

Curriculum Overview Plan**Subject: Religious Education.***What will they be learning, why and in what order?***Curriculum Intent
Statement****Promote**

The aims of the Religious Education department are:

- † To help students to appreciate the unique characteristics of religion and how it impacts all our lives, regardless of our own beliefs.
- † To promote a sense of belonging and togetherness, with the aim of encouraging respectful behaviour towards everyone, regardless of religion, ethnicity, circumstances etc.
- † To give students tools to help them become critical thinkers, who are openminded and able to accept the opinions of others.
- † At KS3 we ensure we give students the foundations to go on and successfully complete a RS GCSE.

Coverage, content, structure and sequencing

Year 7**Year 8****Year 9**

<p>Expert Students</p> <p>Key Learning/ knowledge and skills including local context</p>	<p>Section One: Hinduism – the oldest religion.</p> <ul style="list-style-type: none"> ✿ Origins of religion. ✿ Core beliefs in Hinduism. ✿ Hindu gods and festivals. ✿ The caste system. ✿ Assessment <p>In the world today there are 1.3 billion, 15% of the world's population. Hindu's living in the UK – 2,000,000 or 1.5%. Of those 0.1% of them live in Barnsley.</p> <p>Section Two: Judaism</p> <ul style="list-style-type: none"> ✿ Abraham, Moses, the Ten Plagues ✿ Festivals, Holy books ✿ Brit Milah ✿ Assessment <p>14.7 million Jews live in the world today, of those 269,568 live in the UK.</p> <p>Section Three: Christianity</p> <ul style="list-style-type: none"> † Trinity † Who was Jesus? † Parables and Miracles † Holy Week † Crucifixion and resurrection † Evidence of Jesus † Documentary – Shroud of Turin † Pilgrimage † Assessment <p>There are 2.4 billion Christians in the world today. The UK is predominantly Christian, with 33.2 million [60%] people purporting to be Christians. 68.5% of people living in Barnsley are Christians.</p> <p>Section Four: Islam</p> <ul style="list-style-type: none"> ☉ Who was Muhammad? ☉ Five Pillars ☉ Malaikah ☉ Akhirah ☉ Jihad ☉ Celebrations ☉ Commemorations ☉ Assessment <p>In the world today there are 1.8 billion Muslims or 24%. 4.4% of the UK population are Muslims</p>	<p>Section One: Christian denominations.</p> <ul style="list-style-type: none"> † The Christian Schism † Jehovah's Witnesses † Mormons † Amish † Assessment <p>This section will give the students a good understanding of different Christian sects.</p> <p>Section Two: Religion and the world.</p> <ul style="list-style-type: none"> † Causation and Design Theory † Scientific Creation story † Evolution † Stewardship vs. dominion † Animal rights † Global warming † Climate Change † Assessment <p>Understanding religious views on many of these issues will foster a better understanding of religion.</p> <p>Section Three: Evil and Suffering.</p> <ul style="list-style-type: none"> † Original Sin † Moral and Natural suffering † Moral suffering Syria † Moral suffering civil rights † Religious life in Nazi Germany † Holocaust and lessons † Assessment <p>We need to understand the issues in the past and the present, to be able to change and improve the future. This section will help with this.</p> <p>Section Four: Crime and Punishment.</p> <ul style="list-style-type: none"> † Why do we have laws? † UK Judiciary † Aims of punishment † Justice Islam and Christianity † Shari'ah Law and Capital Punishment † Assessment 	<p>Section One: Peace and conflict.</p> <ul style="list-style-type: none"> † Just War and Holy War † NATO and the UN † Terrorism and 9/11 † Current conflicts † Assessment <p>NATO and the UN play leading roles in the world today and having a good understanding of these helps us all understand the world we live in.</p> <p>Section Two: Matters of life and death.</p> <ul style="list-style-type: none"> † Christian beliefs in life after death † Non-religious beliefs in the afterlife † Miracles † Abortions and Euthanasia † Assessment <p>Everyone has questions about life after death and we explore this issue. The issue of abortion and euthanasia are very topical and cause a lot of public debates as well as classroom debates.</p> <p>Section Three: Technology and religion.</p> <ul style="list-style-type: none"> † Are humans special? † Gene technology † Designer babies † Saviour Siblings † Religion and technology. † Assessment <p>Technology is progressing fast. This is not always a good thing, so we explore the good and the bad that can come from technological progress.</p> <p>Section Four: Rights and responsibilities.</p> <ul style="list-style-type: none"> † What's important in life? † Decision making † Why be good? † Racisms † Civil Rights / BLM † Genocide and Rwanda
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	<p>and Muslims make up 0.4% of people living in Barnsley.</p> <p>Skills: teamwork, problem solving, empathy, time management, organisational skills, writing, communication skills, independence, reading.</p>	<p>Understanding the law in this country as well as in predominantly Muslim countries allows us to ask questions of our judiciary as well as understand law and order in other countries.</p> <p>Skills: teamwork, problem solving, empathy, time management, organisational skills, writing, communication skills, independence, research, reading, interpretation.</p>	<p>† Assessment</p> <p>Taking responsibility for your own actions is fundamentally important. We all make decisions every day of our lives and we should be held accountable for them. This section helps students to understand that their actions have consequences. Having a better understanding of this will help them become more productive members of society.</p> <p>Skills: teamwork, problem solving, empathy, time management, organisational skills, writing, communication skills, independence, research, reading, interpretation, analytical and evaluation.</p>
<p>Assessment</p> <p>How will you assess the impact of teaching?</p>	<p>† Questions / quizzes help teachers to pick up and correct any misconceptions.</p> <p>† End of unit test. This will allow us to understand the student's need better as well as inform the way we teach next topic overed, i.e., scaffolding, differentiation.</p>	<p>† Questions / quizzes help teachers to pick up and correct any misconceptions.</p> <p>† End of unit test. This will allow us to understand the student's need better as well as inform the way we teach next topic overed, i.e., scaffolding, differentiation.</p>	<p>† Questions are more exam focused – this will enable us to see who would benefit from more help and scaffolding.</p> <p>† Quick Quiz – this will help teachers to pick up and correct any misconceptions.</p> <p>† End of unit test. This will allow us to understand the student's need better.</p>
<p>Confident Communicators</p> <p>Key Tier 2 and 3 Vocabulary</p>	<p>Atman, Dharma, Varna, Karma, Samsara, reincarnation, Guru, Akhirah, Malaikah, Salah, Sawm, Hajj, Mandir, Trinity, Parable, Creed, crucifixion, resurrection, Kosher, Shabbat, Torah, covenant</p>	<p>Darwinism, Holocaust, Eugenics, Sunni, Shi'a, Shari'ah, Cosmological, Teleological, Judiciary, Civil, Magistrates, Crown</p>	<p>Al-Qaeda, Bin Laden, IS, Taliban, United Nations, NATO, civil rights, protest, Genocide</p>
<p>Future Ready</p> <p>Careers encounters and aspirational cultural capital opportunities</p>	<p>† Trips to religious places of worship such as a Mandir or Synagogue.</p> <p>† Turin, to see the Shroud of Turin.</p>	<p>† UK Courts</p> <p>† Holocaust Museum – Beth Shalom</p> <p>† Natural History Museum.</p>	<p>† New York – the UN and Ground Zero</p> <p>† Religious places of worship such as Mosques and Cathedrals</p>
<p>The Darton Mindset underpins all our core principles and practice = Responsibility, Respect, Resilience.</p>			