

RELIGIOUS EDUCATION:  
Curriculum Guide

**GRANVILLE ACADEMY**



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# **1. Curriculum Rationale for RE**

Learning about religion and learning from religion are important for all students, as Religious Education (RE) helps students develop an understanding of themselves and others. RE promotes the spiritual, moral, social and cultural development of individuals and of groups and communities. The principal aim of RE is to engage students with an inquisitive approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of religions and worldviews in the local, national and wider global community. Students will be able to grasp a bigger picture of Religion and non - Religion in the world. At KS3 students will engage in a disciplinary approach of theological and philosophical study in developing their substantive knowledge of world religions. Whether students choose to continue on to GCSE Religious Studies or not, by the end of Ks3 they will have the skills and knowledge to engage in views surrounding religion in the modern world.

RE at Granville will provide students with the following:

- The knowledge of major world religions- including the origins of the religions, their founders, religious leaders, places of worship, religious text, creation and other key beliefs'.
- An understanding of why certain rituals take place and how beliefs shape and individual believer's actions.
- Be developing their awareness of cultures, beliefs and practices that may be different from their own in order to be able to contribute positively to modern multicultural Britain.
- Question and challenge the validity of Religious texts whilst considering and questioning scientific explanations.
- Have the opportunity to investigate and reflect on their own beliefs and value systems by reflecting on challenging questions such as "what happens when we die?"
- Start to develop an awareness of deep fundamental questions about life arising from human experience and how religious life and practise can relate to them.

## **Sequencing**

The RE curriculum is sequenced to allow the development of knowledge and skills to be built on throughout KS3. This is especially important when dealing with particularly controversial or sensitive topics. This enables students to have the prior knowledge they need in order to access newer areas of study. The Religion course allows for students to develop ways of knowing, allowing for them to deeper understand various religions and avoid misconceptions. Students will revisit knowledge gained from earlier units to ensure that they have the opportunity to recall prior learning and not see topics as isolated units of work so that the knowledge is embedded in students' long-term memory. These building blocks are evidenced from year 7 where students address the question of 'how can there be a God if there is evil and suffering in the world'? moving into Year 9 where they look at the case study of the Holocaust in this context. The sequencing of the curriculum allows for students to build on their prior knowledge and skills to further develop these arguments.

## **How are our academy values visible in R.E?**

**Work Hard:** Developing an understanding of the academic rigours of studying Religious Education. Students will develop an understanding and appreciation of religious and non-religious beliefs. Teaching will develop students' knowledge and understanding of religious beliefs, teachings and practices, and sources of wisdom and authority; these texts include religious scripture and texts, documents from key ecumenical councils, Papal encyclicals and extracts from the work of key theologians.

Students will develop their evaluation skills and their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding in the subject. We aim for students to become theologically literate meaning they will have the ability to interpret, develop and communicate theological beliefs

Students will develop their oracy skills through the use of SHAPE and opportunities for class discussions, debates and formal speech delivery.

**Be kind:** Promoting understanding and respect, challenging prejudice and enabling students to be well informed about the different forms of discrimination and stereotyping. The curriculum is concerned with the promotion of each pupil's self-worth, enabling them to reflect on their uniqueness as human beings, to share their feelings and emotions with others and the importance of forming and maintaining positive relationships. We aim that students will choose to put these teachings into practice both in the community and in society.

**Choose wisely:** Allowing opportunities for students to reflect on their own beliefs or lack of and personal values. Through the study of theology, philosophy and ethics, students will consider ultimate questions about purpose, existence and religious commitment in the 21st Century. We aim for students to develop positive attitudes and values and to reflect and relate their learning in RE to their own experiences.

## **2. SEND Statement in RE**

The RE curriculum is designed to meet the needs of all students so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies such as the Magnificent 7 where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments where needed to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students.

We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Nationally, some students with SEND have felt excluded from relationships, sex and health education, which is a thread that runs through elements of the RE curriculum. For each lesson, we consider whether students will feel excluded, and make sure we address their needs. Students with social, emotional and mental health (SEMH) needs or learning difficulties can especially benefit from relationships, sex and health education. In particular, a focus on friendships and healthy relationships and how this can impact on emotional wellbeing.

Students with SEND are generally more vulnerable to abuse, bullying and other issues because of their SEND:

- in 2019, 37% of students with SEND reported being bullied based on other students’ attitudes or assumptions towards their SEND at least once in the past year. (source: DfE report)
- in 2012, Jones et al concluded that children and young people who have disabilities are at an increased risk of being abused compared with their non-disabled peers (source: NSPCC).

