

# HIGHFIELDS SCHOOL

CURRICULUM OVERVIEW 2023-2024



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**SUBJECT: RELIGIOUS EDUCATION**

**KEY STAGE: 3**

AUTUMN TERM - YEAR 7	SPRING TERM - YEAR 7	SUMMER TERM - YEAR 7
<p>Year 7 students will have 6 weeks of one Humanities subject then swap to another for 6 weeks</p>		
<p><b>What is Religious Education?</b></p> <ul style="list-style-type: none"> <li>• An introduction to RE and what might be known already from Primary school</li> <li>• Exploring the six main world religions key words</li> <li>• Explore key words to get an understanding of key RE ideas; commitment, teachings, and monotheism</li> <li>• Design a PowerPoint Presentation to reflect RE principles and produce a written explanation of the ideas expressed with reflection of the importance of the World Religions for believers today</li> </ul> <p><b>Can we prove or disprove the existence of God?</b></p> <ul style="list-style-type: none"> <li>• An introduction to the Philosophy of Religion</li> <li>• The concepts of truth, proof, evidence, and faith</li> <li>• Reflect on the idea of belief in God and reasons for atheism, theism, agnosticism, and Humanism</li> <li>• Explore concepts relating to God, such as omnipotence and benevolence, and the issues they might raise for believers and non-believers</li> </ul>	<p><b>Key qualities of the Founders of the World Religions</b></p> <ul style="list-style-type: none"> <li>• The life and beliefs of at least two founders</li> <li>• Guru Nanak dev ji – founder of Sikhism</li> <li>• Muhammad (phub) – founder of Islam</li> <li>• Jesus Christ – founder of Christianity</li> <li>• EXT - Buddha – founder of Buddhism</li> <li>• What are the main events in the founder's life?</li> <li>• What are the main religious teachings of these founders?</li> <li>• What obstacles did they face and how did they overcome them?</li> <li>• What are the qualities these founders possessed which made them so successful?</li> <li>• Explore why these founders are still influential in their religion today and why their main teachings are still followed</li> <li>• Explore how following their key teaching might influence society today</li> <li>• Self-assessment and review of this unit of RE</li> </ul>	<p><b>What is a Rite of Passage and why are they important to religious believers today?'</b></p> <ul style="list-style-type: none"> <li>• The difference between a rite of passage and a festival</li> <li>• The idea of rites of passage as milestones throughout a person's journey of life, from birth to funeral</li> <li>• Personal research about names, their meaning and why they were chosen</li> <li>• The importance of a person's name and exploring Sikh Naming Ceremonies</li> <li>• Ceremonies of commitment, baptism, and marriage</li> <li>• Reflection of rites of passage that celebrate becoming an adult within your religion</li> <li>• Exploring Christian Infant and Believer's baptism, comparing the similarities and differences and why baptism is important to Christians, relating it to Jesus' baptism in the river Jordan.</li> <li>• Marriage ceremonies in Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism the vows, the key customs, rituals and traditions</li> </ul>
<p><b>ASSESSMENT</b></p> <p>There is one assessment, which is teacher assessed, as well as self/peer assessed. This will be graded and form the basis of the Progress Review. (4Rs Retrieve)</p> <p>The creative design and written explanation – What is RE? PowerPoint Presentation.</p>	<p><b>ASSESSMENT</b></p> <p>Assessment focused on the life teachings and leadership of one founder and the influence of this founder today</p> <p>This will be a Literacy, comparison, reflection, and critical analysis task</p> <p>(4Rs Retrieve)</p>	<p><b>ASSESSMENT</b></p> <p>Assessment which focuses on the key rituals, symbols and beliefs that are associated with the rites of passage of the six world religions - teacher assessed and graded and forms the basis of the Progress Review. (4Rs Retrieve)</p>

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**AUTUMN TERM - YEAR 8**

**SPRING TERM - YEAR 8**

**SUMMER TERM - YEAR 8**

Rotation of 6 week blocks

**What are the possible explanations for creation of the world and what are their implications for the natural world?**

- The Christian Creation Story, Genesis 1-3
- The account of the six days of creation
- The account of the story of Adam and Eve and The Fall
- Exploring the issues of temptation and punishment
- Issues the religious account brings for the modern reader today
- The Big Bang Theory, key scientists and their contribution
- Key concepts and ideas of the Hindu Creation Story
- Personal reflection about the origins of the planet
- Environmental problems e.g pollution, climate change, modern life.
- Stewardship and responsibility to the natural world

