

Learning for Life - RE Curriculum Overview 2022 Onwards

Key Stage Three and Four Core RE

The aim of the RE curriculum within Learning for Life at Penketh High School is to give students a grounding in the major faiths of their local community and the UK. A sound knowledge of Theology, Ethics and Philosophy will allow students to think critically about the world in which they live, be tolerant, understanding, and respectful and thus be empathetic members of our multi faith and multi-cultural society. The curriculum is designed to be engaging and challenging in such a way that a curiosity about the beliefs and lives of others is fostered and developed, as well as encouraging reflection on students' own beliefs and spirituality and their place in the world.

Year 7	Year 8	Year 9	Year 10 Core	Year 11 Core	Key Skills
<p><u>Welcome to RE?</u> An introduction to religion, designed to develop pupil's knowledge and understanding of what religion is and how it should be discussed. The unit also looks at what religion is, religious beliefs about God, what is meant by a multi faith UK. Pupils will also explore what is meant by a world view, what their own world view is and how religion is a worldview.</p> <p><u>Faith and You - Islam</u> Pupils consider having faith from the perspective of Islam considering key questions such as: What is Islam? What is the Qur'an? Who was Muhammad? What does it mean to be a young British Muslim?</p> <p><u>Faith and You - Christianity</u> Pupils consider having faith from a Christian perspective considering key questions</p>	<p><u>Faith and You – Buddhism</u> Pupils consider having faith from a Buddhist perspective, considering key questions such as: What is Buddhism? Who was Buddha? What are the three universal truths? How do you become enlightened?</p> <p><u>Religion as a force for Good</u> This unit will focus on Sikhism and its key teaching about equality and selflessness. Pupils will investigate the good that has been and is achieved in the UK and wider world, when religion and religious teachings, ideas and concepts are applied.</p> <p><u>Peace and Forgiveness</u> This unit will focus on Christianity and Islam. Pupils study the relationship between religion, peace and forgiveness, tackling misconceptions of Christianity and Islam. Pupils</p>	<p><u>Is it Fair?</u> Pupils will consider the concept of fairness in society and how religions encourage fairness and equality. Pupils will focus on issues of prejudice and discrimination, equality, wealth and poverty and how social justice can be achieved.</p> <p><u>Why is there?</u> Pupils will discuss "Big" questions such as why is there evil and suffering in the world? how the religions respond to and explain the existence of evil and suffering compared to non-religious explanations for it. Can you forgive evil/acts of evil?</p> <p><u>What is the Truth?</u> Pupils discuss the role of religion in our lives and how it effects our perceptions of reality. Pupils will explore ideas, concepts and research from world religions,</p>	<p><u>Is this Justice?</u> Pupils will consider what Justice is, how religion (with a focus on Christianity), interprets justice and how justice is applied within the UK Criminal Justice System. They will look at the aim of justice and if imprisonment or restorative justice or the death penalty provides justice for all involved.</p> <p><u>Respect</u> Pupils study the issue of racism, prejudice and discrimination. The involvement and impact of religion past, present and future on these issues and how religion, human rights and British values can be used to reduce racism, discrimination and prejudice in the UK and globally and can be a foundation for positive change.</p> <p><u>How Free are we?</u> Pupils to explore the</p>	<p><u>The Only Way is Ethics</u> Pupils will discuss topics, situations and events that have taken place within the real world, questioning their ethical nature. Pupils will also interpret religious teachings and apply these to the situations/scenarios. Pupils will work towards drawing conclusions about whether the decisions made were ethical or not.</p>	<p>Identify – Key beliefs in Christianity, Islam, Buddhism Sikhism, Hinduism, Judaism and Humanism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>

<p>such as: What is Christianity? Is the bible just a book? The Creation Story – what really happened? Who was Jesus? And What is Jesus' legacy?</p>	<p>will research beliefs and teachings about peace and forgiveness and how these have been applied in "real life" situations.</p>	<p>philosophy, sociology and psychology. Pupils will also consider historical and present day perspectives.</p>	<p>concepts of freedom and what freedom means in society today. Pupils will interpret religious teachings on freedom and how they impact on how people live their lives. This unit aims to use concepts and research from religion, philosophy, sociology and psychology.</p>		
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Key Stage Three RE in Form Time Personal Development Lessons

Pupils in key stage three also study three units with religious themes within their form personal development lesson, delivered by form tutors. These units are designed so that the religious knowledge is taught thematically, linked with personal development and citizenship.

