

## RS Curriculum Intent statement

At King's Oak, students will wrestle with the mysteries of life and the answers given by a variety of religions and worldviews. This will help students to uncover the important cultural capital that religious stories provide and how students' religious backgrounds overlap as well as how religion has contributed to the arts, sports, and science. Students will explore the teachings, beliefs and practices of the main world religions which will allow students to consider their own views and opinions considering what they have learnt, as well as to experience empathy and tolerance when applying a critical mind to the exploration of these religious and world views. Teachers and pupils alike will hopefully be learning about religion like a diamond with many different angles; religions as views, voices, vessels for meaning- alongside non-religious views, which all nonetheless determine some truth or truths to the observer, none of which cancel the other out (subjectivity). This will engender mutual respect and acceptance, and furthermore give pupils the distance from which to reflect on their own angle.

## Lower school curriculum

RE is the exploration of a range of beliefs and values which have been part of human life since ancient times when it was close to mythology. It looks at our spiritual legacy from the past to our vibrant faith communities in the present. It makes connections with the first people who recognised humans are more than the physical body (Egyptian after life) and recognises our spirituality. It allows us to reflect on big questions about meaning and identity and the role faith has had in shaping our social values today. RE allows us to wonder.

## Course overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Christianity - Introduction to the key beliefs and teaching in Christianity.			Judaism - Introduction to the key beliefs and teachings in Judaism. Exploring: the story of Hanukah; the importance of Shabbat; learn what Rosh Hashanah (New Year & Yom Kippur (Holiest Day) are.		
2	Christianity  Understanding: The Christian story of creation; the relationship of God and Jesus to Christians;		Judaism  - Beginning to explore the key beliefs and teachings in		Islam  - Introduction to Islam's core beliefs and practices.	

	<p>the Christmas story and explain that Christians believe Jesus was a gift from God.</p> <p>Explore different viewpoints towards Easter – Jehovah’s Witness’ –that Jesus’ death is commemorated but not his resurrection.</p>	<p>Judaism: the relationship between Jews and God. Exploring the teachings of the Torah and the Ten Commandments.</p>	<p>- Exploration of the key beliefs’ teachings and practices of Islam: Hajj, Mosque and Prayer.</p>
3	<p>Christianity</p> <p>Understanding the Christian belief that Jesus was God in human form. Retelling the six parts of the Easter story and understand what Jesus’ crucifixion means for Christians –(hope). Exploring some ways Christians may celebrate Easter and Christmas.</p>	<p>Sikhism</p> <p>Introduction to Sikhism covering some key beliefs and practices. Explore and investigate who Guru Nanak is. Explore and understand the different ways that Sikhs show their commitment to God, and respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. Explore how Sikh beliefs affect their way of life and the importance they place on sharing.</p>	
4	<p>Christianity</p> <p>Develop understanding of how some beliefs are common to most Christians and how some vary between people. Read the Easter Story and reflect on its importance and significance to Christians. Look at it from the view of forgiveness. Explore how it is celebrated in different countries. Investigate, contrast and compare different stories surrounding creation – main world faiths that have been covered in previous years.</p>	<p>Buddhism</p> <p>Introduction of Buddhism and Buddhist teachings and beliefs. Learning about the founding of Buddhism, the importance of Buddha, Siddhartha and what he taught Buddhists. Learn and reflect on the life of Buddha and explore how he tried to be happy. Reflect on how Buddhists put this teaching into practice. Explore how Buddha’s teaching make a difference to how Buddhists choose to live.</p>	

Our curriculum is designed so that our students can understand the world from numerous different religious and non-religious viewpoints. It is important for our students to understand several different world religions and cultures. We want them to be able to understand and evaluate different theological ideas around ethical decision making, relationships and philosophical questions. They will be able to formulate their own viewpoints and ideas, utilising their own voice by listening to others, taking on differing viewpoints and articulating arguments to form justified conclusions.