**'Do developments in science, support or challenge the belief in the existence of God?'**

- The Big Bang Theory and Evolution
- Charles Darwin's theory
- Richard Dawkins theory
- Religious responses e.g Creationism and Guided Evolution
- Personal and reasoned reflection

**What is a Festival and why are they important to the lives of followers?**

- Explore the criteria of a festival
- Research key facts about Jesus's life
- Explore the festival of Lent, the story of Jesus's temptations in the wilderness and how Christians celebrate Lent today
- Explore the festival of Easter, the events of Holy Week in Jesus's life, from Palm Sunday until Easter Sunday and how Christians remember and celebrate these events today
- Jesus's trial, crucifixion, and resurrection
- Reflect on the importance of Lent and Easter for Christians today
- Explore festivals, such as, Chinese New Year, Ramadan and Eid and Vaisakhi
- Explore how and why these festivals take place and their importance today
- Symbolism, traditions, and customs
- Reflect on why festivals are still important in the modern world

**What does it mean to live as a Religious Believer?**

- Faith in Action – Examine a Christian leader, who put their Christian beliefs into their lives
- Focus on how they put their Christian beliefs about equality into action in their lives.
- Focus on Martin Luther King's 'I have a dream' speech and why he campaigned for equality in the USA.
- Explore Martin Luther King's achievements and how he is remembered on Martin Luther King Day
- Explore the life of Mahatma Gandhi and Mother Teresa
- Reflection on how faith is shown in a person's actions and the way they live and the impact what a person does can impact society

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**ASSESSMENT**

Teacher assessed and graded (4Rs Retrieve)  
This will form the basis for the Progress Review

**ASSESSMENT**

Forms based exam style assessment assessing a6 student's knowledge of the Religious Festivals studied (4Rs Retrieve)  
This is the basis of the Progress Review

**ASSESSMENT**

Research presentation on a Chosen person of Faith  
Persuasive writing task giving reasons for their chosen person of faith being honoured at Highfields school. (4Rs Retrieve)  
This is the basis of the Progress Review. It will be teacher assessed and graded

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AUTUMN TERM - YEAR 9	SPRING TERM - YEAR 9	SUMMER TERM - YEAR 9
<p><b>'Who was the Buddha and what can we learn about life from his life and teachings?'</b></p> <ul style="list-style-type: none"> <li>• Life of the Buddha and his teachings</li> <li>• The Four Sights, The Four Noble Truths and the Eight-Fold Path and how the Buddha tried to find the answer to suffering</li> <li>• Student reflection on the Buddha's decision to leave everything to find the answer to suffering</li> <li>• The three types of suffering; deliberate actions, accidental actions and natural causes with examples</li> <li>• An introduction to the Philosophy of Religion, the "Problem of Evil and Suffering" and issues it raises for religious beliefs.</li> <li>• The idea of enlightenment and the Jataka Tales (stories of the Buddha's past lives)</li> <li>• Animated Faiths videos about the Life and Teachings of the Buddha</li> <li>• Ethical reflection on issues raised by this faith.</li> </ul> <p><b>'What is Pilgrimage, why is it important to religious believers and how does it show commitment?'</b></p> <p><b>What is commitment?</b>  <i>During this unit students will gain an understanding of:</i></p> <p><b>Commitment and Pilgrimage</b></p> <ul style="list-style-type: none"> <li>• The idea of commitment in a person's life</li> <li>• How a person might show religious commitment</li> <li>• Ceremonies of commitment in different faiths, such as the Sacred Thread Ceremony in Hinduism</li> </ul>	<p><b>GCSE Taster Topic 3 Christian Practices: The study of religions, beliefs teachings and practices.</b>  <b>6 Lessons looking at the Key themes and content of the GCSE course.</b></p> <p><b>'What are the main Christian Practices and why are they important?'</b></p> <p>Worship and festivals</p> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance:</li> <li>• Liturgical, non-liturgical and informal, including the use of the Bible.</li> <li>• Prayer and its significance</li> <li>• The sacrament of baptism and its significance for Christians</li> <li>• The sacrament of Eucharist (Holy Communion) and its significance for Christians</li> <li>• The role and importance of pilgrimage and celebrations including:</li> <li>• The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> </ul> <p><b>'What is the role of the church in the local and worldwide community?'</b></p> <ul style="list-style-type: none"> <li>• The role of Church in the local community, including food banks and street pastors.</li> <li>• The place of mission, evangelism and Church including Working for reconciliation.</li> <li>• How Christian churches respond to persecution.</li> </ul> <p>The work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund</p>	<p><b>GCSE Taster Component 2: Thematic Studies Religious, philosophical, and ethical studies.</b>  <b>12 Lessons looking at the Key themes and content of the GCSE course.</b></p> <p><b>Theme B: religion and life (6 Weeks)</b>  <b>'What are the Religious views on Moral issues?'</b></p> <ul style="list-style-type: none"> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Animal experimentation</li> <li>• 'What are the origins and value of the universe?'</li> <li>• The origins of the universe, including:</li> <li>• Religious teachings about the origins of the universe and the relationship between scientific views, such as the Big Bang theory, and religious views.</li> <li>• Religious teaching about stewardship, dominion, responsibility, awe and wonder.</li> <li>• The use and abuse of the environment, and animals</li> <li>• 'What are the origins and value of human life?'</li> <li>• The concepts of sanctity of life and the quality of life.</li> <li>• Abortion, including situations when the mother's life is at risk.</li> <li>• Ethical arguments related to abortion</li> <li>• Euthanasia</li> <li>• Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.</li> </ul>



