

Deyes High School Curriculum Rationale

Religious Education

Overarching curriculum, intent for Religious Education

- To create a community of enquiry within our classrooms that challenges pupils to think about the diverse world around them.
- To help pupils develop transferable skills such as analysis and evaluation.
- To inspire pupils to think beyond their own experience and consider ultimate questions.
- To engage pupils in their lessons and foster a love of learning.

	Content Taught	Rationale
YEAR 7	<p>JUDAISM</p> <p>Abraham</p> <p>Moses</p> <p>Pesach</p> <p>Persecution</p> <p>Orthodox and Reform</p> <p>CHRISTIANITY</p> <p>Key beliefs</p> <p>Life of Jesus</p> <p>Miracles and parables</p> <p>Christian Service</p> <p>Maximillian Kolbe</p> <p>ISLAM</p> <p>Key Beliefs</p> <p>Five Pillars</p>	<p>Judaism and Christianity are taught throughout both KS1 and KS2 and Islam and Hinduism are introduced at KS2. We made the decision to start with Judaism as this would be the religion that students had the most prior learning about and this is then the basis for Christianity and Islam as the roots of both of these religions can be traced back to Abraham. We study Christianity before Islam as this was founded first.</p> <p>We then move onto Hinduism as this was the first formed out of Hinduism, Buddhism and Sikhism, the other two being founded by former Hindus who then chose to develop their own religion as a reaction to fundamental disagreements with some of the principles of Hinduism, namely the caste system.</p>

	<p>Influential People Festivals</p> <p>HINDUISM Key Beliefs Karma and reincarnation Caste sytem Ahimsa</p> <p>BUDDHISM Prince Siddhartha Noble Truths and Eightfold Path Worship Festivals</p> <p>SIKHISM Guru Nanak Key Beliefs Gurdwara Important Sikhs Festivals</p>	
YEAR 8	<p>ANIMAL RIGHTS Are humans superior to animals? Use of animals for work Factory Farming Animal Experiments Animals in captivity</p> <p>PREJUDICE AND DISCRIMINATION Causes of prejudice</p>	<p>We begin by discussing and evaluating the idea that humans are superior to animals as it is our attitudes towards this question that then inform all the subsequent lessons on the acceptability of each use of animals. The particular uses of animals selected for study were chosen because this age group would have experience of animals being used in this way and so would be able to form opinions on the topics being discussed.</p> <p>We look at causes first so that students can understand why prejudice has manifested itself in the various forms then selected for study.</p>

	<p>Religion and gender prejudice Religious responses to racism Positive Discrimination Independent research on other types of prejudice and religious responses</p> <p>HUMAN RIGHTS AND SOCIAL JUSTICE Human Rights Right to an education Freedom of movement Exploitation of the poor Helping the poor</p> <p>INFLUENTIAL PEOPLE Martin Luther King Nelson Mandela Irena Sendler Mother Theresa</p> <p>PLANET EARTH Responsibility for the environment Abuses of the environment Protecting the environment</p>	<p>This topic builds on the previous one as the injustices faced are often the result of prejudicial ideas.</p> <p>Having spent the last two topics looking at ways in which society has harmed people, this topic looks at individuals who have made significant contributions to addressing these wrongs. Martin Luther King and Nelson Mandela link to racial prejudice, Irena Sendler links to the persecution of the Jews (Y7) and Mother Theresa links to helping the poor and Christian service (Y7)</p> <p>Having looked at how people have harmed and helped other people, we now broaden our scope of study to look at how people have harmed and can help the environment.</p> <p>All of the topics in Year 8 were specifically chosen as they were felt to be controversial enough to provoke discussion between students and enable them to develop their analysis and evaluation skills, whilst at the same time being age appropriate.</p>
YEAR 9	<p>THE HOLOCAUST Background to the Holocaust The story of Anne Frank Life in Auschwitz</p>	<p>We begin with Anne Frank as students should have prior learning about her from the Y6 curriculum. We then develop the story to incorporate the Holocaust in general, looking at how and why it happened and what was done to its victims. This</p>

	<p>People who helped the Jews People who harmed the Jews</p> <p>NICKY CRUZ Study of the autobiography 'Run, Baby, Run' Research onto what Nicky did next Christian ideas about forgiveness</p> <p>IS RELIGION EVIL? Content to follow</p> <p>IS RELIGION DANGEROUS? Content to follow</p> <p>OTHER WORLD FAITHS Pagans Jehovah's Witnesses Amish Scientologists</p>	<p>builds on the Y6 curriculum as we are now able to cover material that would have been considered too upsetting for children aged 10-11 such as the dehumanisation of the prisoners in concentration camps.</p> <p>We study Nicky Cruz after Anne Frank because hers is a story about how religion was a source of persecution whereas his is a story of religion being a source of salvation.</p> <p>A study of whether or not religion is evil and dangerous follows the studies of Anne Frank and Nicky Cruz as students can refer back to the these case studies when addressing these questions. This topic is in Year 9 as we considered it to be too complex for students any younger to be able to reach informed conclusions about.</p> <p>We finish the year looking at faiths outside of the six major world religions so that students can appreciate that there are alternative views. This topic comes after the previous topic because there are elements of these alternative faiths that some people would consider 'dangerous' and so it is important to have looked at this first so that students can have a frame of reference.</p>
<p>YEAR 10</p>	<p>(Follow the new AQA specification)</p> <ul style="list-style-type: none"> • Peace and Conflict • Matters of Life and Death • Islam Beliefs • Islam Practices 	<p>We start with the war topic as this has proven effective in engaging students. We then go onto to look at the life topic as this helps to sustain interest. We end the year with Islam so that we can teach one religion in Year 10 and one in Year 11 as to do them both in the same year would be disengaging for students.</p>

YEAR 11	<ul style="list-style-type: none"> • Crime and Punishment • Families and Relationships* • Christianity Beliefs • Christianity Practices 	<p>We begin with crime as this has proved to be a popular topic previously and helps engage the students after their summer break. We then currently go onto families and then Christianity</p>
YEAR 12	<p>(Follow the Edexcel specification)</p> <p>PHILOSOPHY</p> <ul style="list-style-type: none"> • Philosophical issues and questions • The nature and influence of religious experience • Problems of evil and suffering <p>ETHICS</p> <ul style="list-style-type: none"> • Significant concepts in issues and debates • Study of 3 ethical theories: Utilitarianism, Situation Ethics and Natural Moral Law • Application of ethical theories <p>ISLAM</p> <ul style="list-style-type: none"> • Religious beliefs, values and teachings • Sources of wisdom and authority • Practices that shape and express religious identity 	<p>In philosophy, the order of teaching is influenced by the ease of the topics (using the old spec as a guide, ie which topics were taught for AS and which for A2). For the past two years, ARA has had maternity leave and so the order of topics has taught according to expertise available within the department.</p> <p>For Ethics, a similar principle applies and also factored in is that the ethical theories need to be understood before the medical ethics can be taught because the theories need to be applied.</p> <p>For Islam, the units are taught according to their numbers in the spec as each unit draws on the knowledge from the previous one.</p>
YEAR 13	<p>PHILOSOPHY</p> <ul style="list-style-type: none"> • Religious language • Work of relevant scholars • Influences of developments in religious beliefs 	<p>As for year 12</p>

	<p>ETHICS</p> <ul style="list-style-type: none">• Ethical language• Deontology, virtue ethics and the work of relevant scholars• Medical ethics <p>ISLAM</p> <ul style="list-style-type: none">• Social and historical developments• Work of relevant scholars• Religion and society	
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