

Priory's Religious Education Curriculum - Implementation

Key Stage 3 (years 7, 8 & 9) – we teach things in this order because at Key Stage 2 (years 4, 5 & 6), pupils should have covered the following topics

Year 4 - 'How should we live our lives?' focusing on the following key questions: What do religions say about doing good? Why are some occasions sacred to believers? What does it mean to do our duty? What is expected of a person in following a religion or belief?

Year 5 – 'Where can we find guidance about our lives?' focusing on the following key questions: What can stories teach us? How do holy words guide people in their lives? Are religious stories meant to be true? What is wisdom – can words from long ago help us be wise? What sort of writings are found in religion? Do people have to follow every word of their holy books? Can we learn from how some people treat their holy books?

Year 6 – 'Is life like a journey' g. Is life like a journey? If life is a journey, where does it lead? What is a good life? Should we prepare for the future? Is there a map for our journey? Who to travel with? What is death? What to celebrate on the way?

Religious Education Key Stage 3 Long Term Plan		
Year 7 – Where do I Belong?	Year 8 – Where can I find guidance about my life?	Year 9 – Where can we seek the truth and find meaning?
<p>Heroes and Villains; can we ever just be one?</p> <p>What are the Rights and Responsibilities of belonging?</p> <p>What are the foundations of faiths</p> <p>Where do we belong; Preston?</p>	<p>Can words have power?</p> <p>What is democracy?</p> <p>What is truth, stories and myths?</p> <p>Terrorism or vigilant; How do we know?</p>	<p>What does it mean to be human?</p> <p>Is God real?</p> <p>Is death the end?</p> <p>Is religion good for society?</p>

In Year 7, students develop basic skills predominantly through the religion of Christianity (50%) with focus on the following key religions Islam, Hinduism, Sikhism and Buddhism. The units aim to provide students with the knowledge of different Foundations of Faith as well as the practices within the faith. All students in Year 7 are

encouraged to develop an understanding of the impact that belief can have on a believer’s life. They will also examine the impact that religion can have on the community as well as what we can learn from them.

During Year 8, students build on the basic skills practiced in Year 7. The units aim to have students develop their knowledge of where they can find guidance about ‘How to live their lives?’ both from a faith and non-faith perspective. They explore extremism from a Christian and Islamic perspective as well as far left and far right views on different topics. Political issues around faith practices and their representation in the world this will be examined through the key principle faiths of Lancashire including the teachings within these faiths. Throughout all of this they develop critical thinking of others as well as themselves. Student as always encourage to think on an individual, local and global level.

During Year 9, students develop their independent learning and are encouraged to think about their own opinions to enhance their thinking and tolerance of others. The unit aims to focus on ‘Where we can seek the truth and meaning?’ They will explore ethical topics through debates such as abortions, honour killings and whether religious groups should have a say in governmental changes. They will also complete critical thinking elements on topics such as ‘what does it mean to be human?’ During this year students will draw on their knowledge from year 7 and 8 to present arguments from particular faith and non-faith groups as well as development their ability to express their view eloquently and respectfully to the group.

When	What will I learn and what skills will I develop?	Why do I need to know this?	How will I learn this?
Year 7	<p>Big Questions- Where do we Belong?</p> <p><u>T1</u></p> <p>Fertile question: Heroes and Villains; can we ever just be one?</p> <ul style="list-style-type: none"> • Who am I and who are you? – An overview of empathy and thinking from other people points of views. • What is the origins of Christianity? – An examination of the beginning of Christianity and the impact that this had at the time on believers and non-believers alike. • Examination of Jesus as a teacher – An examination of the heroic actions of Jesus as key figure within Christianity. • Examination of Jesus as a man – an examination of some of the villainous actions of Jesus and to begin a Critical evaluation of the figure Jesus Christ. • Comparison of Different religious OR a non-religious figures and how they may allow people to feel like they belong to a group within a society today. 	<p>So that students can understand the basis of the principle religion of study, Christianity.</p> <p>Student will begin to make judgement about the evidence presented to develop their own person insight.</p> <p>Student will assess the importance of figure of faith and inspiration on people’s lives as well as their own.</p>	<p>Students will use key terminology to explain the foundation of Christianity and begin to apply an understanding to other people’s points of view.</p> <p>Students will critically evaluate the role of key figure and how their action still impact on people today.</p>

	<p>Fertile question: What are the Rights and Responsibilities of belonging?</p> <ul style="list-style-type: none"> • What are rights and responsibilities to belong to Priory, Preston and the world? • Examine the legal rules within the UK and what rules exist within Christianity, Judaism and Islam. • Examine the roles of the courts within the UK Judicial system. • Compare the roles of the legal system and the uses of religious courts in the UK and other places in the world. • Examine the roles of the police and whether Religious Education should be a key component to a police officers' training. <p><u>T2</u></p> <p>Fertile question: What are the foundations of the Faiths in Lancashire</p> <ul style="list-style-type: none"> • Students will examine the foundation of faith of the principle religions in Lancashire including Islam, Buddhism, Sikhism, Judaism, and Hindu Dharma and compare this with their previous learning on Christianity. • Students will examine and express insight into the impact that faith can have on a believer's life. • Student will also be able to reflect on their own beliefs and the impact that this has on their lives and understanding of the world. <p><u>T3</u></p> <p>Fertile question: Where do we belong; Preston?</p> <ul style="list-style-type: none"> • Examine the religious makeup of the area in which we live and map the religious places of worship within the city. • Examine the religion of sport. Looking at the local football team PNE and how the followers of the sport could be viewed as a religion. • Examine the festivals and parades of the city celebrating the multi-cultural society in which we live. • Examine what the different faith and non-faith groups in our community can help support and guide me. • Examine the different volunteer groups within Preston and how they may impact on our lives. 	<p>Students will show an understanding of what rights and responsibilities are. Students will begin to show an understanding of their action and what system are in place to keep everyone safe. Students will examine how faith an influence a believers actions.</p> <p>Student will gain and development their understanding of different faith and the impact this can have on people lives. Students will make judgements on their own life and beliefs.</p> <p>Students will examine the area they live and how people (with focus on religious groups) mark event in the annual calendar. Student will examine football as a religion and will draw comparison between supports and believers. Students will look at ways in which they impact on their community and compare this to volunteer groups in the area.</p>	<p>Student will begin to compare religious and legal rule whilst showing a develop understanding of why these different rules exist. Students will apply key terminology to their understanding of British Value as well a religious understanding.</p> <p>Students will develop and understanding of key terminology and express insight into the basis of belief of the principle faiths. They will apply this to the area they live.</p> <p>Students will draw on their newly gain knowledge and use of key terminology examine the multicultural make up of where they live. They will also begin to compare and explain how religious and non-religious</p>
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	<ul style="list-style-type: none"> • Create our own group and explain what impact this may have on our community and why it is needed. 		<p>organisation with a following may present in a similar fashion. Students will also begin to show real personal insight into their own actions in the world.</p>
Year 8	<p>BIG question – where can we find guidance about how to live our lives?</p> <p><u>T1</u></p> <p>Fertile question: Can words have power?</p> <ul style="list-style-type: none"> • What is the media? How can this relate to Religious Education? • Does gender equality exist in the media? Examine bias and the importance of critiquing what you see and hear? • Examine how religious groups and characters are shown in the media and how this may have an impact on believer and non-believers lives? • Examine what ownership we must take over our own words and the impact this can have on others on an individual and wider community level. <p>Fertile question: What is democracy?</p> <ul style="list-style-type: none"> • To be able to describe what a democratic society looks like and how this doesn't always happen around the world. • To examine other form of governmental structures and compare the pros and cons of each. • Examine how people understand the difference between right and wrong when there is no law and investigate how legal and faith systems can work together. <p><u>T2</u></p>	<p>Students will be able to use key terminology correctly when discussing different forms of media and the impact it can have on everyone lives.</p> <p>Students will begin to critically think about what they see and hear and how this impacts on what they think. They will also decide how this can impact on a person's actions in the real world.</p> <p>Students will begin to look at governmental structures and compare these with religious rules of past and present.</p> <p>Students will refer to specific human rights and how religion and law can often be in conflict. Students will understand different views and why people may hold them as well as a basic understanding of right and left wing views.</p>	<p>Students will debate the responsibilities that people have when being SMART with the information they absorb through different forms of media.</p> <p>Students will examine how this 'rules' can be applied to their own lives.</p> <p>Students will compare and contrast the laws of the land around the world and discuss how they come into conflict.</p> <p>Student will begin to compare religious</p>

	<p>Fertile question: terrorism or vigilant; How do we know?</p> <ul style="list-style-type: none"> • Students will examine extreme views such as Islamophobia and white supremacy and break down how and why these views are held. • Examine the existence of terrorism and the rules of a just war. This will involve looking at case studies of different wars. • Students will study community cohesions and tolerance and how this can be built in to and area. • Students will compare and contrast different religious and worldwide views regarding actions and perspectives regarding terrorism. • Student will examine the work of the police regarding tolerance and with a focus on the PREVENT team and their work with early intervention. <p>T3</p> <p>Fertile question: What is truth, stories and myths?</p> <ul style="list-style-type: none"> • Students will be able to define and describe why a truth, myth and story are. • Students will then research and make judgements on religious stories as well as the impact these have on believers and their own lives. • Students will begin to make judgments and reasoned arguments around which religion has the most compelling evidence and try to explain why this religion should be followed. • Students will also make reasoned arguments about truth in society and how this can change over time 	<p>Students will examine attitudes towards extreme views and religious responses to those who hold such views.</p> <p>Students will begin to examine why the Prevent team was begun and the aims of the team.</p> <p>So that students can understand the basis of a truth, myth and story.</p> <p>Student will begin to make judgement about the evidence presented to develop their own person insight into their importance.</p> <p>Student will assess the importance of stories and inspiration on people's lives as well as their own.</p>	<p>and legal rule whilst showing a develop understanding of why different attitude's exist.</p> <p>Students will look at what we can do to PREVENT extremism and if this is the right steps to take.</p> <p>Students will examine If it is ever right to hold extreme views and compare this with actions.</p> <p>Students will use key terminology to explain the basis of a truth, myth and story and begin to apply an understanding to other people's points of view.</p> <p>Students will critically evaluate the importance of stories and inspiration on people's lives as well as their own.</p>
Year 9	Big Question - Where can we seek the truth and find meaning?	So that students can understand the basis ideas about what it	Students will use key terminology to

