

Orsett Heath Academy Religious Education Department Curriculum Journey

The purpose of the curriculum:

1. To contribute dynamically to the education by provoking challenging question about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
2. To learn about and from religions and worldviews in local, national and global contexts to discover, explore and consider different answers to these questions. This is done using SACRE agreed syllabus and Thurrock agreed syllabus, giving a broad overview in the time allocated.
3. To equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
4. To develop pupils aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
5. To engage pupils in systematic enquiry into significant human questions, which religion and worldviews address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, we well as develop responses of their own.

In year 11, you will prepare for final examinations.

Year
11

Religion, Peace and Conflict – Development of Christian concepts of peace and conflict, forgiveness reconciliation, protests, Terrorism, war, WMDs, just war, holy war, victims of war and pacifism.

Religion, Crime and Punishment – Christian concepts of crime and punishment, good and evil, reasons for crime, criminals, different types of crime, aims of punishment, prison, corporal punishment, community service, forgiveness and capital punishment

Religion and Human Life – Development of the relationship between religion and scientific explanations for creation, the value of the world and responsibility to protect it, use and abuse of the environment, animals, the sanctity and quality of life and attitudes to death and the afterlife.

Religion, Human Rights and Social Injustice – Christian concepts of human rights and social injustice, prejudice and discrimination in relation to women and homosexuals, freedom of religious expression, respecting the rights of others, social justice,, wealth and poverty

What does KS5 look like?

Philosophy of religion, Ethics of religion, Study of Christianity, The dialogue between philosophy of religion and religion, The dialogue between ethical studies and religion. This is done through two exam papers with a mix of compulsory and optional questions.

Assessment 5 question exam practice paper on Theme

Year 11 Christmas Mock

Assessment 5 question exam practice paper on Theme

Assessment 5 question exam practice paper on Theme

Year
10

HT5 & HT6: Hindu Practices – Development of knowledge of Hindu practices about worship, festivals, representations of God, pilgrimage, yoga, the environment and charity

HT4: Hindu Beliefs – Development of knowledge of Hindu beliefs about Gods and Goddesses, cosmology, nature of humanity, freewill and suffering and duty

HT2 & HT3: Christian Practices – Development of key Christian practices about worship, festivals, rituals, pilgrimage and community

HT1: Christian Beliefs – Development of key beliefs on the Nature of God, creation, the afterlife and the person of Jesus

Assessment 5 question exam practice paper on Hindu Practices

Assessment 5 question exam practice paper on Hindu Beliefs

Assessment 5 question exam practice paper on Christian Practices

Assessment 5 question exam practice paper on Christian Beliefs

Baseline Assessment bases on what they have learnt in Year 7 and Year 8 to show knowledge retention.

Year
9

HT1 and 2: Life and Death Issues –Development of Moral and Introduction of Philosophical issues, When does life begin, The sanctity and quality of life, Religious perspectives on abortion, organ donation, designer babies, conjoined twins and euthanasia.

HT3 and HT4: Hinduism – Development of Hindu beliefs and practices about duty, yoga, pilgrimage and sacred places.

HT5: Religion, Peace and Conflict – Introduction to concepts of peace and conflict in relation to Christian beliefs and practices

HT6: Philosophy – Development of Philosophical issues related to the concepts of free-will and determinism

Year 9 Assessments will be completed at the end of each full term.
1. **Sept** - Baseline
2. **Dec** – Only God has the right to take life.
3. **Apr** – GCSE Style Questions
4. **May**- GCSE Style Questions

Year 8 Assessments will be completed at the end of each full term.
1. **Sept** - Baseline
2. **Dec** – Sikhism
3. **Apr** – Responses to Jesus' Resurrection
4. **May**- Hajj Postcard

Baseline Assessment bases on what they have learnt in Year 7 to show knowledge retention.

HT6: Buddhism – Introduction to Buddhism

HT5: Islam – Development of knowledge of Muslim beliefs

HT4: Christianity- Birth of Jesus, Trinity, Jesus' Miracles and Parables, Holy Week.

HT3: Christianity – Development of knowledge of Christian beliefs, The Fall

HT2: Sikhism –The 5 K's, Gurdwara, Pilgrimage

HT1: Sikhism – Introduction to Sikhism, the Gurus, the Guru Granth Sahib

Year
8

In Year 7 you will learn about beliefs in Judaism, Christianity and Hinduism

What people believe and how they practice these beliefs

You will know how to speak clearly and convey ideas confidently, presenting and debating ideas.

You will be able to complete extended answers, with accurate spelling, grammar and punctuation.

Year
7

HT1: Introduction to RSE & Christianity – Beliefs in God

HT2: Christianity- Beliefs about suffering

HT3: Judaism- Who were the Israelites, beliefs about Moses.

HT4: Judaism- How beliefs affect their lives today.

HT5: Hinduism- Knowledge of Hinduism, Atman, Karma and Reincarnation

HT6: Hinduism- How their beliefs affect their lives today.

You will complete a Baseline Test to identify your ability and gaps from KS2 Religious Education

*Assessments will be completed at the beginning of each full term.
1. **Sept** - Baseline
2. **Jan** – Judaism
3. **Apr** – God and punishment

You may have looked at what people believe, and how people express and practice what they believe

You may have learnt simple beliefs about Hinduism, including if they pray, important religious festivals and what it means to be Hindu in Britain today

You might have studied simple beliefs about Judaism, including important religious festivals, places of worship, and right and wrong

You may have researched simple beliefs about Islam, including what it means to be a Muslim in Britain today, and places of worship

You may have looked at simple beliefs about Christianity for example belief in God, the importance of the Bible and Jesus as the Son of God

Begin your KS2 Religious Education curriculum and develop a lifelong love of learning

*Assessments will be completed at the end of each topic to test understanding of that topic and previously completed topics.

What did Key Stage 2 look like?
Can you spot where the skills you gained here link to Key Stage 3?

KS2
Primary
School

When you reach year 7, the Religious Education department plans the curriculum based on the SACRE agreed syllabus for Thurrock

- The **principle aim** of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own
- RE teaching and learning should enable pupils to:
 - Know about and understand a range of religions and worldviews
 - Express ideas and insights about the nature, significance and impact of religions and worldviews
 - Gain and deploy the skills needed to engage seriously with religions and worldviews