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- Pilgrimage as an act of religious commitment
- Different places of pilgrimage in different faiths, such as Mecca, the Golden Temple, Lourdes, the Ganges, the Holy Land
- Santiago de Compostela, Lourdes, Iona or Walsingham, as an example of Christian pilgrimage, why it became a place of pilgrimage and why Christians may visit, spiritual benefits.
- Hindu pilgrimage, the places a Hindu may consider sacred and why they might visit them, with a focus on Vrindavan in India, to examine the month-long pilgrimage in the footsteps of the god Krishna

- Belief in the oneness of humanity and in the equality of all, including complete equality of women with men.

#### **GCSE Taster Topic 3 Christian Practices: The study of religions, beliefs teachings and practices.**

#### **6 Lessons looking at the Key themes and content of the GCSE course.**

##### 3.1.7.1. Beliefs and teachings

What are the key beliefs and teachings of Sikhism?

- The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS) 1a.
- God as Creator, including different aspects of God's relationship with creation.
- God shown in and through the universe.
- God as separate from the universe.
- The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment.
- Beliefs in karma and rebirth, and the aim to mukti; the meaning of mukti, including the difference aspects of mukti – positive and negative.
- The five stages of liberation (five khands) and barriers of mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride).
- The importance of being God-centred (gurmukh) rather than man-centred (manmukh) and the elimination of pride or ego (haumai).

What are the main Sikh beliefs about the nature of human life?

- Belief in the oneness of humanity and in the equality of all, including complete equality of women with men

#### **Theme E: Religion, crime and punishment (6 weeks)**

#### **'What are the religious views on crime and punishment?'**

Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Corporal punishment
- Death penalty
- Forgiveness What are the views of Religion on crime and the causes of crime?
- Reasons for crime.
- Opposition to an unjust law.
- Views about people who break the law for these reasons.
- What are the religious views of punishment?
- The aims of punishment, including retribution, deterrence, reformation.
- The treatment of criminals, including prison, corporal punishment and community service.
- Forgiveness Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

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	<p>The expression of the equality of all in</p> <ul style="list-style-type: none"><li>• The stories of the lives of Gurus, including Guru Nanak and Guru Gobind Singh.</li><li>• The Guru Granth Sahib.</li><li>• In Sikhism today.</li><li>• Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan).</li><li>• The role and importance of the sangat (religious community).</li></ul>	
<p><b>ASSESSMENT</b></p> <p>There will be two assessments in this unit requiring an understanding of the Buddha's life / teachings and the Problem of Evil and Suffering (Philosophy of Religion), as well as personal reflection on the beliefs, with evidence to justify points made. They will be both peer assessed, and teacher assessed and graded. These will form the basis of the Progress Review. (4Rs Retrieve)</p>	<p><b>ASSESSMENT</b></p> <p>There will be two assessments in this unit, which will be teacher assessed and graded. (4Rs Retrieve)</p> <p>These will be GCSE style assessments, which will focus on AO1 and AO2 skills and will form the basis of the Progress Review.</p> <p>Further information about the AQA Religious Studies Syllabus A specification and course can be found on the AQA Examination website.</p>	<p><b>ASSESSMENT</b></p> <p>There will be one assessment, which will focus on an A01 and A02 question for one of the Theme's Topics above. (4Rs Retrieve)</p> <p>It will be teacher assessed and graded. It will form the basis of the final Progress Review.</p>