

## Curriculum Progression Pathway for RE (RS)

### Subject Intent

The aim of Religious Education at George Pindar School is to ensure students have knowledge of religious beliefs and practices, to explain how these are applied in people's lives and to evaluate and show empathy towards the different beliefs in today's society.

We aim to develop the student's knowledge and understanding of principal religions of the world as well as non-religious world views e.g Humanism. We encourage all of our students to learn about and from different religions, beliefs and traditions so that they can develop their own sense of identity as citizens in modern Britain today and contribute to a global community

Our aims and vision for RE also reflect the intent of the NYCC locally agreed syllabus which are "to support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' through exploring answers offered by religion and belief". Our intent is to provide an academic RE curriculum that enables pupils to hold balanced and informed conversations about religion and worldviews.

### Why is the study of RE (RS) important?

Religious education (RE) makes a significant contribution to pupils' academic and personal development. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument.

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE students learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

It is a legal requirement that all schools must teach RE.

**What skills will the study of RE (RS) teach you?**

RE Helps develop an aptitude for dialogue so that students can:

- Participate positively in our society with its diverse religions and worldviews
- Use the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other relevant evidence
- Discuss clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ

RE helps students to gain and use the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

**What will you know and understand from your study of RE (RS)?**

The study of RE at George Pindar School:

- Teaches understanding of world religions and beliefs
- Shows how religion influences individuals, families, communities and cultures
- Explores the political and social impact of religion
- Encourages reflection on issues of justice and truth
- Provokes questions about the meaning of life
- Offers opportunities for personal reflection
- Develops and affirms personal identity and responsible citizenship

**How does your study of RE (RS) support your learning in other subjects?**

Studying RE (RS) helps students with problem solving and decision making skills that are so vital across all subjects. Students develop their debating and ability to explain and argue point of view with clarity, skills which are vital when being able to talk confidently in English and modern foreign languages.

Assessing the validity & reliability of information and being able to analyse information in RE (RS) lessons are skills invaluable to the study of the humanities subjects in particular but almost all subjects across our curriculum. The ability to self-reflect & set goals along with developing self-worth/respect/esteem are skills valuable in all areas of the curriculum as well as life in general.

The study of RE encourages students to share their diverse range of experiences and grow individually and together with sensitivity and respect towards each other.

**How can you deepen your understanding of RE (RS)?**

Be aware of the world around you. Pay attention to reliable sources of local, national and international news. Be open minded about the beliefs and views of others; ask questions, challenging the world around you - how can you make a difference to make the world a better place?

**How can RE (RS) support your future?**

RE can help:

- Promote respect for self and others
- Contribute to an understanding of history and culture
- Enhance our understanding of global affairs
- Develop personal well-being and happiness
- Safeguard ethical standards in public life
- Generate social and community cohesion
- Tackle extremism and religious discrimination
- Prepares our young people for adult life

**Exam board used in Y10 & Y11**

WJEC (Eduqas) Short Course RS

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn 1</b>	Introduction to RE How did Sikhism begin? Intro to Guru Nanak Dev Ji	Introduction to RE What is a moral Code? How do Christians use the	Introduction to RE What's the difference between facts, beliefs and	Personal Development	Personal Development

	<p>The caste system and the revolutionary teachings of Guru Nanak The 10 Gurus: Guru Angan, Guru Arjan, Guru Hargobind The 5 Ks of Sikhism and the holy scriptures of Sikhism How do Sikhs express their faith today?</p>	<p>Bible to help live morally? Investigate stories from the Bible The Good Samaritan and why did some people have a problem with Jesus? How can the Bible be misinterpreted? Situation Ethics - is this a better way to deal with moral decisions?</p>	<p>opinions? Why do Muslims believe in God? Why did the Buddha think that belief in God was unimportant? In Buddhist thinking, what can save us from pain and suffering? Do Thomas Aquinas' '5 Ways' justify Christians' belief in God?</p>		
<b>Autumn 2</b>	<p>Intro to Islam - Abrihamic origins Muhammmad The Suni/S'hia split Tawhid Angels Holy books</p>	<p>What do people believe about life? Why do we have funerals? What do Buddhists believe about life after death? Does death matter to a Humanist? Is this life hell? Is death the end, does it matter?</p>	<p>Christians claim to experience God in many different ways. How can these claims be appreciated and appraised? What are the best atheist arguments against God? For Buddhists, Christians, Muslims and Atheists, how important is the idea of proving or disproving God? What types of suffering are in the world? What can Christians learn from the Bible about why suffering happens? How do Christians make sense of suffering? How can a good God allow suffering?</p>	<p>Beliefs God Beliefs Jesus as God Incarnate Practices - Morality Practices - Church</p>	<p>The World The origins and value of human life Beliefs about death and the afterlife</p>

<p><b>Spring 1</b></p>	<p>A brief history of India The life of Siddhartha Guatama The three marks of existence The mind desire and attachment of the Skandhas Dukka and the 4 noble truths Enlightenment</p>	<p>What is the difference between spiritual and religious? How do Christians express belief and emotion through visual art? What is the point of a sand mandala a Buddhist art form? What do examples of Islamic artwork represent? What can we learn from examples of Christian musical spirituality? How are the creative talents of individuals used in the Shinnyo-en Lantern Floating ceremony?</p>	<p>What did Buddha teach about suffering? How far are humans able to overcome suffering? Are there any good solutions to suffering? What is happiness? How does happiness fit in Christianity?</p>	<p>Practices - Church  Personal Development</p>	<p>Beliefs about death and the afterlife  Personal Development</p>
<p><b>Spring 2</b></p>	<p>Buddhist scripture What was Jesus like? Why did some people have a problem with Jesus? Was Jesus a pacifist? Why was Jesus seen as radical?</p>	<p>What is Jewish klezmer music? Can music connect people to the Almighty? What is the 'idea of the Holy'? What difference does having a faith make to living? What good comes of going to a place of worship? What codes are important to people? How does Buddhism help people to lead a good life?</p>	<p>What is a Buddhist view of happiness and how to achieve it? What does a secular view of happiness look like and how does it compare with ideas in religion? Should happiness be the purpose of life? How can we bring happiness into our lives?</p>	<p>Personal Development</p>	<p>Crime and punishment Forgiveness Good, evil and suffering</p>

<p><b>Summer 1</b></p>	<p>Jesus' teachings on temptation. What difference to charitable giving does it make if you are religious? What difference does a mosque make to Muslim life? Jesus and charity</p>	<p>Does religion always lead people to be good? Hinduism Codes for living Judaism Codes for living Humanism Codes for living</p>	<p>What do we value? What does it mean to be chosen? What do Buddhists value? What Christian concepts have stood the test of time? Is there any benefit to serving others? What concepts are important to Muslim people?</p>	<p>Beliefs - the nature of God Beliefs - the Quran Practices - the Five Pillars of Sunni, Islam Prayer/Salat</p>	<p>Exams</p>
<p><b>Summer 2</b></p>	<p>What does the Sikh community do through it's worship and building to combat poverty? What are the best arguments about whether religious buildings should be sold to feed the starving? How do teenagers express their commitment, including religious commitment? What is it like to be a young Muslim in Britain? What do the three treasures give to the Buddhists today? Who is a Sikh? What is going on in British Sikhism today?</p>	<p>Islam codes for living Sikhism codes for living Christianity codes for living</p>	<p>What do we believe? What beliefs do non-religious people hold? Beyond belief</p>	<p>Practices - Obligatory acts  Personal Development</p>	<p>N/A</p>