

Core RE

Curriculum Overview 2020-2021

Core aims of the subject at Key Stage 4

In preparing for adult life, students need to learn to respond well to a local, national and global landscape of religion and belief diversity. In the context of today's world, we are advocating that RE should help the personal development of young people to hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate. At Brine Leas School students will access a high quality RE curriculum that engenders an interest in improving understanding of and showing respect for different faiths and cultural diversity. Students will access a broad and balanced curriculum which develops breadth and depth of religious knowledge and acceptance of worldviews. Students will be given challenging opportunities to develop the key skill to “disagree agreeably” becoming “skilled cultural navigators”, able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging. Students will also develop their ability to be “objective about the subjective” through a multi-disciplined approach shaped by theology, philosophy, history and the social sciences.

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and motivate pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. There is little ethnic or religious diversity within the local context of our school and so it is our aim to show students how Religious Education promotes discernment and enables them to combat prejudice, preparing them for adult life, employment and life-long learning. We aim to develop students' moral compass, recognising the difference between right and wrong and readily apply this. reflection upon their own beliefs and cultural practices; make informed personal choices; empathy with and an understanding of others.

Our Religious Education curriculum is enhanced with trips to places of worship in our local area. This includes visits to The City Centre Mosque in Stoke on Trent and St Mary's Church in Nantwich. This gives students the opportunity to encounter people of different beliefs and lifestyles, fostering respect and social cohesion.

We use the Locally Agreed Cheshire East Religious Education syllabus as the basis for our curriculum. We have a representative from the department who works closely with the Standing Advisory Council for RE in the local area to ensure our curriculum is fit for purpose. The RE curriculum is a vehicle for delivering aspects of SMSC. Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions. The curriculum enables the moral education of students by providing opportunities to explore and debate a range of perspectives on key moral and ethical issues such as euthanasia, animal testing, life after death, science vs religion and right/wrong. Social education in RE involves exploring the similarities and differences in religions and cultures through which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others. Students become aware of the positive impact that religion has in society by exploring the way in which

religion affects daily life, moral decisions and social responses from its believers. Cultural education in RE includes learning about a range of different religious traditions, giving students an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society. Students are presented with opportunities to explore different artistic images and literature from religious and cultural perspectives.

Additionally, within the curriculum students consider the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They are also taught that there can often be conflict between being a religious person and the law of the land.

Students will analyse a range of primary and secondary sources, recognising bias and stereotype. They will show understanding of symbolic language and use technical terminology effectively. They will develop resilience in interpreting meaning and significance, evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves. Students will be given opportunities to think critically about the world and their place in it; consider moral principles, including the nature of good and evil. Students will learn independently to respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities. Students will create a range of views, other than one's own, with accuracy.

Assessment

Students will be given a wide range of opportunities to apply their religious knowledge, skills and concepts of the world through a variety of questions, ranging from simple recall of knowledge to providing evidence based arguments, logical chains of reasoning, and reaching reasoned and justified conclusions.

Homework

Homework will be set in the form of revision for knowledge recall quizzes and will provide students with the opportunity to recap knowledge and skills to aid their journey to mastery.

Clubs and/or intervention

Data gathered through knowledge quizzes is regularly used to inform both long-term and short-term planning.

Parental/Carer support

All homework will be uploaded to my child at school.
Curriculum overview will be available from the school website.

Helpful sources of information

CHESHIRE EAST SACRE - LOCALLY AGREED SYLLABUS: <https://www.cheshireeast.gov.uk/schools/sacre/sacre.aspx>

