10 – Religion Peace and Conflict, Religion and Social Justice and Religion, Relationships and Family.

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| Introduction to RE | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will begin to explore different religious communities and start to discuss their own beliefs.  Pupils will understand some of the key aspects of Christianity.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Judaism | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will gain an understanding of Jewish beliefs, teachings, practices and ways of life.  Pupils will explore the origins of Judaism and where Jewish beliefs came from.  Pupils will gain an understanding of what it is like to belong to the Jewish faith.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Summer |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Religion in film, song or book. What is the message? | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will explore a range of films, songs and books and explore different messages and interpretations.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Pupils will develop conversational and debating whilst exploring religion in film, songs and books.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |

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| Year 8 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
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| What did Jesus achieve when he died on the cross? | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will develop a deep understanding of Christianity and the life of Jesus.  Pupils will analyse key events for the life of Jesus (leading up to and following Jesus’ death).  Pupils will explore the impact that Jesus’ death had in Christianity.  Pupils will gain an understanding of why Jesus is significant for Christians.  Pupils will explore why it was important for Jesus to spread his teachings.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Islam | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will gain a good understanding of the importance of the Five Pillars of Islam.  Pupils will develop an understanding of Muslim beliefs, where these beliefs came from and how they are put into action.  Pupils will explore what it is like to belong to the Islamic faith.  Pupils will gain a deep understanding of important people in the Islamic faith – i.e. Allah, Muhammad, Ibrahim etc.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Summer 1 |  | |  | |  | |  | |  | |  | |  | |  | | |  |  |  | |  |
| Hinduism and Buddhism | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will develop a good understanding of Hindu beliefs and where they came from.  Pupils will explore what it is like to belong to the Hindu faith.  Pupils will analyse key stories in from the Hindu faith and how these might impact their beliefs.  Pupils will explore Hindu festivals and how these are celebrated.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term.  Summer 2  Pupils will gain an understanding of Buddhist beliefs and where these beliefs came from.  Pupils will understand what it is like to belong to the Buddhist faith.  Pupils will explore the Buddhist way of life and analyse how their beliefs might shape their actions.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |

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| History of Belief Systems | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will understand the origins of each major world religion.  Pupils will explore the origins and beliefs of religious and non-religious groups such as humanism, paganism, Rastafarianism and Scientology.  Pupils will understand how religions have evolved over time.  Pupils will be able to recap different communities and their beliefs from previous years and expand their knowledge.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Sikhism | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will develop a good understanding of Sikh beliefs and where they came from.  Pupils will explore what it is like to belong to the Sikh faith.  Pupils will evaluate the importance of the five k’s and what it is like to belong to the Khalsa.  Pupils will be able to analyse the importance of each Guru and how their contribution helped with the development of Sikhism.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Does faith inspire great lives? | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will explore what ‘inspirational’ means and how some people are inspired by their faith.  Pupils will look at a range of people who have led great lives and the inspiration behind them.  Pupils will apply their knowledge of inspirational people to their own lives and explore the people that inspire them.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection and evaluation.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |

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| Year 10 | |  | |  | |  | |  | |  | |  | |  | |  |  | |  | |  |  |
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| Religion, Peace and Conflict | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will explore the relationship between religion, peace and conflict,  Pupils will analyse the positive and negative impact that religion can have on different aspects of the real world.  Pupils will explore a range of peace activists how they go about creating peace.  Pupils will be able to communicate their own ideas effectively through debate lessons.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning and reflection, evaluation and critical thinking.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Religion and Social Justice | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will have an understanding of the wider issues in the world related to social justice.  Pupils will be able to communicate their own ideas effectively through debate lessons.  Pupils will understand the advantages and disadvantages that arise from a person’s upbringing.  Pupils will be able to share their own points of view and use evidence to support their ideas.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning, reflection, evaluation and critical thinking.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |
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| Religion, Relationships and Family | | | | | | | | | | | | | | | | | | | | | | |
| Pupils will explore and analyse religious views towards aspects of relationships and family life.  Pupils will be able to analyse the influence that religion can have on a person and the decisions/views that take in life.  Pupils will be able to communicate their own ideas effectively through debate lessons and take careful consideration when listening to the views of others.  Pupils will be encouraged throughout to use key terminology to enhance their responses in written work.  Pupils will develop the following skills through this topic: analytical, applying knowledge, questioning and reflection, evaluation and critical thinking.  Assessment at the end of term. | | | | | | | | | | | | | | | | | | | | | | |