

Curriculum overview: Religious Education

YEAR 6 Core Objectives:

Students should be able to:

- Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Explain, with reasons, the meanings and significance of religions and worldviews to individuals and communities.
- **Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.**
- Describe links between stories and other aspects of the communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explain the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- **Apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.**
- Describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Outline similarities and differences within and between different religions and worldviews.
- **Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.**

Key content requirements at GCSE

The Study of Religions: Beliefs, Teachings and Practices

Christianity:

- Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout both **The Study of Religions** as well as **Thematic Studies**.
- Students should show an understanding of the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority.
- They should be able to refer to scripture and/ or sacred texts where appropriate.
- Students should be able to explain the influence of the beliefs, teachings and practices of religion on communities and societies.
- Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout.
- Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.

Sikhism:

- Students should be aware that Sikhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is

Thematic Studies

- Students should be aware of different religious perspectives on the issues studied within and/or between religious and non-religious beliefs such as atheism and humanism.
- Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.
- Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs.
- Students will be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.
- Students may refer to any relevant religious texts
- Students must demonstrate knowledge and understanding that:
 - the religious traditions of Great Britain are, in the main, Christian
 - the religious traditions in Great Britain are diverse.
- Students may draw upon Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism.

<p>Christianity. This knowledge may be applied throughout both The Study of Religions as well as Thematic Studies.</p> <ul style="list-style-type: none"> • Students should show an understanding of the beliefs, teachings and practices of Sikhism and their basis in Sikh sources of wisdom and authority. • They should be able to refer to scripture and/or sacred texts as appropriate. • Students should be able to explain the influence of the beliefs, teachings and practices of religion on communities and societies. • Common and divergent views within Sikhism in the way beliefs and teachings are understood and expressed should be included throughout. • Students may refer to a range of Sikh perspectives in their answers, for example to the perspective of sahadhari and amritdhari Sikhs and the different emphases in different texts. 	
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Key skills requirements at GCSE

Students should be able to demonstrate their ability to:

- apply knowledge and understanding of two religions
- apply knowledge and understanding of key sources of wisdom and authority including scripture and/ or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

Year 7	Year 8	Year 9	Year 10	Year 11
<p><u>The Foundations of RE</u></p> <ul style="list-style-type: none"> • Truth and belief • The universe and life • The meaning of life and morality • Sanctity, value and quality of life • Western religion • Eastern religion <p><u>Hinduism: Beliefs and teachings</u> <u>Key beliefs</u></p> <ul style="list-style-type: none"> • Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds. 	<p><i>The Foundations of RE</i></p> <p><u>Sikhism: Beliefs and teachings</u> <u>Key beliefs</u></p> <ul style="list-style-type: none"> • The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS). • God as Creator, including different aspects of God's relationship with creation. • The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment. 	<p><i>The Foundations of RE</i></p> <p><i>Themes including Hindu and Sikh Beliefs, Teachings and Practices</i></p> <p><u>Theme B: Religion and Life</u> <u>The origins and value of the universe</u></p> <ul style="list-style-type: none"> • The origins of the universe • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals. 	<p><i>The Foundations of RE</i></p> <p><i>Themes including Hindu and Sikh Beliefs, Teachings and Practices</i></p> <p><u>Theme E: Religion, Crime and Punishment</u> <u>Religion, crime and the causes of crime</u></p> <ul style="list-style-type: none"> • Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime • Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder. 	<p>Revision and exam practice of:</p> <ol style="list-style-type: none"> 1. Hinduism: Beliefs, Teachings and Practices 2. Sikhism: Beliefs, Teachings and Practices 3. Theme B 4. Theme D 5. Theme E 6. Theme F

