



RE curriculum overview KS3

Topic	Community and founders	Responsibility	Attitudes towards Crime & forgiveness	Nature of God	Festivals
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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non- religious traditions concepts that relate to religious and non- religious traditions 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 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 knowledge about artefacts and texts associated with different religious and non- religious traditions concepts that relate to religious and non- religious traditions 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 knowledge about artefacts and texts associated with different religious and non- religious traditions concepts that relate to religious and non- religious traditions The very concepts of 'religion' and 'non- religion' and debates around these ideas
Assessment Task(s)	Baseline assessment 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 The story of Muhammad (pbuh) The story of Jesus	Baptism (infant and believers) Five pillars of Islam with a focus on Hajj	Influences to morality Capital punishment Influence of prison on an individual Aims of punishment Prodigal son Forgiveness	Early beliefs in God Key terms eg.atheist Christian beliefs about God Muslim beliefs about God Hindu beliefs about God Jewish beliefs about God	Purim Eid ul Fitr Eid- ul Adha Christmas Easter Diwali
Key Skills	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE
Enrichment Opportunities		During Ramadan- 'safe space' IN RE1 during break/dinner for Muslim students fasting			Christmas Assembly Ethical ambassadors – easter eggs for the homeless

Topic	Relationships	Worship	Creation	Life and Death	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 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions 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 knowledge about artefacts and texts associated with different religious and non-religious traditions concepts that relate to religious and non-religious traditions The very concepts of ‘religion’ and ‘non-religion’ and debates around these ideas
Assessment Task(s)	Year 8 recall assessment 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 Christian wedding Muslim wedding	What is worship? 10 commandments Shahadah Muslim dress code (women) Mosque Church Synagogue Prayer in places of worship	Literal versus liberal Hindu account of creation Muslim account of creation Christian account of creation Aboriginal stories about creation	Hindu belief in the afterlife Christian belief in the afterlife Muslim belief in the afterlife Christian and Muslim funeral rites	Knowledge of Rastafarianism Knowledge of Sikhism Paganism	Absolute and relative morality 10 commandments Sharia Law Religious views on punishment
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Enrichment Opportunities	Whole school PD sessions		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

Topic	Abortion	Human Rights	Extremism	Holocaust	Good and Evil	Christian and Islam medical ethics
Length of topic (in weeks)	6 weeks	7 weeks	5 weeks	6 weeks	8 weeks	5 weeks
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Assessment Task(s)	Year 9 recall assessment 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 Extended writing with reference to Jewish beliefs and practices	'It is God who makes people suffer' GCSE part d style question	'Every woman has the right to have a baby' GCSE part d style question 'Genetic engineering is playing God' speech.
Key Knowledge	When does life begin? Pro life and pro choice Law in the UK on abortion Christian attitudes towards abortion Sanctity of life	Universal declaration of human rights Martin Luther King Malcolm X Muhammad Ali Wants and needs	What is extremism? Why does it happen? Influence of media Propaganda Censorship Islamophobia Understanding of one extremist group- BNP/Westboro Baptist?EDL/Taliban	What is the Holocaust? Judaism explored The personal element of the Holocaust The global impact of the Holocaust	Natural and moral evil Case study The devil Christian responses to evil The Fall	Belief in God 5 pillars of Islam recall 10 commandments recall Haram Free-will Genetic engineering The legal rights over your body
Key Skills	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE	Learn key knowledge Understand influences on individuals and community Compare two or more religions When expressing an opinion can use PEE
Enrichment opportunities		Links to school council and making changes Ethical ambassadors- Food bank collection		Links to History and Holocaust beacon school status		



RE curriculum overview KS4

Religious studies curriculum overview – Year 10 (KS4) Exam board: **EDUQAS**

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

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

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