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p>Religion & Human Rights</p> <p><i>“Give every human being every right that you claim for yourself” – Robert Ingersoll</i></p> <p>We are not all the same, however, we do all have the same human rights. It is key that students have an understanding of the rights that all members of society hold. In an increasingly opinionated society it is important to understand one another’s rights to express views, both religious and non-religious, and indeed the right to express those beliefs. Once grown up and in the workplace it is vital that students know their own rights as well as the rights of others around them in order to promote fairness and harmony in the world of work.</p>			
	<p>Religion & Human Rights</p> <ul style="list-style-type: none"> ➤ Issues of equality ➤ Freedom of religion and belief ➤ Freedom of religious expression ➤ Human rights and responsibilities that come with rights, including the responsibility to respect the rights of others ➤ Differing religious perspectives from: <ul style="list-style-type: none"> • Christianity • Islam • Sikhism 	<ul style="list-style-type: none"> ➤ Knowledge quiz ➤ Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia. 	<ul style="list-style-type: none"> ➤ KS3 – Year 7 -The philosophical question of evil and suffering ➤ KS3 – Year 8 -Sources of Wisdom & Authority -Human rights: religious expression, Sikhism and Islam ➤ KS3 – Year 9 -Community cohesion: Gender Equality / Living in a Multi-Ethnic Society -Community cohesion: prejudice, discrimination, racial harmony ➤ SRE - 2d 	<p>FUTURE LEARNING</p> <ul style="list-style-type: none"> ➤ KS5 – A-Level: <ul style="list-style-type: none"> • Christianity & The Challenge of Secularisation • Christianity, Migration & Religious Pluralism • Christianity, Gender & Sexuality ➤ Further Education: <ul style="list-style-type: none"> • Theology • Law • Human Rights • Criminology • Globalisation • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations

	<p>➤ Curriculum Recovery: Lessons needed to cover some key content missed from Year 9 – Summer 2: Abortion & Euthanasia. Recap lessons to be taught, as well as Knowledge Organisers to be provided.</p>		<p>➤ SMSC</p> <ul style="list-style-type: none"> - 1a, 1b - 2a, 2b, 2c - 4a, 4b, 4e <p>➤ BV</p> <ul style="list-style-type: none"> - b, d, e 	<ul style="list-style-type: none"> • Psychology • Sociology • History <p>➤ Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing • Journalism • Recruitment
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<p>Autumn 2</p>	<p style="text-align: center;">Religion, Prejudice & Discrimination</p> <p style="text-align: center;"><i>“Prejudices are what fools use for reason.” – Voltaire</i></p> <p>With the rise of internet it has become increasingly easy to prejudge people before having a clear understanding of who they are as a person.</p> <p>This is limiting both to the person making the judgement and the person being judged. Prejudice can stop people going out of their comfort zone and broadening their own horizons as well as limiting the prospects of different groups within society. It is vital for all in society to have every opportunity open to them as they grow up, by informing students about the importance of fairness and equality in the UK is key in achieving this goal.</p>
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	<p>Religion, Prejudice & Discrimination</p> <ul style="list-style-type: none"> ➤ Prejudice and discrimination in religion and belief, including the status and treatment within religion ➤ Racial prejudice and discrimination ➤ Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice ➤ Differing religious perspectives from: <ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism 	<ul style="list-style-type: none"> ➤ Knowledge quiz ➤ Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia. 	<ul style="list-style-type: none"> ➤ KS3 – Year 9 <ul style="list-style-type: none"> -Community cohesion: Gender Equality / Living in a Multi-Ethnic Society -Community cohesion: prejudice, discrimination, racial harmony ➤ SRE <ul style="list-style-type: none"> - 2c ➤ SMSC <ul style="list-style-type: none"> - 2a, 2b, 2c - 3c ➤ BV <ul style="list-style-type: none"> - d, e, f 	<p>FUTURE LEARNING</p> <ul style="list-style-type: none"> ➤ KS5 – A-Level: <ul style="list-style-type: none"> • Free Will & Moral Responsibility • Ethics • Christianity & The Challenge of Secularisation • Christianity, Migration & Religious Pluralism • Christianity, Gender & Sexuality ➤ Further Education: <ul style="list-style-type: none"> • Theology • Law • Human Rights • Criminology • Globalisation • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History ➤ Careers: <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing
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<p>Spring 1</p>	<p>Religion & Wealth</p> <p><i>“it is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God”.</i></p> <p>– Matthew 19:24</p> <p>How much is enough? In a world where wealth is synonymous with success, it fails to cover the pitfalls that can come with it. As students start to accumulate their own wealth it is important for them to understand the struggles others may face when trying to gain theirs. In addition to what ends should people play a part in the collection of wealth, understanding how prosperity of some can lead to the dismay of many others.</p>			
	<p>Religion & Wealth</p> <ul style="list-style-type: none"> ➤ Wealth including: <ul style="list-style-type: none"> • The right attitude to wealth • The uses of wealth ➤ The responsibilities of wealth including the duty to tackle poverty and its causes ➤ Exploitation of the poor including issues relating to: <ul style="list-style-type: none"> • Fair pay 	<ul style="list-style-type: none"> ➤ Knowledge quiz ➤ Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia. 	<ul style="list-style-type: none"> ➤ KS3 – Year 7 -The philosophical question of evil and suffering ➤ KS3 – Year 8 -Faith in Action: 5 Pillars of Islam -Sources of Wisdom & Authority -Faith in Action: The work of the Church in the world today ➤ KS3 – Year 9 -Introduction to Ethical Theories 	<p>FUTURE LEARNING</p> <ul style="list-style-type: none"> ➤ KS5 – A-Level: <ul style="list-style-type: none"> • Christianity & The Challenge of Secularisation • Christianity, Migration & Religious Pluralism • Sources of Wisdom & Authority ➤ Further Education: <ul style="list-style-type: none"> • Theology • Law • Human Rights • Criminology

