

## Springwood High School RE Curriculum Plan

### **Our Vision:**

Over 5 years at Springwood we intend that all students will encounter a variety of religions / belief systems, covering the six major world religions, as well as ideas put forward by atheists, agnostics and humanists. We intend students to consider their own views and responses – they learn from religion and beliefs. We are very clear that we do not aim to preach, but to teach, and we intend our courses to be both accessible and to challenge all, whether they belong to a religious tradition or not.

We follow the current Norfolk Agreed Syllabus and the National Guidance on RE teaching.

Exam boards: KS4 – AQA B; KS5 - OCR

### **Brief overview of topics, themes, skills or key questions for each term:**

#### **Key Stage 3**

##### **Why are we teaching a knowledge-rich curriculum; how is it different?**

It tries to make sure that students have knowledge in their heads so they can use it like building blocks to apply to philosophical questions, and those that come from social / ethical issues. They will be also considering their own opinions – but it ensures that they can accurately reflect on the views of others as well. People often say that RE ‘is just about your own opinions’ but, while your own opinions are important and we work to make sure students develop them, they also need to have accurate knowledge about a range of belief systems (theistic and non-theistic) so that they can compare / contrast and develop their own opinions. RE is not a self-centred subject – it aims to develop an understanding of both your own views and those of others. Accurate knowledge of theological ideas is therefore very important, as is developing a subject specific vocabulary.

##### **Why are we teaching this content, in this order?**

In Year 7 we cover a range of different religions and beliefs systems, allowing the students to build on knowledge acquired at Key Stage 2, and begin to put together a jigsaw of different religious beliefs. This is continued in Year 8, where there is a discrete study of Islam, leading onto courses on prejudice + discrimination, war + peace and the environment. Islam is studied in all these units, but we also consider other views eg from Christianity and the Dharmic religions. The work on the environment leads us into Buddhism, a religion that is very philosophical – that in

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turn leads us onto a course in Philosophy. In Year 9 we go for depth within two religious traditions, Hinduism and Christianity. These lead into Ethical and Thematic studies in Year 10 / 11 as part of the GCSE course. At A level we study Philosophy, Ethics and Buddhism – building on the work at GCSE on Christianity, Hinduism and Ethics. Throughout we try to keep a balance between the Abrahamic and Dharmic religious traditions, and we make sure we include references to belief systems like Humanism.

### **How does our curriculum match the ambition of the National Curriculum?**

Our course links to the Norfolk Agreed Syllabus, both in terms of the religions / beliefs systems we study – Christianity, Islam and Hinduism are our main religious focuses but we are able to go far wider than that – and because we study RE through the three lenses of Theology, Philosophy and Human and Social Sciences outlined in the Agreed Syllabus.

### **How does the curriculum build on that from Key Stage 2?**

Our Year 7 course in particular aims to allow all to develop and widen the knowledge and understanding they gained at KS2. We want them to appreciate the impact that belief can have on life, and to develop skills such as explanation, evaluation and analysis.

### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?**

Students should have an overview of key points about the six main world religions + Humanism, and be aware of the ways this is put into practice. They should also be able to talk about differences within religions, and use terms like atheist and monotheist with confidence. In particular, they need to be aware of key Christian beliefs plus Christian ideas about ethics, concepts such as agape and key Bible teachings like ‘Love your neighbour’ plus Hindu beliefs about samsara and reincarnation, the atman and Brahman. Understanding issues related to eg prejudice and discrimination also provide the groundwork for GCSE and then A level studies.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	The Island: Birth Ceremonies Rules	The Island: Rules Festivals	The Island: God? Leadership?	The Island: Holy Books Coming of Age	The Island: Coming of Age Change / Diversity	The Island: Special places
8	Islam:	Prejudice and Discrimination	War and Peace	The Environment	Buddhism: Buddha, Dharma and Sangha	Philosophical Teachings:

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	Muslim Ummah, and the importance of the 5 pillars. Sunni / Shi'ah					The existence of God Science and Religion
9	Hinduism: Beliefs and Teachings	Hinduism: Beliefs / Teachings moving into Worship	Hinduism: Lifestyle	Christianity: Beliefs and Teachings	Christianity: Practices and Lifestyle	Christianity: Practices and Lifestyle

### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Thematic Studies: Religion and Life	Thematic Studies: Religion and Life	Thematic Studies: Relationships and Families	Thematic Studies: Relationships and Families	Thematic Studies: Religion, human rights and social justice	Thematic Studies: Religion, human rights and social justice
11	Thematic Studies: Religion, peace and conflict	Revising – Hinduism focus	Revising – Christianity focus	Revising – Themes focus	Revising	

### Key Stage 5

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Philosophy: The Greeks + reality Ethics: Natural Law and Situation Ethics Buddhism: The Buddha and his key teachings	Philosophy: Mind, body, soul Ethics: Situation Ethics and Euthanasia Buddhism: The Dharma in depth	Philosophy: Existence of God 1 Ethics: Utilitarianism Buddhism: The Sangha and Mediation	Philosophy: Existence of God 2 Ethics: Kantian Ethics Buddhism: The context of Buddhism	Philosophy: Religious Experience Ethics: Business Ethics Buddhism: Year 1 Buddhism overview	Philosophy: Problem of Evil Ethics: Sexuality Buddhism: Mahayana Buddhism introduced
13	Philosophy: Nature of God Ethics: Meta ethics Buddhism:	Philosophy: Religious Language Ethics: 1	Philosophy: Religious Language Ethics: 2	Philosophy: Philosophical Thinkers and Ideas	Philosophy, Ethics, Buddhism	

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	Mahayana schools, Zen	Conscience Buddhism: Mahayana schools, Pure Land Buddhism	theories revisited Buddhism: Western Buddhism	overview Ethics: Ethical thinkers and Applied ethical ideas Buddhism: Women and Engaged Buddhism	Revision of all sections.	
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### **Enrichment Activities:**

Super Learning Days:

Competitions:

Trips:

Cross-curricular:

Clubs & Support: