



Religious Education Department – Curriculum Intent

Overview of RE Curriculum

Head of Department: Miss H Stedman

At Urmston Grammar, It is our firm belief that in order to understand the world, you need to understand religion. Religion is inextricably tied to our history, society and culture. The beliefs and moral standards we hold frame the lens we use to look at the world and in turn, the way we act within it.

In the Religious Studies department we provide enjoyable, meaningful, and thought-provoking learning experiences for every pupil. Within RE lessons we combine academic rigour, meaningful discussion and systematic reflection to equip our students with the powerful knowledge they need to thrive as well-rounded, well-informed citizens in later life.

Students will embark upon a process which will develop their ability to think critically and logically in evaluating some of the finest minds in history. They will learn how to construct a coherent argument, not only when crafting balanced essays, but also when entering the stimulating debates which are a common feature of lessons.

Religious studies incorporates a wide variety of topics including psychology, sociology, law and economics. Universities look favourably on the skills which are developed as they are applicable in a wide variety of disciplines. Students are given numerous opportunities to interact with members of faith communities, attend conferences and hear the testimony of university lecturers to show that religion and philosophy are not merely subjects in books but are alive and vital today.

We aim to equip all students with the ability to think for themselves as they study Religion and Worldviews. We champion all our young people as the leaders of the future and foster environments that encourage all students to be active listeners with the courage to use their voice to justify their viewpoints.

Finally, beyond the important parameters of academic study, religious studies provides students the vital opportunity to consider their own relationship with philosophy, religion and morality, which will often be a process of great importance in the way they choose to live their lives.





Religious Education Department – Curriculum Intent

Year Group	7									
Rationale/ Narrative	<p>Include sequencing choices/ links to previous content or any subject specific pedagogy.</p> <p>At KS3 we use an enquiry-based approach to study religion and worldviews adapted from the Trafford Agreed Syllabus. We have selected units that balance across the strands of ‘Living’, ‘Believing’ and ‘Expressing’. Lessons within units are sequenced as ‘pieces of a jigsaw’. Upon completion of any given unit, students should have the ‘complete picture’ and be able to respond to the overarching enquiry question in detail.</p> <p>Through our curriculum in lower school we strive to fulfil the principal aim of RE; to guide pupils in systematic enquiry of significant human questions. By the end of the Key Stage we expect our students to be religiously literate and be equipped with the tools required to articulately engage in discussions around religion and belief. In doing so we aim to provide solid foundations for further study at GCSE and A level.</p> <p>The religions and worldviews studied at KS3 are Christian, Muslim, Buddhist, Sikh and Humanist.</p>									
WEEKS AND LESSONS	Autumn 1 7 WEEKS- 11 LESSONS	Autumn 2 7 WEEKS- 11 LESSONS	Spring 1 6 WEEKS 9 LESSONS	Spring 2 7 WEEKS 11 LESSONS	Summer 1 5 WEEKS 8 LESSONS	Summer 2 6 WEEKS 9 LESSONS				
TOPICS/ KNOWLEDGE	<p><u>What is religion?</u></p> <p>Introductory unit on the common terminology and features shared across most belief systems. What are the foundational beliefs for Christians, Muslims, Sikhs and Buddhists?</p> <ul style="list-style-type: none"> • What are the different ways of studying RE? • Accurate knowledge the foundation terminology from ‘The Big 6’ table. • Clear understanding on why studying religion is important. • Ninian Smart’s 7 dimensions of religion. • Explain why it is difficult to define religion using some examples • Explain what is meant by Worldviews and discuss some of the things that might affect a person’s Worldview 		<ul style="list-style-type: none"> • <u>Why is so radical about Jesus?</u> • An in-depth study about the varied Christian views of Jesus. How do people within Christianity (and other world views) understand and live out the teachings of Jesus in the world around them? Was he radical or not radical enough? • To suggest reasons why Jesus is depicted in different ways across the globe. • To explain the reasons why some groups of people had a problem with Jesus during his lifetime. 		<p><u>Should religious buildings be used to feed the starving?</u></p> <p>In depth study about the purposes and types of worship within Christianity, Sikhism and Islam. Why do places of worship exist and how do they help religious communities?</p> <ul style="list-style-type: none"> • Identify different challenges that children face in today’s world including; climate change, conflicts, malnutrition, starvation and disease • Explain purpose and functions of a Church Mosque and Gurdwara. • Different ways Muslims ‘give’ to the poor and needy including the importance of the Mosque in ‘giving’ and 		<p><u>What is Good and What is difficult about being a young Muslim?</u></p> <p>Study of Muslims and Sikhs ways of living, beliefs and communities. Exploration of challenging questions about the place of religion in Britain today.</p> <ul style="list-style-type: none"> • To explore the nature and importance of the Ummah in Islam • To develop and account of how a mosque functions both as a place of worship and a centre of community 		<p><u>Is death the end? Does it matter?</u></p> <p>In depth study of the spectrum of religious and secular world views about life after death. How do beliefs about an afterlife frame how we live, see the world, and prepare for death?</p>	



Religious Education Department – Curriculum Intent

	<ul style="list-style-type: none"> • Explain what Human and Social Sciences are and discuss some of the methods that they might use to study religion and worldviews. • Interpret and evaluate some sources of data to discuss patterns of religion in the UK and the world. • Explain what Theology is and discuss some of the methods that it might use to study religion and worldviews. • Explain some different ideas that people have about God. • Explain the difference between literalist and non-literalist approaches to religious texts. • Explain what Philosophy is and discuss some of the methods that it might use to study religion and worldviews. • Discuss some arguments for the existence of God. • Explain some basic beliefs in shared within and between different Christian denominations. • Explain the 6 articles of faith in Sunni Islam. • Explain the Four Sights and the story of the Buddha . • Explain the 5ks of Khalsa Sikhs and explore some of the challenges in wearing them. 	<ul style="list-style-type: none"> • To know the reasons why the Jewish people in Jerusalem were awaiting the Messiah including the main reason; the brutal Roman occupation. • To identify and describe why Jesus did NOT fit the traditional accounts of the Jewish Messiah. • To explain with examples how Jesus’ treatment of women was revolutionary for his time. • To consider why some people believe Jesus was a pacifist. • To know 3 miracles associated with Jesus; and how they were radical. • To analyse the different reasons why some people see Jesus as Radical. • To articulate the different reasons why some people believe Jesus was NOT radical. • To be able to formulate your own opinion on whether Jesus was Radical. 	<p>the role of the Zakah Sadaqah and Lillah.</p> <ul style="list-style-type: none"> • Ways Sikhs ‘give’ to humanity including the role of the Gurdwara; Langar and the teachings of selfless service- Seva . • Recite and understand the parable of the sheep and goats • To know how Muslims give during Eid-ul – Adha and birth rites. • Sociological perspectives regarding Religion and the purpose of worship. • Analyse several arguments FOR selling religious buildings to feed the starving. • Analyse several arguments AGAINST selling religious buildings to feed the starving. • To generate your own opinion on selling Religious buildings to feed the starving. 	<ul style="list-style-type: none"> • To recognise the Adhan and its significance • To identify and explain the specific forms of prejudice experienced by young Muslims and how society could address this • To explore the true nature of greater or lesser jihad • To know the key features of the British Sikh Report • To explore some of the unique challenges faced by the Sikh community • To explore the tension sometimes felt by young Sikhs to uphold religious tradition and partake in contemporary culture 	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Religious Education Department – Curriculum Intent

SKILLS	<p>Identify, recall, describe, outline, compare, contrast, analyse, interrogate data, evaluate philosophical premise, apply basic disciplinary skills for social science, Theology, Philosophy</p>	<p>Give a supported view as to how radical Jesus' views towards women were.</p> <p>Give a supported view as to how radical Jesus' views towards wealth and poverty were.</p> <p>Consider the question of who Jesus came to save and evaluate a variety of answers.</p> <p>Express insight into the question of how radical Jesus was, in the light of different views.</p> <p>Explain, with reference to historical context, how radical Jesus was.</p> <p>Evaluate different views on whether Christians have been radical enough.</p>	<p>Explain and interpret a range of understandings of worship.</p> <p>Explain how welcoming and charitable actions can be seen as worship.</p> <p>Consider the key question and evaluate a variety of answers.</p> <p>Express insight into the purpose of worship, in light of different views</p> <p>Observe and comment on the function of worship in the lives of believers.</p> <p>Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views .</p>	<p>Appreciate what is good about being a teenage Sikh or Muslim in Britain today and appraise what challenges are involved.</p> <p>Investigate and explain what Sikh or Muslim teenagers say about Western values and express their own views .</p> <p>Explain how ancient spiritual practices still sustain believers.</p> <p>Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society.</p> <p>Examine and evaluate British society's treatment of immigrant religious groups.</p>	<p>Explain a range of beliefs regarding the possibility of life after death.</p> <p>Account for the roots of these diverse beliefs.</p> <p>Judge the importance of this life compared to the hope of an afterlife, offering different views.</p> <p>Evaluate the impact of differing views of life after death on how individuals view earthly life.</p> <p>Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions.</p> <p>Analyse what visions of life after death reflect about an individual's view of existence.</p>
---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





Religious Education Department – Curriculum Intent

ASSESSMENTS	Baseline Assessment Substantive knowledge Progress Test	Substantive knowledge Progress Test	Substantive knowledge Progress Test	Substantive knowledge Progress Test	Substantive knowledge Progress Test End of Year Summative Assessment
Memory and links	<p>This unit is designed so that all students have a shared basic framework and language with which to talk about religion and world views as they progress through the curriculum.</p> <p>It also covers foundational concepts for the 4 main organized worldviews that students encounter firstly at KS3, and then later on in much more depth at KS4 (Islam and Christianity)</p> <p>The disciplinary lenses are skills that are revisited implicitly and explicitly throughout the 7 year curriculum.</p>	<p>Exploration of key feature of religion (Leaders).HT1</p> <p>Use of Religious terminology and foundational beliefs in Christianity from HT1.</p> <p>Varied application of KS2 knowledge of Christianity.</p> <p>Clear links to GCSE Christianity Paper 1- Incarnation and codes for living.</p> <p>Clear links A level Spec DCT component. Person of Jesus Christ, CMP, CMA, Gender and Theology, Gender and Society.</p>	<p>Exploration of key feature of religion (Worship). HT1.</p> <p>Use of key terminology from what is religion HT11.</p> <p>Use of foundational beliefs lesson for Sikhism, Christianity and Islam from HT1.</p> <p>Links with Jesus' key teaching on poverty from HT2.</p> <p>Clear Links with Islam Practices (Zakat/ Ummah/ Sawm) component of GCSE Spec Paper 1.</p>	<p>Exploration of key feature of religion (Commitment and Community). HT1</p> <p>Importance of places of worship for young Sikhs and Muslims in Britain. HT3</p> <p>Prejudice and Discrimination links to Y8 Unit 1.</p> <p>Links to General RE Prejudice and Discrimination and Anti Semitism.</p> <p>Broad introduction to some Islamic Practices which will provide a spring board for further study at GCSE.</p>	<p>Exploration of key feature of religion (Rules) living when considering the afterlife (HT1/2/3).</p> <p>Use of Religious terminology and foundational beliefs in Buddhism from HT 1.</p> <p>Exploration of morality. Does it come from religious authorities (like Jesus HT2) or is it innate?</p> <p>Exploration of ways places of worship are used (funerals) (HT3).</p> <p>Clear links to GCSE Christianity beliefs and Practices.</p> <p>Provides foundation for comparison at GCSE for Islamic views of LAD.</p> <p>Clear Links to A Level DCT Death and the Afterlife.</p> <p>Spring board for GCSE themes regarding ethics and reasons for behaving morally.</p>