	<p><u>T1</u></p> <p>Fertile question: What does it mean to be human?</p> <ul style="list-style-type: none"> • Student will examine and reflect on their understanding of what it means to be human before comparing this to Christian teaching on the subject as well as a non-religious perspective. • Student will compare their own points of view on the purpose of life with those from a different perspective. • Students will compare the rights of a Humans with animal rights from 4 religious points of view. • What does it mean to be a good citizen and refugee work will also be covered in this unit. <p>Fertile question: Is God real?</p> <ul style="list-style-type: none"> • Students will examine different creation stories from alternative faiths as a basis for the belief in God. • Students will construct and analyse different creation arguments to support and contradict the existence of God. • Students will examine the impact that a belief in God will impact on the way in which people live their lives. <p><u>T2</u></p> <p>Fertile question: Is death the end?</p> <ul style="list-style-type: none"> • Students will express personal perspectives on death and what could happen after life. • Student will examine Christian and Islamic teaching on life after death. These views will be compared with Hindu and humanist concepts of the afterlife. • Student will also be able to describe and explain funeral rites from a Christian, Islamic faith and funeral without faith. • Student will examine the concepts of reincarnation and the impact this can have on a believer's life. 	<p>means to be human from different perspectives. Student will begin to make judgement about the evidence presented to develop their own person insight. Student will assess the importance of faith and on people's lives as well as their action.</p> <p>Students will show an understanding of creations theories from different perspectives of faith and elements of science. Students will begin to show personal insight into their own perspectives as well as making judgements of the validity of such theories.</p> <p>Students will develop personal insight into the concept of life after death and using the evidence available make judgements about alternative ideas and teaching about life after death.</p>	<p>explain ideas about what it means to be human and begin to apply an understanding to other people's points of view. Students will critically evaluate the faith and how this impacts on people today.</p> <p>Students will critically evaluate the theories of creation from a faith and non-faith perspectives and before begin to make judgements and draw personal conclusions.</p> <p>Students will be able to explain what differing religious groups and non-religious groups believe about life after death. They will also be able to justify their own opinion.</p>
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	<p>T3</p> <p>Fertile question: Is Religion good for society?</p> <ul style="list-style-type: none"> • Student will examine how the UK came be and how changes can be made as well as discussing whether religious groups should have a say in legal reform. • Student will then conduct research and debate on 'hot topics' from both a political and religious point of view such as Abortion, Euthanasia, FGM, Refugees, honour killing etc. • The debates will include religious and legal precedence and the conflicts that can occur when debating 'hot topics.' 	<p>Students will examine the changing demographics of religious following and the impact this has had on the UK and Preston.</p> <p>Students will also examine the use of religion in legal reform from past to present and discuss its role in today's society. This will lead into class debates about 'hot topics' and taboos in the world today.</p>	<p>Students will be able to explain how religion demographics have changed in UK and suggest valid reasons for this.</p> <p>Students will be able to use all of their gained knowledge to expressed valid and supported arguments from religious and non-religious groups on hot topic and taboos.</p>
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Key Stage 4

We follow the GCSE Eduqas Religious education course route A. WJEC Eduqas GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions.

This specification will enable learners to:

- deepen their understanding of the relationship between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

The student will complete 3 examination at the end of the course which follow the format as defined below

Component 1: Religious, Philosophical and Ethical Studies in the Modern World Written examination:
2 hours 50% of qualification

Candidates will study the following four themes. All questions are compulsory.

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

Component 2: Study of Christianity Written examination:
1 hour 25% of qualification

Candidates will study the beliefs, teachings and practices of Christianity. This component will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

Component 3: Study of a World Faith Written examination:
1 hour 25% of qualification

Candidates will study the beliefs, teachings and practices of one world faith from the following list: either Option 1: Buddhism or Option 2: Hinduism or Option 3: Islam or Option 4: Judaism or Option 5: Sikhism This component will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the subject content.

The delivery sequencing, assessment, depth and breadth...

The ambition of the United Learning key stage 3 curriculum (and all curricula at key stages 1, 2) is for all pupils to achieve the year by year expectations outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum and that with reference to the key performance indicators outlined for each year group, all pupils are taught to achieve these. Mastery means that pupils should be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year. Re-visiting a key performance indicator can provide opportunities to:

- Demonstrate mastery
- Address any gaps in learning and misconceptions
- Widen and deepen learning as pupils apply their knowledge and skills in a different context or tackle more complex work.

By the end of their time at Penwortham Priory Academy they will have developed skills that allow them to Student will be able to answer the following question.

How should we live our lives?

In developing my own stance to life, how have philosophy, religious study, experience and argument contributed to my view of the world? What is to be learned from the religions about responses to ultimate questions of meaning, value, commitment and truth? Where do I find meaning?