

Religious Education Curriculum Map

Intent – To study Religious Education is to study the different religious and ethical views that students experience daily. At Conisborough College we aim to create a culture of awareness and respect of the different religious, ethical, and philosophical belief systems that exist and are followed, including humanist beliefs so that students of all faiths and none feel represented in the RE classroom. RE gives students the opportunity to unpack and explore the deepest ultimate religious and philosophical questions. The main ethos of the RE department is to encourage students to be confident in their own beliefs and values so that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue, and debate. All lessons allow for timely and sensitive responses to be made to unforeseen events of a religious, moral, or philosophical nature, whether local, national or global.

The RE curriculum at Conisborough builds on knowledge from KS2 and progresses and deepens this knowledge over five years. The KS3 RE curriculum aims to provide students with a strong understanding of what religion looks like in modern Britain, for example by analysing census data but most importantly by learning about religions and what is most important to religious believers, through knowledge and understanding of the major world religions. This is achieved through in-depth studies of the Abrahamic faiths – Judaism, Christianity and Islam and the inter-relation of these three religions – focussing on the following themes: Origins of the Faith, Religious Authority, Beliefs about Creation, Beliefs about the Nature of God, Beliefs about Morality and Living a Good Life, Diversity of Beliefs and Practices. These same themes are then explored in the Eastern faiths of Hindu Dharma and Sikhism. These lessons, across years 7 and 8, will provide an understanding for students, living in the borough of Lewisham in the religiously diverse city of London, of the religious beliefs of most religious believers. Year 7 and 8 lessons are built upon in year 9 where students will use their knowledge and skills to interrogate philosophical and ethical studies of the existence of God, questions about life and death and environmental issues. As KS3 progresses students can increasingly make their own critical judgements about meaning and purpose and will increase their religious literacy in order that they may confidently discuss the religious beliefs of themselves and others into adulthood. KS3 provides students with the knowledge and skills to access the KS4 curriculum which provides in-depth studies of Christian and Muslim beliefs, teachings and practices and looks at ethical and philosophical issues from Christian, Muslim and Humanist perspectives as these three groups make up the majority of Britain’s population thus preparing our Conisborough students for life beyond the academic setting within our society.

Term	1	2		3	4		5	6
Year 7	Religion locally and nationally: This short, introductory unit allows students to explore the current religious landscape of England and Wales and our specific local area. As a bridge between primary and secondary schools, students will review and build upon knowledge from KS2, and ensure that they have the appropriate vocabulary of key faiths and non-religious traditions in Britain, including names of religious buildings and widely used symbols. Students will interpret facts and figures using the skills of social science to determine which religions are predominant in terms of numbers of followers in Britain. This sets the scene for more in-depth studies of the world religions across year 7 and year 8. Origins of Abrahamic Faiths: From this point on until the end of year 8, the KS3 units give students a good grounding in the discipline of theology. The Abrahamic faiths share their history and background, and dominate the world’s religious population. It is, therefore, vital for students to have knowledge of the shared, and yet distinct, beginnings of these three faiths. This unit teaches students the historical foundations of Judaism, Christianity and Islam. It teaches about the shared foundations of the Abrahamic faiths, and introduces the concepts of monotheism, covenants (of Abraham and Moses) and God’s rules for humanity. These are built upon in the depth studies of each of the faiths. The unit emphasises the significance of Jerusalem in the foundations of the Abrahamic faiths and its continued importance today.		Assessment	Study of Judaism: This depth study of Judaism builds from the origins of Abrahamic Faiths unit. Students explore the foundational scriptures of the Torah (including the creation narrative) and the Tanakh (including Esther, and the prophecy of the messiah). Students will consider how these may be interpreted differently (including literal and symbolic interpretations). They also consider diverse views on the importance of the Talmud. Students will build on their knowledge of the mosaic covenant through being taught about the mitzvot and the different ways these are followed today by different Jewish communities. Students consider key beliefs and individual and community practices including prayer, Shabbat and Passover, and they are taught the significance of the synagogue and ceremonies of Bar and Bat Mitzvah. Students will finally explore a current ethical issue of social justice through the lens of the Jewish concept of Tikkun Olam.		Assessment (after term 5)	Study of Christianity: This depth study of Christianity also builds from the origins of Abrahamic faiths unit. Students will be taught about the structure of the Bible (so they can make meaning of the scripture they will encounter in the lessons that follow) and will apply their understanding of literal and symbolic interpretations from the study of Judaism. When revisiting learning from the origins of Abrahamic faiths unit about the birth, teachings, death and resurrection of Jesus, students will be taught about the need for atonement and the Christian belief in Jesus as the prophesied messiah (introduced in the study of Judaism). Students will also explore the Sermon on the Mount in greater depth. Students will then study the development of the Christian Church following the ascension of Jesus, including the roles of key apostles and leaders. Students will end the unit with a study of the key differences in beliefs and practices in Catholics and Protestant Church. This is important for understanding the diversity of beliefs and practices in the Christian tradition, which will be further explored in GCSE.	
Year 8	Religious Authority: This short thematic unit allows students to revisit themes of creation, the roles of revelation, scripture, authority and interpretations within Judaism and Christianity covered in year 7 units. Students explore diverse religious and non-religious (including Humanist) views on religious authorities such as scripture, prophecy and tradition, ahead	Study of Islam: This depth study of Islam builds from the origins of Abrahamic faiths unit. Students will be taught about sources of authority, prophecy, scripture, role of interpretation and traditions within Islam – some of which revisits and builds on learning from year 7 Abrahamic faith units. Students will learn about succession after the Prophet		Introduction to Dharmic faiths: In this short unit students will be taught an overview of the Dharmic faiths which links to the next two units on Hindu Dharma and Sikhism. Due to the religiously diverse context of the local community, it is important that students study Dharmic faiths so that all faiths are represented in the RE classroom. Students are taught the historical	Study of Hindu Dharma: This depth study of Hindu Dharma builds from the introduction to Dharmic Faiths unit. Students are taught that the Hindu Dharma contains a wide variety of traditions and foundational narratives. Students are taught about the sources of authority, core concepts, diversity		Study of Sikhi: This depth study of Sikhism builds from the introduction to Dharmic Faiths unit. Students will study Sikh narratives of creation. Students are taught the origins of Sikhism and about the sources of authority, core concepts and practices held within Sikhism. Students will encounter modern-day case studies of the lived religion. Students will be taught about authority within Sikhism. Students will consider Sikh beliefs about morality and life after death. Students will learn key practices in Sikhi.	

