



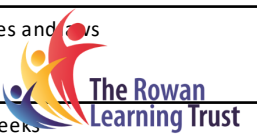
# RE curriculum overview KS3

All years have been baselined at the beginning of each year to identify gaps in prior learning.

Do now recall questions will be created to help fill those gaps/address misconceptions.

|   |   |   |  |   |   |
|---|---|---|--|---|---|
| Topic   | Community and founders  | Responsibility  | Attitudes towards Crime & forgiveness  | Nature of God<br><br>Kirkby C of E - Nature of God through the story of David year 4<br>Milbrook - Nature of God through the story of David year 4  | Festivals<br><br>Northwood primary – Purim and the story of Esther Year 6   |
| Length of topic (in weeks)  | 8 weeks   | 8 weeks   | 10 weeks   | 6 weeks   | 7 weeks   |
| Advice from SACRE With reference to the Lancashire and Wirral Agreed syllabus | Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions<br>knowledge about artefacts and texts associated with different religious and non-religious traditions<br>concepts that relate to religious and non-religious traditions<br><br>The very concepts of 'religion' and 'non-religion' and debates around these ideas | Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions<br>knowledge about artefacts and texts associated with different religious and non-religious traditions<br>concepts that relate to religious and non-religious traditions<br><br>The very concepts of 'religion' and 'non-religion' and debates around these ideas | Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions<br><br>concepts that relate to religious and non-religious traditions | Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions<br>knowledge about artefacts and texts associated with different religious and non-religious traditions<br>concepts that relate to religious and non-religious traditions<br><br>The very concepts of 'religion' and 'non-religion' and debates around these ideas | Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions<br>knowledge about artefacts and texts associated with different religious and non-religious traditions<br>concepts that relate to religious and non-religious traditions<br><br>The very concepts of 'religion' and 'non-religion' and debates around these ideas |
| Assessment Task(s)  | Baseline assessment<br><br>Comparing two founders of Religion   | Hajj diary  | Design your own prison with extended writing explaining whether Prison works?  | Compare and contrast 4 religious beliefs and practices  | End of year re-call assessment  |
| Key Knowledge   | The story of Abraham<br>The story of Muhammad (pbuh)<br>The story of Jesus  | Baptism (infant and believers)<br>Five pillars of Islam with a focus on Hajj  | Influences to morality<br>Capital punishment<br>Influence of prison on an individual<br>Aims of punishment<br>Prodigal son<br>Forgiveness  | Early beliefs in God<br>Key terms eg, atheist<br>Christian beliefs about God<br>Muslim beliefs about God<br>Hindu beliefs about God<br>Jewish beliefs about God   | Purim<br>Eid ul Fitr<br>Eid- ul Adha<br>Christmas<br>Easter<br>Diwali   |
| Key Skills  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  |
| Enrichment Opportunities  |   | During Ramadan- 'safe space' INRE1 during break/dinner for Muslim students fasting  |  |   | Whole school PD- Christmas<br>Christmas Assembly<br>Ethical ambassadors – easter eggs for the homeless  |

Religious Studies curriculum overview – Year 8 (KS2)



| Topic  | Relationships   | Worship   | Creation  | Year 8 (KS2) Path   | The Big 6 and beyond  | Rules and Laws  |
|--|---|---|---|---|---|---|
| Length of topic (in weeks)   | 7 weeks   | 8 weeks   | 6 weeks   | 6 weeks   | 4 weeks   | 7 weeks   |
| Advice from SACRE<br>With reference to the Lancashire and Wirral Agreed syllabus | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas</p> |
| Assessment Task(s)   | Year 8 recall assessment<br>Comparison of a Christian and Muslim wedding  | Exam style questions  | Exam style questions comparing creation stories and evaluating.   | Analysis of different religious beliefs about life after death  | Exam style questions comparing ‘smaller’ religions  | Evaluation style question on the purpose of rules   |
| Key Knowledge  | Attitudes to Homosexuality<br>Christian wedding<br>Muslim wedding   | What is worship?<br>10 commandments<br>Shahadah<br>Muslim dress code (women)<br>Mosque<br>Church<br>Synagogue<br>Prayer in places of worship  | Literal versus liberal<br>Hindu account of creation<br>Muslim account of creation<br>Christian account of creation<br>Aboriginal stories about creation   | Hindu belief in the afterlife<br>Christian belief in the afterlife<br>Muslim belief in the afterlife<br>Christian and Muslim funeral rites  | Knowledge of Rastafarianism<br>Knowledge of Sikhism<br>Paganism   | Absolute and relative morality<br>10 commandments<br>Sharia Law<br>Religious views on punishment  |
| Key Skills   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  |
| Enrichment Opportunities   | Whole school PD sessions  | Whole school PD- Christmas and the ways people worship  | Links to art and Aboriginal art work  | Disney Soul- shown at dinnertime  | Links to music- Rastafarian culture   | Links to school council – school rules and student input  |