Year 7 – Faith and You – Hinduism – Pupils will explore the concept of having faith from a Hindu perspective. They will look at what Hinduism is, key beliefs, important celebrations and what it means to have a Hindu identity as a young person in the UK today.

Year 8 – Being Human – Pupils will investigate what it means to be human, from the Humanist perspective as a non-religious world view. They will consider Humanist beliefs, celebrations for rites of passage, where humanism gets its knowledge from, what kind of world humanists want to live in and what challenges to Humanists face around the world, where blasphemy laws still exist.

Year 9 – Lest We Forget – Pupils will explore Judaism as a world religion. They will look at how Judaism began, key belief and celebrations. Pupils will also reflect upon antisemitism, its negative consequences, including the Holocaust. In studying the Holocaust pupils will look at how it started, the persecution, the atrocities, its implications for the Jewish people, its lasting impact, the kindness and compassion of others who helped and what liberation meant for the Holocaust survivors and liberating soldiers.

Key Stage Four GCSE RE

Pupils who choose to study GCSE RE at Penketh High School, follow the Edexcel B Exam Specification, covering two world religions; Christianity (Paper Two), and Islam (Paper One). Pupils will develop knowledge and understanding of the two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. The specification is designed to encourage enquiry and the opportunity to apply a wide range of concepts allowing pupils to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter today.

Year 10 GCSE RE	Year 11 GCSE RE	GCSE RE Assessment Objectives	Key Skills
<p style="text-align: center;"><u>GCSE Paper 1 Unit 1 Muslim Beliefs</u></p> <p>Pupils discuss the key beliefs and practices of contemporary Islam. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 3 Marriage and the Family in Islam</u></p> <p>Pupils explore issues of contemporary Muslim communities via marriage, contraception, family life and divorce.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 1 Christian Beliefs</u></p> <p>Pupils discuss the key beliefs and practices of contemporary Christianity. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Crime and Punishment in Christianity</u></p> <p>Pupils explore the principles of the UK justice system, including justice, crime, punishment, rehabilitation and forgiveness. Pupils will consider Christian and non-religious perspectives on these topics and participate in debates of a moral and ethical nature.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Living the Christian Life</u></p> <p>Pupils analyse how Christian beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations. Pupils will also discuss the future of the church, locally, nationally and internationally.</p>	<p style="text-align: center;"><u>GCSE Paper 2 Unit 4 Peace and Conflict in Christianity</u></p> <p>Pupils will investigate Christian teachings about and attitudes to peace, war, armed conflict, weapons of mass destruction, terrorism and pacifism.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 2 Living the Muslim Life</u></p> <p>Pupils analyse how Muslim beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations. Pupils will also discuss the future of Islam, locally, nationally and internationally.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 4 Matters of Life and Death in Islam</u></p> <p>Pupils investigate key beliefs in Islam about life after death. Pupils will also debate the sanctity of life and how Islam responds to issues in the natural world.</p>	<p>Knowledge and understanding of the religion and belief: Demonstrating knowledge and understanding by</p> <ul style="list-style-type: none"> - Beliefs, practices, and sources of authority - Influence on individuals, communities, and societies - Similarities and differences within and/or between religions and beliefs. <p>Analysing and evaluating the religion and belief: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Identify – Key beliefs in Christianity, Islam and Buddhism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>



Assessment Map 2022 - 23

Department: Learning for Life (Core RE).