#### Course overview

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	<b>Christianity</b> <ul style="list-style-type: none"> <li>- Look at and evaluate different accounts of the Christmas story and understand that stories can be true in different ways. Understanding how Christians show their commitment to God and to discuss if there is a best way.</li> </ul>			<b>Hinduism</b> <ul style="list-style-type: none"> <li>- Explore the concept that -Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. Understanding the impact of beliefs on a Hindu's life: karma, samsara and moksha and learning about the various different practices and beliefs withing Hinduism.</li> </ul>		
6	<b>Christianity</b> <ul style="list-style-type: none"> <li>- Explore, investigate and recap the different creation stories for Judaism, Islam and Christianity. Also explore humanist thinking. Students will be able to debate and form own opinion on the creation of the world.</li> </ul>			<b>Islam</b> <ul style="list-style-type: none"> <li>- Explore, investigate and recap the different creation stories for Judaism, Islam and Christianity. Also explore humanist thinking.</li> <li>- Explore and gain understanding into some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</li> </ul>		
7	What are the stories of the Torah?  Content:	What do the Abrahamic faiths believe?  Content: <ul style="list-style-type: none"> <li>- Christian nature of God. The 'nature' and 'oneness' of God. Omnipotent and Omnibenevolent</li> </ul>			What do the Dharmic faiths believe?  Content: <ul style="list-style-type: none"> <li>- Purpose of life</li> <li>- Sources of knowledge/ Holy books</li> </ul>	

	<ul style="list-style-type: none"> <li>- Introduction to Judaism</li> <li>- The significance of prophets in Judaism</li> <li>- Introduction to Torah and creation story.</li> <li>- Noah and the first covenant.</li> <li>- The significance of prophets in religion/Judaism.</li> <li>- The significance of holy books in religion/Torah.</li> <li>- The significance of the covenant in Judaism.</li> </ul>	<ul style="list-style-type: none"> <li>- Events of Jesus' birth, life and death. Beliefs about Jesus (including Holy Trinity)</li> <li>- Holy books: The Bible/Gospels. The origin, content and significance of the Bible in Christianity; literal and non-literal interpretation.</li> <li>- Significance of prophet Muhammad. Night of Power, Night Journey and Hajar. Muhammad as Seal of the prophets and his influence on Islam.</li> <li>- Holy Books: The Qur'an. The origin, content and significance of the Qur'an in Islam. Sunnah and Hadith.</li> <li>- Muslim purpose of life. Predestination, heaven and hell, free will</li> </ul>	<ul style="list-style-type: none"> <li>- Guru Nanak + others</li> <li>- Guru Granth Sahib</li> <li>- Nirvana</li> </ul>
8	<p>Why is there evil and suffering in the world?</p> <ul style="list-style-type: none"> <li>- Defining evil (natural versus moral)</li> <li>- Nature versus Nurture</li> <li>- The Problem of Evil and inconsistent triad</li> <li>- The role of human beings in evil and suffering (original sin and the Fall)</li> </ul>	<p>What does it mean to be a religious person in the UK?</p> <ul style="list-style-type: none"> <li>- The nature of religious diversity within the United Kingdom</li> <li>- Communal worship in a trinitarian Christian Church (hymns, prayers and sermons)</li> <li>- Understanding the way religious or belief commitment affects people's lives</li> <li>- Understanding that human experience throws up questions of meaning and purpose</li> </ul>	<p>What happens when we die?</p> <ul style="list-style-type: none"> <li>- A unit that explores concepts of afterlife. It compares &amp; contrasts Eastern &amp; Western religious worldviews about what happens after death.</li> <li>- Non-religious views about the afterlife (e.g. Ghosts/nothing).</li> <li>- The difference between belief and fact.</li> </ul>

			<ul style="list-style-type: none"> <li>- Understanding that human experience throws up questions of meaning and purpose.</li> <li>- Understanding the contested nature of religion and belief.</li> <li>- Understanding the dynamic between religion and spirituality.</li> </ul>
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### Upper school curriculum