Religious Education Department – Curriculum Intent

VOCAB	Theology, Philosophy, Social Science, Artefact, Sacred, Artefact, Religion, Worship, Census, worldview, biased.	Pharisees, Messiah, Resurrection, Radical, Jewish Scholar, Gospel Pacifist.	Zakat, Sewa, Worship, Devotion, Gurdwara, Mosque, Eid Al Adha, Quran, Pilgrimage.	Diversity Ummah, Adhan, Imaam, Prejudice, Discrimination, Islamophobia. Amrit, 5ks.	Nicene Creed, Atonement, Heaven, Hell, Purgatory, Cremation, Humanist, Atheist, Morality, Agnostic, Theist, Reincarnation, Samsara, Birth, Rebirth, Liberation.
Careers	<p>Employability Skills –teamwork, creativity, leadership presenting - Create your own religion group project and presentation</p> <p>Career: Marketing director, Retail buyers, employers, HR personnel, tableware designers, confectioners.</p>	<p>Employability skills - creativity Creating an acrostic poem about pacifism</p> <p>Social Action group- Working to provide support and equality for all (Shelter, Women's aid, Choose love, George House Trust)</p>	<p>Employability Skills - research – Homework researching non-worship activities held in churches</p> <p>Social Policy – Prioritising needs and evaluating housing needs within a community</p>	<p>Employability Skills – listening to and respectfully responding to the opinions of others on matters of diverse religious practice</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy</p>	<p>Employability Skills – listening - listening sensitively to others' experiences of funerals</p> <p>Medicine/Nursing/ Care work – Introduction to the value of life and alleviating suffering. Introduction to Medical Ethics counsellor, medical professionals, make up artists, funeral directors, media professionals.</p>





Religious Education Department – Curriculum Intent

Year Group	8					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS-	7 WEEKS	6 WEEKS	7 WEEKS	5 WEEKS	6 WEEKS
TOPICS/ KNOWLEDGE	<p><u>Is religion a power for peace or a cause of conflict?</u></p> <p>In depth exploration of different examples of religious engagement with conflict and peace.</p> <p>This unit aims to provide, as Prof Ted Cante states ‘A safe place for dangerous conversations’ and opportunities deep learning through exploring ideas which society often hides from view.</p> <ul style="list-style-type: none"> To know the causes and consequences of wars To know a number of different case studies including 9/11, Israel/Palestine and the conflict in Northern Ireland and offer informed insights as to how fair it is to claim religious involvement To know the key events of the Sikh Amritsar Massacre To explain the story and symbolic meaning of the story of Bhai Sahib To explore fundamental Sikh teachings on justice and fairness To describe the symbolism of the turban with regards to Sikh historical struggle for freedom To analyse the influence terrorist attacks such as 911 had on Sikh communities To know St Thomas Aquinas Just War theory To identify Christian attitudes to peace, pacifism and justice and the theological roots of such beliefs To explore the life and achievements of Martin Luther King and the ways he embodied Jesus message of pacifism 		<p><u>Do we need to prove Gods existence?</u></p> <p>Exploration of different religion and worldviews about the importance place of belief and faith hold in their lives,</p> <p>Why are Buddhists are relatively unconcerned about the idea of God? Why this is a vital matter for Christians, and why atheists reject the idea of God? The concept of proof is examined alongside related ideas about evidence, belief, perspective and interpretation.</p> <ul style="list-style-type: none"> To know the RE definitions for proof, belief, and opinion To explain and evaluate the Cosmological Argument and the Kalam Cosmological Argument Accurately define Aquinas 5 ways To articulate arguments from religious experience as proof of God and arguments against To articulate arguments from religious experience as proof of God and arguments against The concept of God in Buddhism The Buddhist story of the poison arrow The Buddhist 8 Fold Path The nature and function of suffering in Buddhism Atheist ideas about purpose and existence 		<p><u>Why is there suffering? Is there any good reasons?</u></p> <p>Analysis of different religious and spiritual ways of life about their view of suffering.</p> <p>How do people within a religion or world view understand and live with suffering in the world around them?</p> <ul style="list-style-type: none"> To define existential, physical and emotional suffering and their causes To know Biblical teachings on suffering such ad The Fall, Original Sin and the story of Job To explain how Christians make sense of faith and understand the concept of suffering To explain the problem of evil and how it has reaffirmed or caused people to lose their faith To explain in death the 4 Noble Truths To evaluate the different ways humans can respond to suffering 	