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
2	<p>Focus: Welcome to RE</p> <p>Structure: Multiple choice questions – End of Unit Assessment. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and skills required for studying RE. Identification of what religion is and key beliefs about God. Identification of impact of religion, religious beliefs and on-religious beliefs on identity and everyday life. Why it is important to have the opportunity to study different religious and non-religious perspectives and beliefs within school</p>	<p>Focus: Faith and You - Buddhism</p> <p>Structure: Multiple choice questions – End of Unit Assessment via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Buddhism. Identification of who Buddha was and why he is significant within the religion. Identification of impact of Buddhist beliefs on everyday life of followers. How Buddhism encourages, self-improvement, unification and cohesion within the UK and why this is important.</p>	<p>Focus: Is it Fair?</p> <p>Structure: Multiple choice questions – End of Unit Assessment via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs about fairness, prejudice, discrimination, equality, wealth and poverty and social justice. Identification of the impact of religious beliefs on everyday life of followers and on society in terms of how to view and tackle the issue of fairness.</p>	<p>Focus: Is this Justice</p> <p>Structure: Multiple choice questions – End of Unit Assessment via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of what justice is and how different groups (religious and non-religious) interpret justice. Knowledge of how justice is applied within the UK Criminal Justice System. Knowledge of restorative justice and imprisonment. Knowledge of the debate around the death penalty and how different religions view it. Evaluation of the arguments for and against the use of the death penalty.</p>	
4	<p>Focus: Faith and You - Islam</p> <p>Structure: Multiple choice questions – End of Unit Assessment via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Islam. Identification of who the Prophet Muhammad (pbuh) was and why he is significant within the</p>	<p>Focus: Religion is a Force for Good (Sikhism)</p> <p>Structure: Multiple Choice questions – End of Unit Assessment, via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Sikhism. Identification of who Guru Nanak was and why he is significant within the religion.</p>	<p>Focus: Why is there.....</p> <p>Structure: Multiple Choice questions – End of Unit Assessment, via Teams. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of religions views on why there is evil and suffering in the world and how this compares to non-religious views. Knowledge of how religions teach humanity to respond to evil and</p>	<p>Focus: Respect</p> <p>Structure: Multiple Choice questions – End of Unit Assessment, via Teams. Assessment not reported</p> <p>Knowledge and skills assessed: Knowledge of issues of racism, prejudice and discrimination. Knowledge of the involvement and impact of Christianity past, present and future on these issues.</p>	<p>Focus: The Only Way is Ethics</p> <p>Structure: Assessment will take place at the end of the unit via a booklet review. Assessment not reported.</p> <p>Knowledge and skills assessed: Knowledge of what ethics and ethical dilemmas/decisions are. Knowledge of different tools used to make ethical decisions. Application of tools/strategies used to real life scenarios.</p>

	<p>religion. Identification of impact of Muslim beliefs on everyday life of followers. How Islam encourages unification and cohesion within the UK and why this is important.</p>	<p>Identification of impact of Sikh beliefs on everyday life of followers. How Sikhism encourages equality, unification and cohesion within the UK and why this is important.</p>	<p>suffering and if forgiveness is possible.</p>	<p>Identification of how religion, human rights and British values can be used to reduce racism, discrimination and prejudice in the UK and globally. Identification of how religious beliefs can encourage individuals to stand up for change.</p>	<p>Evaluation of arguments for and against ethical dilemmas, from both religious and non-religious points of view/beliefs and teachings.</p>
6	<p>Focus: Faith and You - Christianity</p> <p>Structure: Multiple Choice Question End of Unit Assessment via Teams. Assessment to be reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Christianity. Identification of who Jesus was and why he is significant within the religion. Identification of impact of Christian beliefs on everyday life of followers. How Christianity encourages unification and cohesion within the UK and why this is important.</p>	<p>Focus: Peace and Forgiveness</p> <p>Structure: Multiple choice questions – End of Year Assessment via Team. Assessment to be reported.</p> <p>Knowledge and skills assessed: Knowledge of key beliefs and practices for Christianity and Islam. Identification of impact of religion and religious beliefs on world events and themes of peace, unity and forgiveness. How religion encourages peace, acceptance and forgiveness within the world and why this is important.</p>	<p>Focus: What is the Truth</p> <p>Structure: Multiple choice questions – End of Year Assessment via Team. Assessment to be reported.</p> <p>Knowledge and skills assessed: Knowledge of the role of religion in our lives and how it effects our perceptions of reality. Knowledge of the role of world views in our lives and how they affect our perception of reality. Knowledge of different explanations to questions about the world we live in and concepts of reality and the truth from religion, world views, philosophy, sociology and psychology. How religion provides/provided answers and encouraged unification and cohesion and why this is/was important.</p>	<p>Focus: How Free Are We</p> <p>Structure: Multiple choice questions – End of Year Assessment via Team. Assessment to be reported.</p> <p>Knowledge and skills assessed: Knowledge of the concepts of freedom, free will and what freedom means in society today. Knowledge of religious teachings on freedom and free will and how they impact on how people live their lives.</p>	