

Religious Education Subject Intent

Our unifying sentence is: “The RE department guided students to develop and respectfully articulate their perspectives on religious, ethical, and philosophical concepts because they acutely listened to others, thought deeply about major worldviews, and explored the complexity of the impact and influence these worldviews had, and continue to have, on our world.”

The RE department achieves this by:

- Teaching students the major tenets, practices, and hallmarks of world religions and major worldviews
- Exposing students to viewing the world through theological, moral, philosophical, sociological, anthropological, and cultural lenses for the development of their own perception.
- Closely defining key knowledge and skill mastery, all of which is interleaved in the curriculum for it to be regularly revisited and reinforced over time.

Seven Year Plan

| Year 7 | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>i. What are beliefs & what are values? ii. To what extent does Hinduism teach us about reality?</i> | <i>What makes Islam such a major faith?</i> | <i>How far can faith deliver us from evil?</i> |
| Skills | <ul style="list-style-type: none"> • Sentence structures • Analysing statistics | <ul style="list-style-type: none"> • Sentence structures • Structuring ‘explain’ questions (basis of GCSE 4- and 5-mark questions) • Comparing and contrasting religious views/practices | <ul style="list-style-type: none"> • Complex sentences • Consolidating structuring of ‘explain’ questions • Applying worldviews to further understand culture/behaviour/society |
| Progression | Because of wide variety of exposure to religion/RE pre-Y7, students should be at similar levels of basic understanding religion & worldviews | Students move from a developed understanding of Hinduism to a developed understanding of Islam; cross analysing both to begin to understand the breadth, depth, and complexity of worldviews. | Students use knowledge of Hinduism, Islam, and other worldviews to apply to the problem of evil and other moral issues/dilemmas; cross-analyses and applications further their understanding of the breadth, depth, and complexity of worldviews. |
| Link to GCSE | Writing structures for GCSE questions | Builds foundation for study of Islam at GCSE in Year 9 and 10. | Builds foundation for the philosophy and ethics units of GCSE in Y10 and 11 |



| Year 8 | | | |
|---------------------|--|---|--|
| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>Why do Christians believe that Jesus is God incarnate?</i> | <i>Why is suffering key to Buddhism?</i> | <i>What truth does philosophy reveal?</i> |
| Skills | <ul style="list-style-type: none"> • Complex sentences • Extended writing discussions (basis of 12-mark questions at GCSE) | <ul style="list-style-type: none"> • Complex sentences • Extended writing discussions (basis of 12-mark questions at GCSE) • Comparing and contrasting religious views/practices | <ul style="list-style-type: none"> • Complex sentences • Consolidating the structuring of discussion questions • Comparing and contrasting religious and non-religious worldviews • Developing critical thinking |
| Progression | Students secure a foundational understanding of key concepts in Christianity that can be cross-analysed with their Y7 learning of Hindu and Muslim worldviews. | Students move from a developed understanding of Christianity to a developed understanding of Buddhism; cross-analysing both – as well as with Y7 studies of Hinduism and Islam – to understand the breadth, depth, and complexity of worldviews more greatly. | Students step into the study of philosophy to understand linking academic disciplines (e.g. ethics, sociology, etc) to encompass the non-religious/philosophical sphere of RE, furthering understanding of the breadth, depth and complexity of worldviews ready for GCSE content. |
| Link to GCSE | Builds foundation for study of Christianity at GCSE in Year 9 and 10. | Builds crucial skills for GCSE (explain/evaluation question fluency/aptitude). | Builds foundation for the philosophy and ethics units of GCSE in Y10 and 11; some links to GCSE Psychology too (e.g. Perception) |

| Year 9 – GCSE Religious Studies | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>Christian Beliefs (Paper 1)</i> | <i>i. Christian Beliefs (cont'd) (Paper 1)</i> <i>ii. Islamic Beliefs (Paper 1)</i> | <i>i. Islamic Beliefs (cont'd) (Paper 1)</i> <i>ii. Exam skills</i> |
| Skills | <ul style="list-style-type: none"> • Extended writing discussions • Exegesis and hermeneutics | <ul style="list-style-type: none"> • Extended writing discussions • Exegesis and hermeneutics | <ul style="list-style-type: none"> • Mastering extended writing discussions • Exegesis and hermeneutics |
| Progression | Students begin their study of GCSE Religious Studies, recalling and expanding upon their study of Christianity from Y8 and broadening their powerful knowledge of concepts, beliefs, teachings, and extracts. | Students transition from the study of Christianity to the study of Islam, recalling and expanding upon their study of Islam from Y7 and broadening their powerful knowledge of concepts, beliefs, teachings, and extracts. | Students complete their study of Islam, having covered the first 25% of the GCSE course; the majority of C3 is aimed at students returning to prior content to master understanding of exam skills ready for Y10. |
| Link to A-Level | Links to 'Religion in Society' in A-Level Sociology or 'Philosophy of God' in A-Level Philosophy. Links to A-Level Law. | Links to 'Religion in Society' in A-Level Sociology or 'Philosophy of God' in A-Level Philosophy. | 12-mark question structures mimic closely the essay-structures used in both A-Level Sociology & Philosophy. |