Religious Education Department – Curriculum Intent

	<ul style="list-style-type: none"> To explore the misinformation in mainstream around lesser Jihad and how this in turn leads to Islamophobia 		
SKILLS	<p>Present a coherent account of why some see religion as a power for peace, supported by evidence.</p> <p>Present a coherent account of why some see religion as a cause of conflict, supported by evidence.</p> <p>Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning.</p> <p>Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world.</p> <p>Express well-informed insights into the nature of peace: active nonviolence or passive absence of war</p> <p>Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil</p>	<p>Give an account of God’s existence using a rational argument.</p> <p>Explain a worldview which does not set out to prove God’s existence.</p> <p>Offer reasons as to why we do or do not need to prove God’s existence.</p> <p>Evaluate whether God’s existence can ever be proven.</p> <p>Analyse the value of proof and faith in this debate.</p> <p>Justify a view as to the value of the attempt to prove God’s existence using rational arguments.</p>	<p>Give informed insights into two Christian views about why people suffer, supported by evidence from biblical texts.</p> <p>Contrast two views of why we suffer from two different traditions.</p> <p>Argue the case that religions do or do not offer good solutions as to why we suffer.</p> <p>Consider and weigh up how far religious answers to the question of suffering are universally useful.</p> <p>Evaluate critically the idea that suffering is a natural human state to which there is no solution.</p> <p>Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.</p>
ASSESSMENTS	Substantive knowledge progress test	Substantive knowledge progress test	Substantive knowledge progress test
MEMORY AND LINKS	<p>Memory:</p> <ul style="list-style-type: none"> Year 7 Term 2 What was radical about Jesus <p>Links:</p> <ul style="list-style-type: none"> Year 11 GCSE Peace and Conflict Y10 GCSE Crime and Punishment: Forgiveness, Reconciliation, justice Y10 Relationships and families- Equality in Gender roles. 	<p>Memory:</p> <ul style="list-style-type: none"> Builds on Y7 Term 1 What is Religion? <p>Links:</p> <ul style="list-style-type: none"> Year 11 GCSE Existence of God and Revelation Year 10 GCSE Islamic Practices - Prayer 	<p>Memory:</p> <ul style="list-style-type: none"> Year 8 Term 2 arguments against the existence of God Year 7 Spring 1 - Should Religious building be sold to feed the poor? <p>Links:</p> <ul style="list-style-type: none"> Year 9 GCSE Christian beliefs - Creation, The Fall and The Crucifixion/ Resurrection/ Atonement Year 9 GCSE Christian Practices – Charity Year 10 GCSE – Islamic practices – Zakah
VOCAB	Civilians, combatant, deterrent, justice, terrorism, Khanda, Guru Nanak, Monotheism, Gurdwara, Guru Granth Sahib, Khalsa, Just War Theory, St Thomas Aquinas, Geneva Conventions, pacifism, non-violence, Martin Lither King, Segregation, Civil Rights, prejudice,	Fact, belief, opinion, atheist, agnostic, theist, Theos, agnostos, symbolism, Cosmological Argument, Causation, Allah, Thomas Aquinas, Cosmos, The Kalam Cosmological Argument, faith, Salah, contingent, infinite, “5 Ways”, faith, religious experience, prayer, miracle,	Suffering, poverty, hunger, disease, Human and Natural Suffering/evil, ignorance, intentional, emotional/ physical/ existential suffering, relative and absolute suffering, Free Will, The Fall, Evil, Job, Genesis, Proverbs, Sin, temptation, betrayal, crucifixion, Lazarus, David Hume, omnipotent,





Religious Education Department – Curriculum Intent

	discrimination, stereotype, Jihad, lesser jihad, greater jihad	numinous, conversion, The Buddha, Nirvana, Enlightenment, Rebirth, Karuna, Four Noble Truths, Eightfold Path, Lovingkindness, meditation, moral evil, natural evil, cultivation, Richard Dawkins, pluralism, humanist, Big Bang, Evolution, Design, natural selection, Creationism, Intelligent design, illusion	omnibenevolent, philosophical, theological, psychological, Four Noble truths, Siddhartha Gautama, cravings, greed, Middle Way, Eightfold Path, enlightenment, nirvana, Karuna
Careers	<p>Employability Skills - teamwork; problem-solving; listening - Group work on Jihad – deciding which group will be given assistance based on concepts Just War and Jihad</p> <p>Journalism/ Media - Students examined the bias in The Media and subsequent impact on prejudices and discrimination towards Islam.</p> <p>The Armed Forces – Students have considered what makes a war “Just” and what is considered a “ War Crime”. This will prepare students for the reality of being a combatant in the Armed Forces.</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy</p>	<p>Employability Skills - problem-solving - Detective task in Lesson 4 – Personal religious experience</p> <p>All careers requiring presenting and supporting a point of view (e.g. Law, Journalism, Politics) - Analysing concepts of proof and faith, presenting their own opinions and justifying these with evidence.</p>	<p>Employability Skills - problem-solving; presenting – Lessons 7 & 8 – Are there any good solutions to suffering? Students evaluate a variety of responses and formulate their own opinions of them Staying positive – focusing on solutions to suffering</p> <p>Charities Sector – Focus on alleviating suffering prepares students for careers in charities.</p> <p>Housing Associations and Local Authority Housing – Students have considered the importance of high-quality housing in alleviating poverty.</p> <p>Social work/ Healthcare/ All caring professions – Students have considered how people can alleviate suffering.</p>