RE adaptations would include:

- Structured pairing and group work to promote inclusivity and increase participation
- Some of the specialist vocabulary in the materials is difficult. Use simple, clear, unambiguous language alongside key technical vocabulary.
- Pre- and post-teach key vocabulary explicitly using visuals, concrete objects, word mats, and role play.
- Concepts such as ‘role model’ may need to be explicitly taught, as may the concepts of public and private
- Visually reinforce all key messages wherever possible, and use visual prompts where appropriate.
- Increased think time to allow for processing and encourage responses
- Chunking of instructions and deliberate recall to ensure understanding
- Deliberate modelling of a skill replicated by the student

### **3. What students will learn**

	By the end of Year 9	By the end of Year 11
Knowledge	<b>Foundation of four world religions, beliefs, practices, rites, rituals, introduction to ethical and philosophical thinking, morality and inspirational figures.</b>	<b>In depth specific knowledge of the key features and characteristics of the areas studied including key beliefs and practices, key figures, subject specific vocabulary such as incarnation and atonement.</b>
Skills	<b>Analyse and evaluate sources and texts. Write extended reasoned arguments, justifying their responses based on their learning. Evaluate interpretations from different faiths or denominations and use evidence to justify their opinions.</b>	<b>Write extended reasoned arguments that consider several viewpoints. Evaluate religious interpretations in detail and use evidence to justify their opinions. Analyse, evaluate and make substantiated judgements about sources in the context of events, beliefs or practices studied.</b>
Understanding	<b>That religious practices are rooted in tradition. That religious events have both short term and long term significance.</b>	<b>Understand the key beliefs and practices, religious traditions, rites and rituals within the areas studied and be able to compare and contrast.</b>

**How Britain's diversity has changed over time and the impact of multi faith and multi ethnic societies.**

## 4. Curriculum map and assessment plan

### ks3 - Curriculum plan

Year 7		Year 8		Year 9	
Thinking about God	L1. Expectations L2. Why RE? Why do people believe in God? Where do our morals come from? L3. What do Christians and Hindus believe about God? L4. Does the design argument prove the existence of God? L5. Does the cosmological argument prove the existence of God? <b>WCF</b> L6. Inconsistent triad L7. Assessment Preparation <b>L8. Trust Assessment 1</b> L9. Feedback Lesson L10. Where do our morals come from? L11. How do Christians and Muslims know how to behave? L12. Can you be good without God?	Muslim Way of Life	L1. RE expectations. Introduction to Islam. What does Muhammed mean to Muslims today? L2. Dress and Food laws L3. The Five Pillars L4. The Five Pillars L5. The Five Pillars L6. The Five Pillars L7. What happens during Eid-ul-fitr and Eid-ul-adha? <b>WCF</b> L8. Assessment Preparation <b>L9. Trust Assessment 1</b> L10. Feedback Lesson L11. How does Muslim art contribute to the community? L12. What does it mean to be a British Muslim today?	Good and Evil	L1. RE expectations. L2. What is the problem of evil? L3. Adam and Eve L4. Job <b>WCF</b> L5. Free Will Defence L6. Assessment Preparation <b>L7. Trust Assessment 1</b> L8. Feedback Lesson L9. The Holocaust. L10. The Holocaust- Was God to blame? L11. The Holocaust- the responses. L12. The Holocaust- The impact.
Journey of Life	L1. What key events have happened in your journey of life? L2. How is the Birth of a Child Celebrated by Christians, Sikhs and Muslims? <b>WCF</b> L3. What Happens During a Christian Wedding? L4. What are the Main Stages of a Sikh Wedding? L5. What Happens During a Muslim Wedding and why? L6. How can I prepare for my Assessment? <b>L7. Trust Assessment 2</b> L8. Feedback Lesson L9. What happens when we die? L10. Non-religious celebrations	Heroes and Inspirational People	L1: Who is an inspiration to you? How was Mother Teresa an inspiration? L2: Who were the Suffragettes? L3: Who was Mahatma Gandhi and why is he inspirational? L4: Who was Harriet Tubman? L5: Why is Martin Luther King an inspiration? <b>WCF</b> L6: Why is Malcolm X an inspiration? L7: Stephen Lawrence case L8: Assessment Prep <b>L9: Trust Assessment 2</b> L10: Feedback lesson L11. Modern heroes- Erin Gruwell, Marcus Rashford, Walker family etc L12. How to be a hero.	Ethics	L1. What is Morality? L2. What is more important, sanctity or the quality of life? L3. What Do Humanists Believe about Ethical Issues? L4. When does life begin? L5. Is abortion morally acceptable? <b>WCF</b> L6. Should animals have equal rights to humans? L7. Is testing on animals morally acceptable? L8. Assessment Preparation <b>L9. Trust Assessment 2</b> L10. Feedback Lesson L11. Is euthanasia morally acceptable? L12. Does everyone have the right to a child?