	<ul style="list-style-type: none"> • Excessive interest on loans • People-trafficking <p>➤ Differing religious perspectives from:</p> <ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Buddhism 		<p>➤ SMSC</p> <ul style="list-style-type: none"> - 2b - 3a - 4b 	<ul style="list-style-type: none"> • Globalisation • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History <p>➤ Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing • Journalism • Recruitment
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<p>Spring 2</p>	<p style="text-align: center;">Religion & Poverty</p> <p style="text-align: center;"><i>“How we treat the vulnerable is how we define ourselves as a species” – Russell Brand</i></p> <p>Poverty and homelessness is a growing issue in the UK. This leads us down two ethical inquiries:</p> <ol style="list-style-type: none"> 1. To what extent are these people have a responsibility for themselves overcoming the issues they face? 2. To what extent do we as a society have a responsibility to help them overcome the issues they face? <p>We also look at the work religious organisations and charities do in caring for poverty stricken and vulnerable people to understand how religious believers are willing to help others, teaching students about compassion for others.</p>
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	<p>Religion & Poverty</p> <ul style="list-style-type: none"> ➤ The responsibilities of those living in poverty to help themselves overcome the difficulties they face ➤ Charity including issues related to giving money to the poor ➤ Differing religious perspectives from: <ul style="list-style-type: none"> • Christianity • Islam • Sikhism 	<ul style="list-style-type: none"> ➤ Knowledge quiz ➤ Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia. 	<ul style="list-style-type: none"> ➤ KS3 – Year 7 <ul style="list-style-type: none"> -The philosophical question of evil and suffering -The Nature of God: Christianity, Islam, Sikhism -Jesus Christ & Salvation ➤ KS3 – Year 8 <ul style="list-style-type: none"> -Faith in Action: 5 Pillars of Islam -Sources of Wisdom & Authority -Faith in Action: The work of the Church in the world today ➤ KS3 – Year 9 <ul style="list-style-type: none"> -Introduction to Ethical Theories ➤ SRE <ul style="list-style-type: none"> - 2d ➤ SMSC <ul style="list-style-type: none"> - 2b - 3a - 4b 	<p>FUTURE LEARNING</p> <ul style="list-style-type: none"> ➤ KS5 – A-Level: <ul style="list-style-type: none"> • Christianity & The Challenge of Secularisation • Christianity, Migration & Religious Pluralism • Sources of Wisdom & Authority • Evil & Suffering ➤ Further Education: <ul style="list-style-type: none"> • Theology • Law • Human Rights • Criminology • Globalisation • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • History ➤ Careers: <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing • Journalism • Recruitment
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Religion & Sexual Ethics

“Education of both men and women is a wonderful contraceptive” – Henry W. Kendall

Learning about relationships in a non-physical and physical sense is important to all students. It allows them to form their own views on what a healthy relationship is and what that might look like for them. It is vital that young people know about the different forms of contraception for potential future use.