Religious Education Department – Curriculum Intent

Year Group	9 GCSE AQA specification A					
Rationale/ Narrative	Due to an uplift in lesson time in lower school, every student now begins their studies for GCSE Religious Studies in Year 9. We have chosen the AQA syllabus with a specific focus on Christianity and Islam as this best reflects the demographic of our student body. We feel the themes we have selected from AQA specifically are ones which will spark our students passion, enable them to develop their cultural and moral values and support them in becoming active citizens. In their first year of study students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam and Christianity - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. The course is taught using booklets to ensure all students have the same high quality learning experience. We also use this method of teaching to support organization, revision and long term retention.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS- 14 LESSONS	7 WEEKS- 14 LESSONS	5 WEEKS 10 LESSONS	5 WEEKS 10 LESSONS	7 WEEKS 14LESSONS	6. 5WEEKS 12 LESSONS
TOPICSS/ KNOWLEDGE	<p><u>Christian Beliefs</u> Nature of God, The trinity, Creation, Jesus incarnate, key teachings, the crucifixion, ascension, atonement, salvation, life after death, problem of evil, theodicy, atonement, parable of sheep and goats</p> <p>Start first 4 lessons of Islamic beliefs (Pre Islamic Arabia, Sunni Shia Split, The 4 Rightly Guided Caliphs and The 12 Imam's</p>		<p><u>Islamic Beliefs</u> The nature of God and Tawhid, Prophethood, Muhammed (pbuh), Articles of faith, Roots of Usul A Din, Judgement day, Life after death, Angels, predestination.</p>	<p><u>Peace and Conflict</u> <u>Violence and conflict</u> Forms of violence, War, Justification of violence , Just War theory. <u>Peace and peace making</u> Pacifism, Non-violence as force, Value of peace Forgiveness and reconciliation : Forgiveness, Justice, fairness and injustice, Reconciliation</p>	<p><u>Christian Practices</u> Eucharist, Pilgrimage, Easter, Christmas, Christian charity, Worship, Prayer, Mission and Evangelism, Reconciliation and the world wide Church.</p>	
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	<p>Answering different exam style questions.</p> <p>12 mark question planning</p> <p>End of unit Past Paper.</p>		<p>Answering different exam style questions.</p> <p>12 mark question planning</p> <p>End of unit Past Papers</p>		<p>Answering different exam style questions.</p> <p>12 mark question planning.</p> <p>End of unit Past Papers</p>	
MEMORY AND LINKS	Memory:		Memory:	Memory:		





Religious Education Department – Curriculum Intent

	<p>Year 7 Term 1 - What is religion? Builds on foundational lesson on Christianity Year 8 Term 3 - Why is there suffering? Revisiting The Fall in Genesis and the story of Job and considering them as theodicies</p> <p>Links: Foundational beliefs underpin the different denominational responses to the Themes considered in the Themes paper Foundational beliefs also underpin Practices.</p> <p>DCT: Person of Jesus Christ DCT: Death and the Afterlife DCT: Christian Moral Principles</p>	<p>Year 7 Term 1 - What is religion? Builds on foundational lesson on Islam Year 7 Spring 2 - What is good and what is difficult about being a young Muslim?</p> <p>Links: Foundational beliefs underpin the different denominational responses to the Themes considered in the Themes paper Foundational beliefs also underpin Practices.</p>	<p>Is religion a power for peace or a cause of conflict?</p> <p>DCT Person of Jesus Christ, Christian Moral Principles, Christian Moral Action, Liberation Theology</p> <p>GCSE Links with Christian and Islamic Practices</p>	<p>Memory: Year 7 Term 1 - What is religion? Builds on foundational lesson on Christianity Links: Y7 Was Jesus radical? Links: DCT: Christian moral Principles GCSE Christian Beliefs</p>
SMSC, BRITISH VALUES	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – as upheld by the Equality Act 2010</p> <p>Personal: What can a Christian learn from Jesus examples? Moral: What lessons about prejudice and inequality can be learnt from Christ's example?</p>	<p>Social/Cultural – impact of key beliefs on social/cultural structures like fasting & zakat. Moral – teachings Judgement Day and how they may affect human behavior Spiritual- Are angels still relevant in the modern world? Personal- What is the best way for a Muslim to understand Allah Values – individual liberty linked to freedom of religious belief & Equality Act.</p>	<p>Social- What conflicts are happening in the world. Cultural- The impact that global conflicts have on individual societies and cultures Personal- Exploration of the responsibility to protest and the responses of conscientious objectors. Moral- Exploration of responses to conflict and injustice</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – as preached by Jesus in the parable of the Good Samaritan. Individual liberty – the Christian emphasis on Social: The role and importance of the worldwide Church Spiritual: The importance and variety of ways Christians demonstrate their faith how this varies between denomination and cultures.</p>
VOCAB	<p>Denominations Catholics, Protestants, Church of England, Omnipotent, Omni benevolence, Trinity, Resurrection, Judgement, Incarnation, crucifixion, salvation, atonement, reconciliation, The Ascension</p>	<p>Allah, immanence, transcendence, omnipotent, merciful, justice, Makkah, Quran, Surah, Hadith, Sunnah,</p>	<p>Conscientious objector, conventional warfare, Justice, Pacifism, Reconciliation, Retaliation,</p>	<p>Liturgy, Liturgical worship, non-liturgical worship, charismatic worship. The Rosary, Meditation, Prayer. Sacraments: Infant</p>



Religious Education Department – Curriculum Intent

		Akhirah, Day of Judgement, Qadr, Sunni, Shi'a	Protest, Amnesty, Terrorism, Nuclear		Baptism, Believers Baptism, The Eucharist (Holy Communion), transubstantiation. Pilgrimage, Christmas, Holy Week and Easter. Food Banks, Street Pastors, Christian Mission, Evangelism. Persecution, Reconciliation. Poverty in LEDCs
Careers	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting - Incarnation and Birth narratives lesson – Students’ research one area and then conduct a jigsaw task presenting their area, listening to other students in their group and making relevant notes problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing Product Designer Creative Media HR</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing Product Designer Creative Media HR</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>United Nations Global Goals employee Amnesty international Ambassador Councilor</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Careers in Global development – An understanding of Poverty in LEDCs</p> <p>Prison Spiritual Advisor, Funeral Director</p>	



