



## *'Exploring how we and others understand and experience life'*

In Religious Education at Little Heath School, our vision for students is that they will:

- Understand the beliefs of different religions and non-religious worldviews, from our society and worldwide
- Understand how religious texts play an important role in the beliefs and practices of believers, and to see how texts can be used and interpreted differently within religions and by people outside those religions. For students to have an appreciation of the richness of the literary traditions – including stories, laws and histories – of the world's major religions
- Understand the practices/expressions of different religions and see how these link to religious and non-religious beliefs
- Realise the diversity within religions, so as to avoid stereotyping of religious people and to understand the complexity of lived religions
- Respect people with different beliefs and practices to them; understand and empathise with those around them who believe and live differently to them. This is to aid in social cohesion, and links strongly to many British values
- See how values of citizenship overlap with respect and understanding of the diversity of religions and non-religious worldviews
- Think for themselves about the large questions in life, to inform their own beliefs and life-choices. This is to inform students in making sense of themselves and their lives. Big questions we look at, from many different worldviews, include: What is life for? What happens when we die? Is there a God? How should we behave in life?
- Develop their ability in reasoning in religious topics, including explaining their own and other's viewpoints, justifying their own viewpoint and supporting views with religious evidence. For students to understand the range of approaches to evaluation in Religious Education – that there are diverse answers to the question of what classes as good evidence or a strong argument within the subject
- Be introduced to a range of post-mandatory education academic approaches which overlap with approaches to the study of religions, including theology, philosophy, anthropology, sociology and politics

### **KS3 Religious Education Curriculum Overview (Year 7 & 8)**

At KS3 we aim to learn about religions and worldviews by acquiring and developing knowledge and understanding of the principle religions and worldviews represented in Britain, and the diversity within and between them as well as the commonalities they may share. We aim to gain a deep understanding of influences of belief, values and traditions to individuals, communities, societies and cultures.

We learn from religions and worldviews by developing and encouraging a positive attitude towards others, respecting their right to hold beliefs different from our own and towards living in a society of diverse religions and belief systems.

We enhance spiritual, moral, social and cultural development by developing awareness of the fundamental questions of life raised by human experiences and how religious teachings can relate to them.



# RELIGIOUS EDUCATION



## YEAR 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Introduction to Religion	Religion in the Armed Forces	Religious Festivals	Spirited Arts	Hinduism	Buddhism
KEY CONCEPTS	Origin and timeline of the 6 main world religions	An investigation into the roles of priests, ministers and vicars in the Armed Forces	A study into the meaning of festivals for believers in the 6 main world religions	Analysis of Religious Art and Poetry	Belief and Practice in Hinduism	Belief and Practice in Buddhism
ASSESSMENT	Written Assessment	Written Assessment	Peer Assessment	Peer and Teacher Assessment	Written Assessment	Written Assessment

## YEAR 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	British Values	Ethics	Philosophy for Children	Sikhism	Introduction to Christianity	Introduction to Islam
KEY CONCEPTS	A study of the values that underpin being British	A study of Ethical concepts which students will relate to case studies, including Animal Ethics	A study of Philosophical concepts	Belief and Practice in Sikhism	Belief and Practice in Christianity	Belief and Practice in Christianity
ASSESSMENT	Written Assessment	Written Assessment	Peer Assessment	Peer and Teacher Assessment	Written Assessment	Written Assessment



## KS4 Religious Education Curriculum Overview (Year 9, 10 & 11)

In GCSE Religious Studies we aim to give students an in-depth understanding of the two largest world religions – Christianity and Islam. Students study the beliefs, practices and ethics of each tradition, as well as the diversity within these religions. Students learn about non-religious views on the topics we cover. The course encourages us to reflect on the topics we study, both in terms of understanding others’ views, but also understanding our own and how they compare. We hope that in having learnt to understand and study Christianity and Islam, students will be better able to understand and study other world religions as well.