In addition, all pupils will come to a point in their lives where they consider their future family and how this might be achieved.

Summer
1

Religion & Sexual Ethics

- Sexual relationships before and outside marriage
- Contraception and family planning
- Fertility treatments
- Differing religious perspectives from:
 - Christianity
 - Islam

- Knowledge quiz
- Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia.

- **KS3 – Year 9**
-Community cohesion: Gender Equality / Living in a Multi-Ethnic Society

- **SRE**
- 5c, 5d, 5f, 5g, 5h, 5i, 5l

- **SMSC**
- 1a
- 3c

- **BV**
- e

FUTURE LEARNING

- **KS5 – A-Level:**
 - Christianity, Gender & Sexuality
 - Application of Natural Moral Law, Situation Ethics & Virtue Ethics
 - Bentham & Kant
 - Christianity & Science
 - The Dialogue Between Christianity & Ethics
 - Sources of Wisdom & Authority
- **Further Education:**
 - Theology
 - Law
 - Human Rights
 - Criminology
 - Globalisation
 - Philosophy
 - Religious Studies
 - PPE
 - Classics
 - Ancient Civilisations

				<ul style="list-style-type: none"> • Psychology • Sociology • Medicine • Geography <p>➤ Careers:</p> <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing • Journalism • Recruitment • Social Work
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Religion & Liberation groups

“Disagreeing with me is hate speech” – Ricky Gervais, 2019

Human sexuality is a spectrum, it is a spectrum that many can grow up not understanding. It is important that all students have an understanding in order to be a contributing and accepting member of society and also to be able to understand where they fit on it. Grasping different religious views on liberation groups can be difficult and often lead to prejudicial views on members of the LGBTQ community, however, it is important to frame these views in the responsible way so as not to validate any negative misconceptions about the religions themselves.

**Summer
2**

<p>Religion & Liberation groups</p> <ul style="list-style-type: none"> ➤ Same sex parents ➤ Transgender discrimination ➤ Feminism ➤ Veganism ➤ Differing religious perspectives from: 	<ul style="list-style-type: none"> ➤ Knowledge quiz ➤ Knowledge quizzes to include knowledge from Year 9 – with focus on missed learning topics of Abortion and Euthanasia. 	<ul style="list-style-type: none"> ➤ KS3 – Year 9 -Community cohesion: Gender Equality / Living in a Multi-Ethnic Society -Community cohesion: prejudice, discrimination, racial harmony ➤ SRE - 1a, 1c, 1e, 1f 	<p>FUTURE LEARNING</p> <ul style="list-style-type: none"> ➤ KS5 – A-Level: • Christianity, Gender & Sexuality • Application of Natural Moral Law, Situation Ethics & Virtue Ethics • Bentham & Kant
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	<ul style="list-style-type: none"> • Christianity • Islam • Sikhism • Hinduism 		<ul style="list-style-type: none"> - 2c ➤ SMSC <ul style="list-style-type: none"> - 4b, 4e ➤ BV <ul style="list-style-type: none"> - e, f 	<ul style="list-style-type: none"> • The Dialogue Between Christianity & Ethics • Sources of Wisdom & Authority ➤ Further Education: <ul style="list-style-type: none"> • Theology • Law • Human Rights • Criminology • Globalisation • Philosophy • Religious Studies • PPE • Classics • Ancient Civilisations • Psychology • Sociology • Medicine • Geography ➤ Careers: <ul style="list-style-type: none"> • Politics • Teaching • Local Government • Health Service • Civil Service • Law Enforcement • Marketing • Journalism • Recruitment • Social Work
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