Religious Education Department – Curriculum Intent

Year Group	10 AQA Religious Studies Specification A					
Rationale/ Narrative	We have chosen the AQA syllabus with a specific focus on Christianity and Islam as this best reflects the demographic of our student body. We feel the themes we have selected from AQA specifically are ones which will spark our student’s passion, enable them to develop their cultural and moral values and support them in becoming active citizens. In their first year of study students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam and Christianity - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly Christian, Islamic and secular worldviews on moral issues such as the environment and the value of human life, the family, crime and punishment; and peace and conflict. The course is taught using booklets to ensure all students have the same high quality learning experience. We also use this method of teaching to support organization, revision and long term retention.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS- 7	7 WEEKS- 7 LESSONS	5 WEEKS 5 LESSONS	5 WEEKS 5 LESSONS	5 WEEKS 5 LESSONS	6 WEEKS 6 LESSONS
TOPICS/ KNOWLEDGE	<u>Crime and Punishment</u> Sin, Crime, Aims of punishment, types of punishment, Death penalty, corporate punishment, Forgiveness, Repentance		<u>Religion and Life</u> Religion & Life (origins & value of human life) Abortion, euthanasia, life after death, use and abuse of animals, creation, the environment		<u>Islamic Practices</u> The five Pillars: declaration of faith, prayer, fasting, charity, pilgrimage, Eid, Ashura Sunni and Shia differences	
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	Answering different exam style questions. 12 mark questions. End of unit Past Paper.		Answering different exam style questions. 12 mark questions. End of unit Past Paper.		Answering different exam style questions. 12 mark questions. End of unit Past Paper.	
Memory and Links	Year 8 Unit 1 – Is religion a power for peace or a cause of conflict Year 8 Unit 3 – What us suffering? Are there any good solutions to suffering? Crime and Concepts of forgiveness and reconciliation Links: Peace and Conflict, Liberation Theology Person of Jesus Christ: Teacher of wisdom		<u>Memory</u> GCSE Paper 1- Creation stories A level: Ethics: specifically Euthanasia Links: DCT: Christian moral Principles GCSE Christian Beliefs		<u>Memory:</u> <ul style="list-style-type: none"> Year 7 Term 1 What is religion? Builds on foundational lesson on Islam Links: <u>GCSE</u> Link with all themes papers	
Vocab	Law & Order, Evil, Justice, Morality, Conscience, Sin, Hate crimes, prejudice, deterrence, retribution, reformation,		Sacred, sanctity of life, quality of life, vegetarian, vegan, abortion, foetus, pro-life, pro-choice, euthanasia, hospice, soul, spirit, sentient		Jummuah prayer Sawm, Zakah, Hajj, Makkah, Kaaba, Zamzam, Al-Safa and Al-Marwa, Mount Arafat, Muzdalifah, Jamarat, Madinah,	





Religious Education Department – Curriculum Intent

Careers	<p>Employability Skills - problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy and creating equal opportunities policy</p> <p>Youth Offending Team Probation officer Lawyer Police officer</p>	<p>Careers: NGO, Doctor, Palliative care nurse, lawyer, MP</p>	<p>mosque, minaret, mihrab, qiblah, 10 Obligatory Acts of Shiaism, Jihad, Eid ul Fitr, Eid ul Adha, Ashura</p> <p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing buyer Product Designer Creative Media HR Interfaith Network</p>
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Religious Education Department – Curriculum Intent

Year Group	11 AQA Religious Studies Specification A					
Rationale/ Narrative	We have chosen the AQA syllabus with a specific focus on Christianity and Islam as this best reflects the demographic of our student body. We feel the themes we have selected from AQA specifically are ones which will spark our student’s passion, enable them to develop their cultural and moral values and support them in becoming active citizens. In their first year of study students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam and Christianity - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly Christian, Islamic and secular worldviews on moral issues such as the environment and the value of human life, the family, crime and punishment; and peace and conflict. The course is taught using booklets to ensure all students have the same high quality learning experience. We also use this method of teaching to support organization, revision and long term retention.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS- 10 LESSONS	7 WEEKS- 10 LESSONS	6 WEEKS 9 LESSONS	7 WEEKS 7LESSONS (mocks)	4 WEEKS 6 LESSONS Until Exam	
TOPICS/ KNOWLEDGE	<p><u>Religion and Life</u></p> <p>Religion & Life (origins & value of human life)</p> <p>Abortion, euthanasia, life after death, use and abuse of animals, creation, the environment</p>	<p><u>Relationship and families</u></p> <p>The role of parents and the family, nature and purpose of marriage, pre and extramarital sex, cohabitation, same sex relationships and civil partnerships, contraception, gender roles, prejudice and equality</p>	<p><u>Islamic Practices</u></p> <p>The five Pillars: declaration of faith, prayer, fasting, charity, pilgrimage, Eid, Ashura</p> <p>Sunni and Shia differences</p>	<p>Final Countdown and careers in the curriculum</p> <p>Lessons will be a bend of cued/ free and practice questions.</p> <p>Creative curriculum will sit along side it coveing lessons such as: Beat the AI Stanley Tookie Isreal Palestine Ethics of fertility treatment Jesus in Islam</p>	<p>Final Countdown and careers in the curriculum</p> <p>Lessons will be a bend of cued/ free and practice questions.</p> <p>Creative curriculum will sit along side it coveing lessons such as: Beat the AI Stanley Tookie Isreal Palestine Ethics of fertility treatment Jesus in Islam</p>	
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	<p>Answering different exam style questions.</p> <p>12 mark questions.</p> <p>End of unit Past Paper.</p>	<p>Answering different exam style questions.</p> <p>12 mark questions.</p> <p>End of unit Past Paper.</p>	<p>Answering different exam style questions.</p> <p>12 mark questions.</p> <p>End of unit Past Paper.</p>	<p>Answering different exam style questions.</p> <p>12 mark questions.</p> <p>End of unit Past Paper.</p>	<p>Answering different exam style questions.</p> <p>12 mark questions.</p>	