### YEAR 9

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Christian Beliefs	Christian Beliefs continued	Christianity, Crime and Punishment	Christianity, Crime and Punishment continued	Living the Christian Life	End of Year exam revision
KEY CONCEPTS	Trinity Creation Literal/non-literal Incarnation	Salvation Problem of evil	Crime Law Justice Retribution, deterrence, protection, reformation	Forgiveness Restorative justice	Sacraments Pilgrimage Festivals Ecumenism Evangelism	Spacing Retrieval practice Active revision Deliberate difficulty
ASSESSMENT	Multiple choice quiz and practice questions	In-class end of unit written exam.	Multiple choice quiz and practice questions	In-class end of unit written exam	Multiple choice quiz and practice questions	End of year written exam



# RELIGIOUS EDUCATION



## YEAR 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Christianity, Peace and Conflict	Muslim Beliefs	Revision for Y10 PPE	Islam, Marriage and Family	Living the Muslim Life	Living the Muslim Life continued
KEY CONCEPTS	Pacifism Just War Holy War	Six Beliefs Five Roots of Usul 'Ad Din Allah Muhammad Afterlife Al-Qadr	Spacing Retrieval practice Active revision Deliberate difficulty	Nikah Sexual ethics Divorce Contraception Gender prejudice and discrimination	Five pillars Ten obligatory acts Shadahadah Salah	Sawm Hajj Zakah Eid ul Fitr /Eid ul Adha Eid ul Ghadeer Ashura
ASSESSMENT	In-class end of unit written exam	In-class end of unit written exam	Full written Christianity paper	In-class end of unit written exam	Multiple choice quiz and practice questions	In-class end of unit written exam

## YEAR 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Islam, Matters of Life and Death	Revision for Islam PPE	Revision for Christianity PPE	Revision for final GCSE exams	Revision for final GCSE exams	
KEY CONCEPTS	Akhirah Abortion Euthanasia Stewardship/ Khalifah	Spacing Retrieval practice Active revision Deliberate difficulty	Spacing Retrieval practice Active revision Deliberate difficulty	Spacing Retrieval practice Active revision Deliberate difficulty	Spacing Retrieval practice Active revision Deliberate difficulty	
ASSESSMENT	In-class end of unit written exam	Full written Islam paper	Full written Christianity paper	Practice questions	Practice questions	





## YEAR 13: Metaphysics of God

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Concept of God	Arguments for God	Arguments for God continued	Problem of evil	Religious language/ revision for A Level exams	
KEY CONCEPTS	Omnipotence Omniscience Free will Benevolence Paradox	Ontological arguments Necessity/contingency Teleological arguments Spatial order/temporal order Argument by analogy	Cosmological arguments Fallacy of composition Actual infinity Infinite regress	Inconsistent triad Logical/evidential problem of evil Free will defence Soul-making theodicy	Cognitivism/ non-cognitivism Verificationism Falsificationism	
ASSESSMENT	End of unit test and long homework essay	End of unit test and long homework essay	End of unit test and long homework essay	End of unit test and long homework essay	Revision for exam	

## YEAR 13:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Dualism	Dualism continued	Physicalism	Physicalism continued	Revision for A Level exams	
KEY CONCEPTS	Substance dualism Conceivability argument Indivisibility argument Consciousness	Property dualism Knowledge argument Philosophical zombies Qualia	Behaviourism Mind-brain state identity theory Ontological and semantic reduction Multiple-realizability	Functionalism Eliminative materialism Folk psychology		
ASSESSMENT	End of unit test and long homework essay	End of unit test and long homework essay	End of unit test and long homework essay	End of unit test and long homework essay	Revision for exam	



## Enrichment Activities

We offer a range of enrichment activities within the Department, including a wide number of speakers invited in to speak and lead sessions with the students, including the local Church of England Vicar, the Imam from the local mosque, and a local Humanist speaker. We are always looking to find new speakers to come into the school to help students understand religions and different views within religions.

REACH, an organisation of Christian volunteers, comes in to do small-group interactive sessions exploring some of the core topics we do in the GCSE for Religious Studies.

We organise church and mosque visits each year for our GCSE students. We also organise visits for our KS3 students to a variety of places of worship. In recent years, we have visited St Paul's Cathedral, the Buddhapadipa Buddhist temple in London and the Swaminarayan Hindu Mandir in London.