The lower and middle school curriculum allows students to develop their understanding of different cultural and world viewpoints, both religious and non-religious. They will enquire around philosophical ideas, ethical decision-making, theological stories and morality. In Year 9 students will establish a foundational knowledge of ethical decisions, conflict, Islamic and Christian teachings that will be built on further in GCSE. The WJEC Eduqas GCSE specification develops these ideas and concepts further. Learners' knowledge and understanding of religions and non-religious beliefs:

- Develops learners' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provides opportunities for learners to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- Challenges learners to reflect on and develop their own values, beliefs, and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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9	<p>How have beliefs inspired change?</p> <ul style="list-style-type: none"> <li>- Attitudes towards equality (Islam and Christianity).</li> <li>- Attitudes towards social justice – Malcolm X (Islam and Christianity).</li> <li>- Education (Malala Yousafzai – Islamic beliefs).</li> <li>- One non-religious example that focuses on the environment.</li> <li>- Understanding the relationship between experience, belief, practice and values.</li> <li>- Understanding the way religious or belief commitment affects people's lives.</li> </ul>		<p>Does religion cause conflict?</p> <ul style="list-style-type: none"> <li>- A unit that explores the 'dark' side of religious and social identity and the friction that can occur when groups persecute and exploit one another or target specific groups.</li> <li>- To examine what Islamophobia is and how it may have arisen through media influence and the presentation of jihad.</li> <li>- To understand how homophobia manifests in society and what it is and where this phobia may stem from</li> <li>- To investigate what happened to the Christian missionaries sent to Japan in the 1600s and be able to write a paragraph explaining their story.</li> </ul>		<p>How do we make ethical decisions?</p> <ul style="list-style-type: none"> <li>- The introduction to ethical theories; utilitarianism, intentionalism, and situation ethics.</li> <li>- Ethical decisions on abortion, euthanasia, vaccinations, and execution. Exploring the religious and non-religious ideas towards ethical decision-making.</li> </ul>
10	<p>Theme 1: Issues of Relationships</p> <p>This theme requires learners to consider characteristics of relationships, marriage and family</p>	<p>Theme 2: Issues of Life and Death</p> <p>This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and</p>	<p>Theme 3: Issues of Good and Evil</p> <p>This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of</p>	<p>Theme 4: Issues of Human Rights</p> <p>This theme considers contemporary issues of human rights and social justice and their</p>	<p>Study of Christianity</p> <p>The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main,</p>

	<p>life. Learners are expected to make relevant references to scripture and other sources of Authority.</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>- adultery</li> <li>- divorce</li> <li>- cohabitation</li> <li>- commitment</li> <li>- contraception</li> <li>- gender equality</li> <li>- Responsibilities</li> <li>- roles</li> </ul>	<p>the origins and value of the universe and human life. Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>- afterlife</li> <li>- Environmental</li> <li>- sustainability</li> <li>- euthanasia</li> <li>- evolution</li> <li>- abortion</li> <li>- quality of life</li> <li>- sanctity of life</li> <li>- soul</li> </ul>	<p>teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Learners are expected to make relevant references to scripture and other sources of authority.</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>- Good/evil</li> <li>- Forgiveness</li> <li>- free will</li> <li>- Justice</li> <li>- Morality</li> <li>- Punishment</li> <li>- Sin</li> <li>- suffering</li> </ul>	<p>relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. Learners are expected to make relevant references to scripture and other sources of Authority.</p> <p>Concepts:</p> <ul style="list-style-type: none"> <li>- censorship</li> <li>- discrimination</li> <li>- extremism</li> <li>- human rights</li> <li>- personal conviction</li> <li>- prejudice</li> <li>- relative and absolute poverty</li> <li>- social justice</li> </ul>	<p>Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content.</p>
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11	<p>Continuation from Year 10 Term 5&amp;6 – Christianity</p> <p>The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content. Learners must know, understand, and express common and divergent views and the basis for beliefs, teachings, and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>	<p>Option 3: Islam</p> <p>Learners should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content. Learners must know, understand, and express common and divergent views and the basis for beliefs, teachings, and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>
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