| Year 10 – GCSE Religious Studies | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>i. Christian Practices (Paper 1)</i> <i>ii. Islamic Practices (Paper 1)</i> | <i>i. Islamic Practices (Paper 1)</i> <i>ii. Religion and Life (Paper 2)</i> | <i>i. Religion and Life (Paper 2)</i> <i>ii. Relationships and Family (Paper 2)</i> |
| Skills | <ul style="list-style-type: none"> Extended writing discussions Analysing the paradigms of religious practices | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics Expanding critical thinking | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics Expanding critical thinking |
| Progression | Students expand their GCSE Religious Studies so far exploring the breadth of practices in Christianity and Islam to understanding how faith, concepts, and theological doctrine apply to the lived experiences of modern Christians and Muslims in the UK and worldwide. | Students continue their GCSE Religious Studies, exploring the breadth of practices in Christianity and Islam to understanding how faith, concepts, and theological doctrine apply to the lived experiences of modern Christians and Muslims in the UK and worldwide. Students begin their philosophy and ethics units, recalling and expanding on related studies from C3 Y7 and Y8. | Students continue the study of their philosophy and ethics units, further expanding on related studies from C3 Y7 and Y8. Students develop their critical thinking, statistical analyses, and understanding of non-religious/philosophical worldviews in preparation for their study of A-Level Sociology, Philosophy, or Religious Studies. |
| Link to A-Level | Links to 'Religion in Society' in A-Level Sociology or 'Moral Philosophy' in A-Level Philosophy. | Links to 'Religion in Society' in A-Level Sociology or 'Moral Philosophy' in A-Level Philosophy. Links to A-Level Law. | Links to 'Family' in A-Level Sociology or 'Philosophy of Mind' in A-Level Philosophy. Links to Health and Social Care. |

| Year 11 – GCSE Religious Studies | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>i. Crime and Punishment (Paper 2)</i> <i>ii. Peace and Conflict (Paper 2)</i> | <i>i. Peace and Conflict (Paper 2)</i> <i>ii. Exam skills</i> | Exam skills |
| Skills | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics Expanding critical thinking | <ul style="list-style-type: none"> Mastering extended writing discussions and other exam skills Expanding critical thinking | <ul style="list-style-type: none"> Mastering extended writing discussions and other exam skills |
| Progression | Students continue the study of their philosophy and ethics units, further expanding on related studies from C2 and C3 of Y10. Students develop their critical thinking, statistical analyses, and understanding of non-religious/philosophical worldviews in preparation for their study of A-Level Sociology, Philosophy, or Religious Studies. | Students have completed their study of GCSE Religious Studies content and focus entirely on mastering the skills that they have been coached on throughout the course. | Students continue to master exam skills in their final push towards their GCSE Religious Studies exams. |
| Link to A-Level | Links to 'Globalisation' and 'Crime and Deviance' in A-Level Sociology or 'Moral Philosophy' in A-Level Philosophy. Links to A-Level Law and Criminology. | The exam skills being honed are highly transferrable to A-Level Sociology, Philosophy, and Religious Studies, so this also serves to prepare students in their transition to KS5. | |



| Year 12 – A-Level Sociology | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>i. Introduction to Sociology & Theory</i> <i>ii. Families & Households</i> | <i>i. Families & Households</i> <i>ii. Education with Research Methods</i> | <i>i. Education with Research Methods</i> <i>ii. Revision & exam skill practice</i> |
| Skills | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking |
| Progression | Students begin the study of Sociology, having time to be introduced to understanding ‘what is sociology?’. Students begin to make the links between knowledge/skills gained at GCSE and those required for success in A-Level Sociology. | Students continue their study of Sociology, focusing on Paper 1. Students will complete their first unit halfway through cycle 2, beginning the second unit then. This allows for the students to complete Paper 1 study by mid-cycle 3. | Students complete their study of Paper 1. Students will focus the 2 nd half of cycle 3 focussing on revision of prior content and honing exam skills through repeated practice; this prepares them for the end-of-year assessment and for year 13. |

| Year 13 – A-Level Sociology | | | |
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| | Cycle 1 | Cycle 2 | Cycle 3 |
| Content | <i>i. Sociological theory</i> <i>ii. Crime & Deviance</i> | <i>i. Crime & Deviance</i> <i>ii. Beliefs in Society</i> | <i>i. Beliefs in Society</i> <i>ii. Revision & exam skill practice</i> |
| Skills | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking | <ul style="list-style-type: none"> Extended writing discussions Analysing statistics / research Applying theory Critical thinking |
| Progression | Students continue their study of Sociology, focusing on Paper 2 but initially refreshing on sociological theories. Students will complete their first unit of Paper 2 halfway through cycle 2, beginning the second unit then. This allows for the students to complete Paper 2 study by the early part of cycle 3. | Students continue their study of Paper 2. Students are revising Paper 1 content for the duration of cycle 1 and cycle 2 of Year 13 to keep it retrievable in their memory. This will allow the students to focus on exam skill practice for the time between the beginning of cycle 3 and their exam. | Students complete their study of Sociology. Students will focus mostly on revision of prior content and honing exam skills through repeated practice until the time of their exam. |

