

## Curriculum Intent Statement for Religious Education

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Religious Education we aspire to provide outstanding lessons which explore a multitude of religious lifestyles and investigate ethical debates, alongside philosophical questions **relevant** in the community and the wider world. Students will learn to **confidently** articulate their own beliefs and **all** students will be **valued** and **respected**. In the RE department we encourage an open minded and **inquisitive response to difference**, which helps foster understanding and **empathy in all**, preparing students for their role in **our multi- cultural world**.

Curriculum Implementation Plan

Subject							
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2	
Year 7	The Foundation of religion: The Abrahamic Faiths.	The Foundation of religion: The Abrahamic Faiths.	The Foundation of religion: Eastern Faiths.	The Foundation of religion: Eastern Faiths.	Rites of Passage.	Who is God?	Spirited Arts
<b>Rationale</b>	<b>These units of work allow all students to gain a foundational knowledge of the major six world religions. The knowledge of these religions will be required throughout KS3 (and Christianity and Judaism at KS4). Our students come into Y7 with a great variety of religious knowledge, for some this will be their first consistent religious education. These units of work help ensure that moving forward all students can confidently access topics and apply the foundational understanding. By exploring all six major world religions students receive a great breadth of knowledge, fostering the understanding of the diversity in the religious world.</b>				<b>This unit of work allows students to apply the knowledge of term 1&amp; 2 to real life religious practice. They can see the relevance of faith and its role in the community.</b>	<b>Students can begin to see how to challenge religion and the big concepts using philosophical debate and argument.</b>	<b>This is a creative competition ran by NATRE. The theme changes every year but students are challenged</b>

						<p>This unit will allow students to challenge ideas and beliefs different to their own in an inquisitive, respectful and mature manner.</p> <p>to look at religion in the world today and respond creatively (art work/poetry etc). This unit of work is quite independent and allows Y7 students to take ownership of what they have learnt so far and confidently develop their own ideas.</p>
Year 8	Pilgrimage	Human Rights	Evil and Suffering	War and Peace	Charity	How is religion viewed in society today?
Rationale	<p>This unit of work allows students to apply the knowledge of religious beliefs to real life religious practice. They can see the relevance of faith and its role in the community. The</p>	<p>In RE many students raise challenging ethical questions and these units of work allows students to explore these relevant ethical issues, whilst taking into account their previous foundational knowledge. The skills required to analyse, evaluate and respond to debate are required through KS3 and 4 and these units will foster and enhance our student's ability to respond in a respectful and intellectual manner. The topics covered are relevant NOW. We do not feel students' should be sheltered from the issues that are impacting the real world...their world!</p>			<p>This unit of work is needed to help our students take an open minded approach to religion in the media and challenge the stereotypes often portrayed. It will also ensure students are aware that extremism is not founded in a single religion or lifestyle and be aware of</p>	

	<b>will develop an understanding of the commitment and dedication required in religion and why religious people take certain actions.</b>					<b>the warning signs of radicalisation.</b>
Year 9	Crime and Punishment	The Existence of God.	Abortion	Euthanasia	Stewardship and animal ethics	Life after death
<b>Rationale</b>	<b>In RE many students raise challenging ethical and philosophical questions and these units of work allows students to explore these relevant ethical issues, whilst taking into account their previous foundational knowledge. The skills required to analyse, evaluate and respond to debate are required through KS3 and 4 and these units will foster and enhance our student's ability to respond in a respectful and intellectual manner. The topics covered are relevant NOW. We do not feel students' should be sheltered from the issues that are impacting the real world...their world!</b>					
Year 10	GCSE Christianity Beliefs	Christianity Practices	Judaism Beliefs	Judaism Practices.	Relationships and families	Relationships and families
	<b>These units of work allow students to understand how traditional religion is practiced the modern world and why. Christianity is particularly relevant to our students as it is the most widely practiced religion in our local community (as well as being the most common religion in UK and the world!) It provides them with the opportunity to see how Christianity impacts their lives, even if they have no faith.</b>		<b>Judaism is a religion which has been historically persecuted. These units will allow students to see there is far more to this religion than this. It provides students with the chanced to develop their skills of comparison, as there areas which overlap with Christianity and areas which differ completely. Through Judaism students can consider the importance of community and dedication in times of both celebration and extreme difficulty.</b>		<b>The ethical themes studied allow students to see how religion impact lifestyle and responses to current and relevant ethical debates (eg marriage/ divorce/ medical ethics/treatment of criminals). Students will be able consider how these issues are relevant to their lives and communities, developing their confidence in articulating their own viewpoints. However, these ethical themes also ensure students are respectful and open minded to different responses.</b>	
	STAT Relationships and families	STAT Relationships and families	STAT Peace and conflict	STAT Peace and conflict	STAT Crime and Punishment	STAT Crime and Punishment
<b>Rationale</b>	<b>The ethical themes studied allow students to see how religion impact lifestyle and responses to current and relevant ethical debates (eg marriage/ divorce/ medical ethics/treatment of criminals). Students will be able consider how these issues are relevant to their lives and communities, developing their confidence in articulating their own viewpoints. However, these ethical themes also ensure students are respectful and open minded to different responses.</b>					