<p>Christian Way of Life</p>	<p>L1. Who was Jesus?  L2. What did Jesus Teach?  <b>WCF</b>  L3. The History of the Church  L4. Comparison of Churches  L5. How Do Christians Worship in a Church?  L6. What other Events Happen in a Church?  L7. Are Christian festivals just for Christians? <b>WCF</b>  L8. What does Lent teach us about sacrifice?  L9. Faith in Action  L10. Faith in Action- people Oscar Romero  L11. Faith in action project</p>	<p>Sikh Way of Life</p>	<p>L1. Guru Nanak  L2. Does being a member of the Khalsa make you a better Sikh?  L3. The 5 K's.  L4. What impact do Sikh beliefs have on everyday life?  L5. How is Respect and Equality Shown in the Gurdwara?  L6. What is Sewa?  L7. Festivals  L8. What can we learn from the teachings of human Gurus?  L9. How do Sikhs Respond to Ethical Issues? <b>WCF</b>  L10. What does it mean to be a British Sikh today?  L11. Equality in Sikhism</p>	<p>Buddhist Way of Life</p>	<p>L1. Is Buddhism a Religion?  L2. How Significant is the Buddha?  L3. Why did the Buddha say life is suffering?  L4. What are the Five Precepts?  L5. How do Buddhists Treat Animals?  L6. How Can the Eightfold Path Help a Buddhist? <b>WCF</b>  L7. Why Do Buddhists Need a Place of Worship?  L8. Why are Symbols useful?  L9. What Happens During the Life of a Buddhist Monk/Nun?  L10. What is meditation?  L11. Guided meditation.</p>
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## KS4 Curriculum map -

GCSE Edexcel Specification B Paper 1: Religion and Ethics: Christianity and Paper 2: Religion, Peace and Conflict- Islam.

	Year 10	Year 11
<b>HT 1</b>	Christian Beliefs	Introduction to Muslim beliefs
<b>HT 2</b>	Living the Christian life	Living the Muslim life
<b>HT 3</b>	Marriage and Family	Crime and Punishment
<b>HT 4</b>	Marriage and Family	Peace and conflict
<b>HT 5</b>	Matters of life and death	Revision and reflective learning
<b>HT 6</b>	Mock exams - reflective learning	EXAMS - GCSE Edexcel Specification B Paper 1: Religion and Ethics: Christianity and Paper 2: Religion, Peace and Conflict- Islam.

## 5. Specialist Vocab - will include

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
<b>1</b>	Omnipotent	Salah	Theodicies	Atonement	Tawhid
<b>2</b>	Omnibenevolent	Zakat	Free Will	Incarnation	Malaikah
<b>3</b>	Omniscient	Sawm	The Fall	Creed	Qur'an
<b>4</b>	Creator	Hajj	Original Sin	Sacrament	Nubuwaah and Risalah
<b>5</b>	Transcendent	Shahada	Holocaust	Worship	Day of Judgement
<b>6</b>	Faith	Halal	Problem of evil	Liturgical	Merciful
<b>7</b>	Church	Haram	Inconsistent Triad	Non liturgical	Predestination
<b>8</b>	Purgatory	Festival	Moral Evil	Cohabitation	Prophets
<b>9</b>	Judgement	Guru	Natural Evil	Divorce	Wudu
<b>10</b>	Soul	Diwali	Nirvana	Marriage	Ramadan

## 6. Cultural Capital

Our RE curriculum is designed to equip Granville students with the knowledge and cultural capital to succeed in life. It provides students with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world.

Our RE curriculum covers a wide range of topics that link to religious and non-religious views that enable students to broaden their learning about communities and ways of life beyond their own.

Our RE curriculum also provides our students with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future.

Year 7	Meditation and religious art
Year 8	Faith trail trip
Year 9	Ethical debate lessons. Guided meditation. Guest speakers TBC
Year 10	Church visit. Guest speakers TBC
Year 11	Mosque visit. Guest speakers TBC

Note: We are aiming to begin reintroducing trips and visits in the 2023/24 academic year.



## **7. Homework and independent learning**

Homework in RE will focus on helping students commit their learning to their long-term memory. The types of activities that will be set include:

- Embedding key substantive knowledge and information
- Learning RE specific vocabulary
- Learning case studies
- Summarising key learning from lessons
- Creating revision material such as mind maps, flashcards, tests etc.

Homework is set in line with the updated homework policy.

## **8. How to help you child to be successful in RE**

Speak with your child about the topics they are studying in RE and encourage them to read around the topic outside of school. There are a range of excellent websites, books and documentaries that will assist with this, these are all available within the RE sections of the year 7, 8, 9, 10 and 11 curriculum guides.

Encourage your child to complete independent revision at home; revising from knowledge organisers, making flashcards, completing past papers and continually reflecting on and updating PLCs. Ensure that at home there is a quiet place to revise away from distractions. Use the Edexcel revision guides, flashcards and workbooks which cover both exam papers.

Please don't hesitate to contact the department for further ideas.