Religious Education Department – Curriculum Intent

					End of unit Past Paper.
Memory and Links	<p>Memory GCSE Paper 1- Creation stories</p> <p>A level: Ethics: specifically Euthanasia</p>	<ul style="list-style-type: none"> • Links with PSHE Sex Ed- Contraception, healthy relationships, role of parents Y9 • Links with A level Gender and Society (Y13 SP) • Link with A level Gender and Theology (Y13 SP) • Link with Y12 Summer- CPM • Link with religious normative ethics Y12- Natural Law and Situation Ethics (Aut 1) • Link to Sex Ethics (Y13 Aut 1) • Links back to Sikhism and the importance of equality (Y8 HT1) 	<p>Memory:</p> <ul style="list-style-type: none"> • Year 7 Term 1 What is religion? Builds on foundational lesson on Islam • Y8- Jihad <p>Links:</p> <p>GCSE Link with all themes papers</p> <ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Synoptic links from across the course
Vocab	<p>Sacred, sanctity of life, quality of life, vegetarian, vegan, abortion, foetus, pro-life, pro-choice, euthanasia, hospice, soul, spirit, sentient</p>	<p>Heterosexual, Homosexual, commitment, cohabitation, family, divorce, remarriage, gender equality, Stability, Egalitarian, eternity, sacrament, fidelity, monogamous</p>	<p>Jummuah prayer Sawm, Zakah, Hajj, Makkah, Kaaba, Zamzam, Al-Safa and Al-Marwa, Mount Arafat, Muzdalifah, Jamarat, Madinah, mosque, minaret, mihrab, qiblah, 10 Obligatory Acts of Shiaism, Jihad, Eid ul Fitr, Eid ul Adha, Ashura</p>		<p>Terminology from across the course.</p>



Religious Education Department – Curriculum Intent

<p>Careers</p>	<p>Careers: NGO, Doctor, Palliative care nurse, lawyer, MP</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>Family Planning Doctor Celebrant Solicitor Relationship Councilor Social Worker</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing buyer Product Designer Creative Media HR Interfaith Network</p>			
----------------	----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--



Religious Education Department – Curriculum Intent

Year Group	12 OCR Specification Ethics Philosophy and DCT					
Rationale/ Narrative	<p>Students are taught by two specialist teachers. The content is split and delivered by two member of staff in tandem to allow staff to maximize their subject knowledge and support students in making synoptic links from across the course.</p> <p>HST- Narrative Ethics: Students start off by considering two religious normative ethical theories before comparing them to the two secular theories on spec. Students then apply them to specific moral issue (Euthanasia and Business ethics) DCT= Students start off by considering the nature of Person of Jesus Christ as the defining figure in Christianity. They then analyse how and why there is variation in Christian Moral Values by exploring the differing emphasis placed on scripture, the church and reason by different denominations. Students complete the course by looking at historical Christian Bonhoeffer and how his interpretation of Christian morality inspired his actions in the second World War.</p> <p>AUT- Narrative Philosophy- Students begin the course by studying the foundation blocks of western Philosophy – Plato and Aristotle; their epistemology and meta physics. This is followed by a closely related topic- the mind, body and soul. Once this is completed a logical leap to the DCT unit ; Christian beliefs on life after death is made. This is followed by 2 more DCT units, Knowledge of God and St Augustine and Human Nature. Towards the end of the year students turn back to Philosophy and complete their first A Level year by studying arguments FOR God based on observation, experience and reason. The final two Philosophy units include religious experiences and arguments against God; Evil and Suffering (this unit normally continues into year 13).</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS/ KNOWLEDGE	<p>AUT Ancient philosophical influences Soul, mind and body DCT – Christian view on Life after Death DCT- St. Augustine and Human Nature DCT- Knowledge of God</p>		<p>AUT Religious experience Arguments for God based on observation Arguments for God based on reason</p>		<p>AUT The problem of evil</p>	
	<p>HST Normative Ethics: Natural Law Situation Ethics Utilitarianism Kant</p>		<p>HST Applied Ethics Business Ethics Euthanasia</p>		<p>HST DCT Person of Jesus Christ Christian Moral Principles Christian Moral Action</p>	
SKILLS	Application, Critical analysis, Evaluation, Sustaining a critical line of argument, Rigorous study of religion and belief and consideration of its relevance to the wider world, appreciation of religious thought and its contribution to individuals, communities and societies.					
ASSESSMENTS	40 mark essay question after each unit covered. mocks					
Memory and Links	<p>AUT GCSE units on Christian beliefs.</p>		<p>AUT Cosmological argument and moral argument.</p>		<p>AUT Links to the GCSE unit- Christian responses to suffering-theodicies.</p>	
	<p>HST Memory- Basic comparisons may be drawn between religious and atheist methods of moral judgement as explored in GCSE Themes.</p>		<p>HST Memory: Links to applied ethics in GCSE (abortion, euthanasia, dialogues)</p>		<p>HST Memory Y7- Was Jesus Radical, Christian beliefs the Incarnation</p>	