Year 11	GCSE Relationships and families	GCSE Religion and life	GCSE Peace and conflict	GCSE Crime and punishment		
Rationale	<p>The ethical themes studied allow students to see how religion influences lifestyle and responses to current and relevant ethical debates (e.g. marriage/ divorce/ medical ethics/treatment of criminals). Students will be able consider how these issues are relevant to their lives and communities, developing their confidence in articulating their own viewpoints. However, these ethical themes also ensure students are respectful and open minded to different responses.</p>					
	STAT Peace and Conflict	STAT Peace and Conflict	STAT Crime and punishment	STAT Crime and punishment		
	September 22 STAT Human Rights	September 22 STAT Human Rights	September 22 STAT Religion and Life	September 22 STAT Religion and Life		
Rationale	<p>The ethical themes studied allow students to see how religion influences lifestyle and responses to current and relevant ethical debates (e.g. marriage/ divorce/ medical ethics/treatment of criminals). Students will be able consider how these issues are relevant to their lives and communities, developing their confidence in articulating their own viewpoints. However, these ethical themes also ensure students are respectful and open minded to different responses.</p>					
Y12	<p><u>Teacher 1:</u>  <b>Philosophical language and thought:</b>          -Ancient philosophical influences          -Soul, mind and body  <b>Existence of God:</b>          - Arguments based on observation          – Arguments based on logic  <u>Teacher 2:</u>  <b>Normative ethical theories:</b>          - Kantian Ethics          – Utilitarianism</p>		<p><u>Teacher 1:</u>  <b>Normative ethical theories/ Religious approaches:</b>          - Natural Law          – Situation Ethics  <b>Significant ideas:</b>          -Conscience  <u>Teacher 2:</u>  <b>Insight:</b>          -Augustine’s teachings on human nature          – Death and Afterlife</p>		<p><u>Teacher 1:</u>  <b>Theological and Philosophical Developments:</b>          -The nature or attributes of God  <b>Religious Language/ Negative, Analogical &amp; Symbolic:</b>          -Via Negativa          –Via Positiva          – Analogy          – Symbol  <b>Religious language:</b>          - 20<sup>th</sup> Century perspectives and philosophical comparisons.  <u>Teacher 2:</u>  <b>God and the world:</b>          - Religious Experience          – The Problem of Evil</p>	
Rationale	<p>Following the OCR, A level syllabus provides a rigorous and varied a level programme for our students. The course is split into three elements: Philosophy of Religion, Religion and Ethics, and Developments in Christian thought. With both teachers teaching all three sections, we will move between units to ensure variety throughout the course. Each unit is assessed with the same style of essay, therefore students are not</p>					

	<p>moving between assessment styles. The units taught in Y12 are, in part foundational, allowing students to develop their knowledge of key philosophers and concepts, which will be applied in later units. This is particularly relevant within ethics- students cannot attempt applied ethics, until understanding the normative ethical theories required. It is also important that students who have not studied the GCSE course do not feel at a disadvantage, so by starting with key foundational units that are not studied at GCSE (Ancient Greek Philosophy and Normative Ethics) all students start at the same base level.</p>		
Y13	<p><u>Teacher 1:</u>  <b>Ethical language/ Meta Ethics:</b>          - Meta-ethical theory  <b>Development in ethical thought:</b>          - Sexual Ethics  <b>Living:</b>          - Christian moral principles          - Christian moral action  <u>Teacher 2:</u>  <b>Foundations:</b>          - Knowledge of God's existence          - The person of Jesus Christ  <b>Applied Ethics:</b>          - Euthanasia          - Business Ethics</p>	<p><u>Teacher 1:</u>  <b>Development:</b>          - Religious pluralism and theology          - Religious pluralism and society  <b>Society:</b>          - Gender and society          - Gender and theology  <u>Teacher 2:</u>  <b>Challenges:</b>          - The challenge of secularism          - Liberation, theology and Marx</p>	
Rationale	<p>Following the OCR, A level syllabus provides a rigorous and varied a level programme for our students. The course is split into three elements: Philosophy of Religion, Religion and Ethics, and Developments in Christian thought. With both teachers teaching all three sections, we will move between units to ensure variety throughout the course. Each unit is assessed with the same style of essay, therefore students are not moving between assessment styles. The units taught in Y13 build on those taught in Y12, allowing students to apply both their knowledge and skill from the previous year.</p>		