<ul style="list-style-type: none"> • Different understandings of the three features of the divine. • How the divine presents: <ul style="list-style-type: none"> - the tri-murti - deities - the concept of avatara • Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6–7); the cycle of four ages; many worlds and their diverse inhabitants. <p><u>Beliefs about the nature of human life</u></p> <ul style="list-style-type: none"> • The concept of atman, as individual, eternal inner self, distinct from material mind and body. • Cycle of birth and death (Samsara), moral action and reaction (the law of karma), and types of liberation (moksha). • Individual free will and responses to suffering; knowledge and ignorance. • Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. • The four aims of human life: dharma, artha, kama, moksha. • The meaning of dharma; sanatana dharma; varnashrama dharma. <p><u>Hinduism: Practices</u> <u>Worship and festivals</u></p> <ul style="list-style-type: none"> • Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart. • Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/ kirtan, japa/mantra; key differences in 	<ul style="list-style-type: none"> • Beliefs in karma and rebirth, and the aim of mukti; the meaning of mukti, including the different aspects of mukti – positive and negative. • The five stages of liberation (five khands) and barriers to mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride). • The importance of being God-centred (gurmukh) rather than man-centred (manmukh) and the elimination of pride or ego (haumai). <p><u>Beliefs about the nature of human life</u></p> <ul style="list-style-type: none"> • Belief in the oneness of humanity and in the equality of all, including complete equality of women with men. • The expression of the equality of all in the stories of the lives of the Gurus, the Guru Granth Sahib and Sikhism today. • Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan). • The role and importance of the sangat (religious community). <p><u>Sikhism: Practices</u> <u>Worship and service</u></p> <ul style="list-style-type: none"> • Religious features of the gurdwara: design, furniture, and artefacts; the practices associated with these features and their importance, including the palki and takht. • The role of the gurdwara within the Sikh community. • The role of prayer in the home. • The role and importance of the akhand path. 	<p><u>The origins and value of human life</u></p> <ul style="list-style-type: none"> • The origins of life. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. <ul style="list-style-type: none"> • Explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none"> - Abortion. - Euthanasia. - Animal experimentation. <p><u>Theme D: Religion, Peace and Conflict</u> <u>Religion, violence, terrorism and war</u></p> <ul style="list-style-type: none"> • The meaning and significance of: <ul style="list-style-type: none"> - peace - justice - forgiveness - reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. 	<p><u>Religion and punishment</u></p> <ul style="list-style-type: none"> • The aims of punishment • The treatment of criminals • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. <ul style="list-style-type: none"> • Explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none"> - Corporal punishment. - Death penalty. - Forgiveness. <p><u>Theme F: Religion, Human Rights and Social Justice</u> <u>Human rights</u></p> <ul style="list-style-type: none"> • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination. • Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. <p><u>Wealth and poverty</u></p> <ul style="list-style-type: none"> • Attitudes to and uses of wealth
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<p>worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship.</p> <ul style="list-style-type: none"> • Focuses of worship and representations of the divine and their importance. • Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning. <p><u>Lifestyle</u></p> <ul style="list-style-type: none"> • The four paths towards yoga (union with the divine), their differences and their importance. • Pilgrimage. • The work and significance of: <ul style="list-style-type: none"> - Hindu environmental projects including 'cow protection' and their significance. - Charities that promote well-being, social inclusion and women's rights. 	<ul style="list-style-type: none"> • The meaning and significance of langar as an expression of sewa. • The significance of meditating on the name of God (nam japna) in daily life and in the gurdwara. <p><u>Festivals and lifestyle</u></p> <ul style="list-style-type: none"> • Festivals and their importance for Sikhs in Great Britain today, including the origins and significance. • The importance of visiting Sikh historical gurdwaras, including the Golden Temple (Harimandir Sahib) in Amritsar. • Birth and naming ceremonies including their meaning and significance. • The initiation ceremony (Amrit Sanskar), including the meaning and importance of the Khalsa and the five Ks, and the different perspectives of sahadhara and amritdhari Sikhs. • The significance and use of the names Singh and Kaur. 	<p><u>Religion and belief in 21st century conflict</u></p> <ul style="list-style-type: none"> • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation. <ul style="list-style-type: none"> • Explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none"> - Violence. - Weapons of mass destruction. - Pacifism. 	<ul style="list-style-type: none"> • The responsibilities of wealth, including the duty to tackle poverty and its causes. • Exploitation of the poor including issues relating to fair pay, excessive interest on loans, people-trafficking. • The responsibilities of those living in poverty to help themselves overcome the difficulties they face. • Charity, including issues related to giving money to the poor. <ul style="list-style-type: none"> • Explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: <ul style="list-style-type: none"> - Status of women in religion. - The uses of wealth. - Freedom of religious expression. 	
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GCSE external assessment:

Religious education uses the GCSE 1-9 grading system, where 9 is the best grade. Religious education is assessed by examination only. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

There are two written papers, each lasting 1 hour 45 minutes. Both papers are worth 50% of the final grade.

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

SMSC in religious education

Religious education enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

Spiritual development in religious education

Education in religious education enables students to search for meaning in the purpose of life and the values by which we live. Students are able to interpret their own spirituality and their lives and discuss and debate ultimate questions. They are given opportunities to explore the beliefs and values of others and develop an understanding of, and respect for these. We encourage imagination and creativity in lessons and as part of independent learning. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

Moral development in religious education

The courses taught at all key stages and especially at KS4 and KS5 have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion, euthanasia, genetic engineering and business ethics. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

Social development in religious education

In religious education, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

Cultural development in religious education

Within this subject, students are provided with opportunities to explore different cultures through visits to places of worship and exposure to speakers with a different cultural heritage. Living in a multi-cultural society, they are encouraged to demonstrate respect and show tolerance towards people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.