Religious Education Department – Curriculum Intent

	<p>Links to Applied Ethics Sex Ethics SE- Conscience NL- Christian Moral Principles Conscience and Meta Ethics</p>	<p>Reinforces understanding of normative ethical theories. <u>Links</u> with Sexual Ethics Y13.</p>	
Vocab	<p>AUT A priori, A Posterior, Reason. Logic, Metaphysics, Epistemology, Ideals, Empiricism,</p>	<p>AUT: Ineffable, Passive, Noetic, Transient, Teleological, Aquinas, Cosmological, Ontological, Corporate, Visions, Voices,</p>	<p>AUT: Inconsistent Triad, Evil, suffering, Theodicy, Soul Making, Hume, Augustine, Likeness, Image</p>
	<p>HST Telos, eudaimonia, teleological, deontological, precept, absolute, relative, reason, agape, duty, hedonism, doctrine of double effect, summon bonum, categorial imperative, hypothetical imperative, duty goodwill</p>	<p>HST Corporate social responsibility, globalization, whistleblowing, hypocritical window dressing, capitalization, tokenism, sustainability, corruption, cost minimization, stakeholder, consumer. Active euthanasia, passive euthanasia, Dignitas, assisted suicide, slippery slope, sanctity of life, quality of life, dignity, free will, doctrine of double effect.</p>	<p>HST Trinity, Miracle, hypostatic union, homoousious, consciousness, doctrine, divine, wisdom, liberator, Heteronomous, Theonomous, autonomous, Biblicist, literalist, hermeneutics,.</p>
Careers	<ul style="list-style-type: none"> ● Pursuing Law, Compliance, And Policy In The Public Interest ● Empowering And Educating Youth ● Incorporating Values Into Academic Research, Scholarship, And Higher Education ● Making Change Through Public Service, Non-Profit Work, and Philanthropy 	<ul style="list-style-type: none"> ● Advancing Health and Social Justice ● Encouraging Socially-Responsible Business and Social Entrepreneurship ● Palliative Care 	<ul style="list-style-type: none"> ● Biblical Scholar ● University Lecturer ● Teacher



Religious Education Department – Curriculum Intent

Year Group	13 OCR Specification Ethics Philosophy and DCT				
Rationale/ Narrative	<p>Students are taught by two specialist teachers. The content is split and delivered by two member of staff in tandem to allow staff to maximize their subject knowledge and support students in making synoptic links from across the course.</p> <p>HST- Narrative Ethics: Students start the year by exploring. The concept of conscience as the driving force behind moral behavior. Students then move on to explore Sexual Ethics and utilize how well ethical theories are in practicality when applied to the sexuality in contemporary modern society. Students then round off the Ethics component</p> <p>AUT- Narrative Philosophy- Students begin the course by studying the foundation blocks of western Philosophy – Plato and Aristotle; their epistemology and meta physics. This is followed by a closely related topic- the mind, body and soul. Once this is completed a logical leap to the DCT unit ; Christian beliefs on life after death is made. This is followed by 2 more DCT units, Knowledge of God and St Augustine and Human Nature. Towards the end of the year students turn back to Philosophy and complete their first A Level year by studying arguments FOR God based on observation, experience and reason. The final two Philosophy units include religious experiences and arguments against God; Evil and Suffering (this unit normally continues into year 13).</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
TOPICS/ KNOWLEDGE	<p>AUT Philosophy- Religious Language DCT- Religious Pluralism and Theology</p>		<p>AUT DCT- Secularism Philosophy- Nature of God</p>		<p>AUT Philosophy- Nature of God continued Revision</p>
	<p>HST</p> <p>DCT: DCT- Gender and Theology DCT- Gender and Society</p> <p>Ethics: Meta Ethics</p>		<p>HST Ethics: Conscience Sex Ethics</p>		<p>HST DCT- Liberation Theology</p>
SKILLS	Application, Critical analysis, Evaluation, Sustaining a critical line of argument, Rigorous study of religion and belief, Consideration of its relevance to the wider world, Appreciation of religious thought and its contribution to individuals, communities and societies.				
ASSESSMENTS	40 mark essay question after each unit covered. 2 X Mocks				
Memory and Links	<p>AUT Remarkably close links to Psychology and Sociology, Marx and Freud as well as Linguistics- the role and function of language in society.</p>		<p>AUT Close links to the Sociology topic Religion and society as well as the Philosophy of religion units- proof of God based upon the observation and reason.</p>		<p>AUT Close links to the Sociology topic Religion and society as well as the Philosophy of religion units- proof of God based upon the observation and reason.</p>
	<p>HST Memory: Gender and Theology and Gender and Society: Relationships and Families GCSE</p> <p>Links: Meta Ethics- Clear links with Religious Language</p>		<p>HST: Memory: Conscience: Links to psychology VS Theology (Pluralism) Sex Ethics- Links with PSE strand ‘Healthy Relationships’ All normative ethics from y12 t have to be applied to this</p>		<p>HST- Links to Christian Moral Principles Links to Christian Moral Actions</p> <p>Memory GCSE Peace and Conflict</p>





Religious Education Department – Curriculum Intent

Vocab	<u>AUT</u> The Cataphatic way, the Apophatic way, Myth, Symbol, Analogy, Language Games, Verification Principle, Falsification principle, Parables, Literalist, Liberalist,	<u>AUT</u> Secular, Secularization, Theocracy, Religious, simple, Omnipotent, Omniscient, Omnipresent, Omnibenevolent, Predestination, Free Will.	<u>AUT</u> Secular, Secularization, Theocracy, Religious, simple, Omnipotent, Omniscient, Omnipresent, Omnibenevolent, Predestination, Free Will.
	<u>HST</u> Feminism, Mullieris Dignatatem, Egalitarian, Complementarianism, Davidic Messiah, Servant King, Sophia, Theology, Patriarchy, Gender Expression, Gender biology, Gender Identification	<u>HST</u> Ratio, Synderesis, Consientia, Id, Ego, Superego, Unconscious, Pre conscious, Cognitive, Non cognitive, Emotivist, Intuitionist, Naturalist	<u>HST</u> Orthodoxy, Orthpraxis, Alienation, Capitalism, Conscientisation, Structural Sin, Preferential treatment of the poor.
Careers	Women Ed UN Women Human resources Gender Equality and Social inclusion coordinator COP26 Climate and Gender Commitments Consultant	Educational Psychologist Psychiatrist Social Anthropologist Youth offending teams	Economist Journalist Political Commentator