	of their study of Islam. This enables students to understand the important role religious authority plays in religious traditions and how this influences their approach to a range of religious, philosophical and ethical issues, which will be explored in Y9 and KS4.	Mohammed's death and the historical setting of the development of the two schools of thought: Sunni and Shia Islam. Students are taught the five pillars of Islam, and will focus on practices of prayer, fasting and modesty. This introduces students to the core beliefs and practices of Islam, which will be explored further in KS4, and enables students to apply these beliefs to thematic issues in Y9 and KS4.		foundations of Dharmic faiths in India and the beliefs that connect them. Students are taught about the Dharmic approach to religion, beliefs and practices to lay the foundations for the depth studies to follow. Contrasts with the Abrahamic understanding of 'God' are explored, which link to the year 7 units and the Islam unit.	of beliefs and practices held within the Hindu Dharma.		All of these topics build on the Introduction to Dharmic Faiths unit, providing students with a representative understanding of the diversity of religious beliefs in their local community.
Year 9	After having studied in depth five of the world's religions across years 7 and 8 using the discipline of theology, the year 9 units apply the knowledge learnt to generate opinions, which may be useful in student's everyday lives – allowing students to base judgments on knowledge. These year 9 units employ the disciplines of philosophy and ethics to enable students to form their own views. Students will be given the opportunity to explore fundamental questions about the nature and purpose of human existence and compare a variety of religious and non-religious responses so that they can make their own informed decisions about these issues. This also ensures that the full diversity of perspectives in the local community are included in RE lessons, enabling students to understand and respect views different from their own. Existence of God: Students consider the arguments for and against the existence of God, and how atheists and agnostic people may consider these arguments. Students are taught the design and first cause arguments, alongside the (simplified) Big Bang Theory, as part of the arguments for and against the existence of God. Students discuss religious beliefs about the nature of God from the perspective of the religions taught in years 7 and 8. As part of studying the nature of God, students will revisit ideas around polytheism and monotheism, God and Brahman.			Life and Death: Students will explore a number of religious traditions in relation to ideas about life, death and the afterlife. Students will revisit Abrahamic and Hindu concepts in relation to ideas about life, death and the afterlife and the response to questions around life, death and the afterlife from at least one non-religious perspective. This will enable students to understand complex ethical issues in modern society such as abortion and euthanasia.			Humanity and the Earth: Students revisit the Abrahamic and Dharmic traditions' creation stories in exploring the relationship of humanity to the Earth. Students will explore a number of religious traditions in relation to how animals are treated and consumed by humans. Students are taught the responses to questions around humanity's relation to the Earth from at least one non-religious perspective (which may include Humanism). This is important for students reflecting upon one of the most important issues facing modern society - climate change. Students revisit eschatological beliefs in Abrahamic and Dharmic traditions. They will consider the concept of the soul and life after death from a non-religious perspective.