## Year 7 Curriculum Implementation Plan

Religious Education				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>Explore the major faiths of today’s world, understanding both their history and modern day relevance.</p> <p>Develop an understanding empathy of how religion can impact lifestyle. Eg. Coming of age ceremonies and festivals.</p> <p>Use and interpret scripture as a source of authority within religion, particularly Christianity.</p> <p>Begin to apply different structures for written answers based on the style of questioning.</p> <p>To explore different forms of expression in the NATRE spirited arts competition.</p>	<p><u>Reading</u> The department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</p> <p>Students will read a variety of resources to extend knowledge and introduce key concepts. Some students will read to the class.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons eg. Mini whiteboards and traffic light cards.</p> <p>Low stakes quizzing</p> <p>Exit strategies</p> <p>Voting Debates for viewpoints</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions.</p> <p>Substantial pieces of work in exercise books to assess progress against a criteria, but not formally graded.</p>	<p>All summative assessment will follow the GCSE exam structure.</p> <p>Strong focus different structures for written answers based on the style of questioning.</p> <p>Building the foundational knowledge of faith required at GCSE.</p> <p>Feedback sessions used after assessments to scaffold further development in both understanding of content and development of written structures required.</p>
	<p><u>Numeracy</u> Ranking</p>			

<p>Confidently articulate their own beliefs, whilst developing an empathy and appreciation for the views of others.</p>	<p>Ordering events and timelines to understand the history of religion in the world.</p> <p>Statistics.</p>			
	<p>Oracy</p> <p>The introduction of new key terminology.</p> <p>Debates and sharing of beliefs in class.</p> <p>Extended questioning of students.</p>			

## Year 8 Curriculum Implementation Plan

Religious Education				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>Continue to understand how faith leads to action. Eg. Pilgrimage and acts of charity.</p> <p>Explore key ethical issues relevant to today's society including human rights and war &amp; peace.</p> <p>Understand critical philosophical reaction to religion, namely the debate on evil and suffering.</p> <p>Use and interpret scripture as a source of authority within religion, focusing on how these values impact ethical responses within faith.</p> <p>Develop the use of different structures for written</p>	<p><u>Reading</u></p> <p>The department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</p> <p>Students will read a variety of resources to extend knowledge and introduce key concepts. Some students will read to the class.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons eg. Mini whiteboards and traffic light cards.</p> <p>Low stakes quizzing</p> <p>Exit strategies</p> <p>Voting Debates for viewpoints</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework.</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions.</p> <p>Substantial pieces of work in exercise books to assess progress against a criteria, but not formally graded.</p>	<p>All summative assessment will follow the GCSE exam structure.</p> <p>Strong focus different structures for written answers based on the style of questioning.</p> <p>Building the foundational knowledge of ethical issues and using religious sources of authority to respond to these issues.</p> <p>Feedback sessions used after assessments to scaffold further development in both understanding of content and development of written structures required.</p>
	<p><u>Numeracy</u></p> <p>Ranking</p>			



<p>answers based on the style of questioning.</p> <p>Confidently articulate their own beliefs, whilst developing an empathy and appreciation for the views of others.</p>	<p>Ordering events and timelines to understand the history of religion in the world.</p> <p>Statistics.</p>			
	<p>Oracy</p> <p>The introduction of new key terminology.</p> <p>Debates and sharing of beliefs in class.</p> <p>Extended questioning of students.</p>			

## Year 9 Curriculum Implementation Plan

Religious Education				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>Build a foundational understanding of the history and development of Judaism and Christianity.</p> <p>Use and interpret scripture as a source of authority within religion, focusing on how this influences religious beliefs, practices and ethical responses.</p> <p>Embed evidence from sources of religious authority to support explanations of beliefs, practices and ethical responses.</p> <p>Confidently use different structures for written answers based on the style of questioning.</p> <p>Assertively articulate their own beliefs, whilst</p>	<p><u>Reading</u> The department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</p> <p>Students will read a variety of resources to extend knowledge and introduce key concepts. Some students will read to the class.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p> <p>Y9 homework can take the form of further reading to extend the breadth of students' knowledge and</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons eg. Mini whiteboards and traffic light cards.</p> <p>Low stakes quizzing</p> <p>Exit strategies</p> <p>Voting Debates for viewpoints</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework.</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions.</p> <p>Substantial pieces of work in exercise books to assess progress against a criteria, but not formally graded.</p>	<p>All summative assessment will follow the GCSE exam structure.</p> <p>Strong focus different structures for written answers based on the style of questioning.</p> <p>Students will explore ethical issues and debates, which are taught in the GCSE themes.</p> <p>Feedback sessions used after assessments to scaffold further development in both understanding of content and development of written structures required.</p>