# Religious Studies curriculum overview – Year 9 (KS3)



| Topic  | Abortion   | Human Rights   | Extremism  | Holocaust  | Good and Evil  | Christianity and medical ethics  |
|--|--|--|--|--|--|--|
| Length of topic (in weeks)   | 6 weeks  | 7 weeks  | 5 weeks  | 6 weeks  | 8 weeks  | 5 weeks  |
| Advice from SACRE<br>With reference to the Lancashire and Wirral Agreed syllabus | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>knowledge about texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>knowledge about artefacts and texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> | <p>Different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions</p> <p>knowledge about texts associated with different religious and non-religious traditions</p> <p>concepts that relate to religious and non-religious traditions</p> <p>The very concepts of 'religion' and 'non-religion' and debates around these ideas</p> |
| Assessment Task(s)   | Year 9 recall assessment<br>Structured Exam style questions with extended writing  | Comparison of Martin Luther King and Malcolm X extended writing  | Influence of the media exam style questions  | Diary as a survivor of the Holocaust<br>Extended writing with reference to Jewish beliefs and practices  | 'It is God who makes people suffer'<br>GCSE part d style question  | 'Every woman has the right to have a baby'<br>GCSE part d style question<br>'Genetic engineering is playing God' speech.   |
| Key Knowledge  | When does life begin?<br>Pro life and pro choice<br>Law in the UK on abortion<br>Christian attitudes towards abortion<br>Sanctity of life  | Universal declaration of human rights<br>Martin Luther King<br>Malcolm X<br>Muhammad Ali<br>Wants and needs  | What is extremism?<br>Why does it happen?<br>Influence of media<br>Propaganda<br>Censorship<br>Islamophobia<br>Understanding of one extremist group- BNP/Westboro Baptist? EDL/Taliban   | What is the Holocaust?<br>Judaism explored<br>The personal element of the Holocaust<br>The global impact of the Holocaust  | Natural and moral evil<br>Case study<br>The devil<br>Christian responses to evil<br>The Fall   | Belief in God<br>5 pillars of Islam recall<br>10 commandments recall<br>Haram<br>Free-will<br>Genetic engineering<br>The legal rights over your body   |
| Key Skills   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   |
| Enrichment opportunities   |  | Links to school council and making changes<br>Ethical ambassadors- Food bank   |  | Links to History and Holocaust beacon school status  |  |  |



# RE curriculum overview KS4

|                            |  |  |  |  |  |   |
|----------------------------|--|--|--|--|--|---|
| Topic                      | Component 2<br>Beliefs and Teachings of Christianity   | Component 2<br>Practices of Christianity   | Component 3<br>Beliefs and Teachings of Islam  | Component 3<br>Practices of Islam  | Component 1<br>Human Rights  | Component 1<br>Issues of Life and Death   |
| Length of topic (in weeks) | 20 lessons   | 18 lessons   | 20 lessons   | 18 lessons   | 20 lessons   | 18 lessons  |
| Links to specification     | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02   |
| Assessment Task(s)         | Baseline assessment<br>Part a-d style questions once per week  | Part a-d style questions once per week<br><br>Mock exam  | Part a-d style questions once per week   | Part a-d style questions once per week<br><br>Mock exam as per whole school  | Part a-d style questions once per week   | Part a-d style questions once per week  |
| Key Knowledge              | The nature of God<br>Moses<br>Job<br>Jesus<br>The trinity<br>Creation<br>Jesus Christ<br>Salvation<br><br>8 key concepts                             | Forms of worship<br>Sacraments<br>The Church in the local community<br>The worldwide Church<br>2011 census<br>RE in school<br><br>8 key concepts     | The nature of Allah<br>Prophet hood – Risalah<br>Angels – Malaikah<br>Afterlife<br>Predestination<br><br>8 key concepts                              | Equality in Islam<br>Foundations of Faith<br>The Five Pillars of Sunni Islam<br>Ten Obligatory Acts of Shi'a Islam<br><br>8 key concepts             | Human Rights and Social Justice<br>Discrimination<br>Issues of wealth and poverty<br>Malala<br>Martin Luther King<br>Malcolm X<br>Oscar Romero<br>Right to religious freedom<br>Equality between sexes<br>8 key concepts | The World<br>The origin and value of human life<br>Beliefs about death and the afterlife<br>NB- specific reference non-religious beliefs – humanists and atheists on Question D in this unit.<br>Akirah<br>Belief in heaven<br><br>8 key concepts |
| Key Skills                 | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE   | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  |
| Enrichment opportunities   | Ethical ambassadors – Harvest collection   | Guest speaker ‘experience of God’  | Competition with local mosque ‘meet my neighbour’  | Visit to a mosque/ Iman visit  | Ethical ambassadors- Food bank collection  |   |

# Religious studies curriculum overview – Year 11 (KS4) Exam board: EDUQAS

| Topic                      | Component 1<br>Relationships  | Component 1<br>Good and Evil  | Recap/Exam preparation   |
|----------------------------|---|---|--|
| Length of topic (in weeks) | 24 lessons  | 28 lessons  |  |
| Links to specification     | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02   | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02   | Knowledge based assessment<br>Extended writing<br>Religious language and key words<br>A01 & A02  |
| Assessment Task(s)         | Repeat assessment from start of year 10<br>Part a-d style questions once per week   | Part a-d style questions once per week  | Part a-d style questions once per week   |
| Key Knowledge              | Part a-d style questions once per week<br>Relationships<br>Sexual relationships<br>Issues of equality – gender Prejudice and discrimination<br><br>8 key concepts | Relative and absolute morality<br>Crime<br>Aims of punishment<br>Prison reformers<br>The death penalty<br>Forgiveness<br>Moral and natural evil<br>Religious teaching about suffering<br><br>8 key concepts | Mock exam  |
| Key Skills                 | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE              | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE  | Learn key knowledge<br>Understand influences on individuals and community<br>Compare two or more religions<br>When expressing an opinion can use PEE |
| Enrichment opportunities   | Thursday lunchtime drop-in revision club  | Thursday lunchtime drop-in revision club  | Thursday lunchtime drop-in revision club   |