Term	1	2		3	4		5	6
Year 10	<p>The GCSE in Religious Studies comprises of 8 units taught across years 10 and 11. The religions of Christianity and Islam are focussed upon, as they are the two main religious traditions of modern-day Britain and Lewisham area. The first four units of Christian and Muslim Beliefs, Teachings and Practices provide students with necessary knowledge that they can then apply to a range of religious, philosophical and ethical issues in the KS4 thematic units.</p> <p>Christianity: Beliefs and Teachings Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. The Christian response to the problem of evil, and beliefs of the Trinity, the Genesis creation story are explored and how these are interpreted by different Christian denominations. Jesus' Incarnation, Crucifixion and Resurrection are studied and how these brought about salvation and atonement for Original Sin. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell are explored, to respect the diversity of the Christian tradition.</p>	<p>Students will then explore the lived experience of Christians by learning about the practices of different types of Christianity.</p> <p>Christian Practices Christian practices are examined through gaining knowledge of the different types of Christian worship, role of the sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</p>		<p>Islam: Beliefs and Teachings Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 9, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</p>	<p>Muslim Practices Further building upon their study of Islam in year 8, students will examine how Muslim beliefs influence practice. Students will examine the 5 Pillars of Sunni Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices. This is very important so that students can challenge stereotypes and develop an accurate understanding of Islamic practices, which supports an attitude of respect and tolerance.</p>		<p>Students then begin to apply their knowledge of religious beliefs, teachings, and practices through the exploration of various issues faced in modern day Britain, thus preparing them for adult life and discussing issues with their peers – whether religious or not.</p> <p>Issues of relationships Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will learn how different Christian and Muslim groups have different responses to these issues. Students will compare different Christian, Muslim and secular views in order to make their own critical and balanced judgements on these issues.</p>	
Year 11	<p>Issues of Life and Death Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different groups of Christians and Muslims view the sanctity of life, abortion, euthanasia and the afterlife. Students will build on learning in KS3 and will compare different theological and secular responses to make critical and</p>	<p>Issues of Good and Evil Students will apply their knowledge of different Christian and Muslim beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. This is particularly important due to current challenges facing the criminal justice system in the UK today. Students will study the problem of evil and will examine in detail Christian and Muslim attitudes to good, evil and suffering, and how Christians and</p>	Mock 1	<p>Issues of Human Rights Students will apply their knowledge of Christian and Muslim theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian and Muslim beliefs. This unit will give students the opportunity to explore complex issues within contemporary society such as extremism and terrorism, enabling them to develop their</p>	<p>Revision of all eight GCSE units</p>	Mock 2	<p>Revision of all eight GCSE units</p>	<p>PUBLIC EXAMS</p>

	balanced judgements about fundamental questions about human existence.	Muslims have responded to the problem of evil through theodicies. Through exploring case studies related to the above topics, students will understand the complexity of these issues and formulate their own critical and balanced judgements.		own critical and balanced judgements.				
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Impact:

To ensure that all students achieve their full potential at KS3, students are formatively assessed regularly, and teaching is adapted accordingly. Students also sit summative assessments at two major points in each KS3 school year, in order that they are exam-ready by their KS4 studies. In addition to teaching knowledge, KS3 students will also be taught how to use this knowledge in these main ways: Demonstrate knowledge, analyse, evaluate, make thematic links – these link to KS4 skills of define, describe, explain and evaluate.

At GCSE level, students are regularly assessed through keyword tests, to ensure their religious literacy before public exams and receive feedback on exam question practice throughout the course to enable them to fully access exam questions by the time of their actual GCSE exams. There will also be KS4 mock exams.

In addition, we aim to instil a love of learning in students and encourage them to develop their critical thinking skills alongside developing their oracy skills through class discussions and debates. Once they leave Conisborough the students studying RE will have gained transferrable thinking, analysing and oracy skills relevant to both further studies of Religious Education, Theology and Philosophy, and employment.