developing an empathy and appreciation for the views of others, particularly focusing on ethical issues that are relevant in today's society.	consolidate learning from lessons.			
	<u>Numeracy</u> Ranking  Ordering events and timelines to understand the history of religion in the world.  Statistics.			
	Oracy The introduction of new key terminology.  Debates and sharing of beliefs in class.  Extended questioning of students.			

## Year 10&amp;11 Curriculum Implementation Plan AQA GCSE / STATUTORY

Religious Education				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>Understand the beliefs and practices of Judaism and Christianity in line with the GCSE specification. This includes ways of worship and key events through a follower’s life.</p> <p>Use and interpret scripture as a source of authority within religion, focusing on how this impacts religious beliefs, practices and ethical responses.</p> <p>Embed evidence from sources of religious authority to support explanations of beliefs, practices and ethical responses.</p> <p>Confidently use different structures for written</p>	<p><u>Reading</u> The department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</p> <p>Students will read a variety of resources to extend knowledge and introduce key concepts. Some students will read to the class.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p> <p><u>Numeracy</u> Ranking</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons eg. Mini whiteboards and traffic light cards.</p> <p>Low stakes quizzing</p> <p>Exit strategies</p> <p>Voting Debates for viewpoints</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework.</p> <p>Experience of exam style questions with guidance on structure/format-completed in “exam book”.</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions.</p>	<p>All summative assessment will follow the GCSE exam structure.</p> <p>Strong focus different structures for written answers based on the style of questioning.</p> <p>Feedback sessions used after assessments to scaffold further development in both understanding of content and development of written structures required.</p> <p>Statutory RE still follows the key ethical themes found in the GCSE specification.</p>

<p>answers based on the style of questioning.</p> <p>Assertively articulate their own beliefs, whilst demonstrating an empathy and appreciation for the views of others.</p> <p>Both GCSE and statutory RE Will explore key ethical issues over the two years;</p> <ul style="list-style-type: none"> <li>• Relationships and family</li> <li>• Religion and life</li> <li>• Peace and conflict</li> <li>• Crime and Punishment</li> </ul>	<p>Ordering events and timelines to understand the history of religion in the world.</p> <p>Statistics.</p>			
	<p>Oracy</p> <p>The introduction of new key terminology.</p> <p>Debates and sharing of beliefs in class.</p> <p>Extended questioning of students.</p>			

## Year 12&amp;13 Curriculum Implementation Plan OCR A LEVEL

Religious Education				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to A Level Content
<p>Understand the teachings, beliefs and theories of a variety of philosophers and theologians in line with the A Level specification. This spans from Ancient Greek</p>	<p><u>Reading</u></p> <p>Students will read a variety of resources to extend knowledge and introduce key concepts.</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons e.g. Mini whiteboards.</p> <p>Low stakes quizzing</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p>	<p>All summative assessment will follow the A level exam structure.</p> <p>Feedback sessions used after assessments to scaffold further</p>

<p>Philosophy to 20<sup>th</sup> Century perspectives on gender.</p> <p>Use and interpret scripture as a source of authority within religion, focusing on how this influences religious beliefs, practices and ethical responses.</p> <p>Embed evidence from sources of religious and philosophical authority to support explanations of beliefs, practices and ethical responses.</p> <p>Confidently apply a range of knowledge (AO1) and evaluation (AO2) in a formal written format.</p> <p>Assertively articulate their own beliefs, whilst demonstrating an empathy and appreciation for the views of others.</p>	<p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p> <p><u>Numeracy</u> Ranking</p> <p>Ordering events and timelines to understand the history of religion in the world.</p> <p>Statistics.</p> <p>Oracy The introduction of new key terminology.</p> <p>Debates and sharing of beliefs in class.</p> <p>Extended questioning of students.</p>	<p>Exit strategies</p> <p>Voting Debates for viewpoints</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework.</p>	<p>These assessments will almost exclusively follow exam style questioning.</p>	<p>development in both understanding of content and development of written structures required. Mark sheet used to show success criteria and allowing students to immediately make developments to their work.</p>
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