

RE CURRICULUM

Principle Aim: 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.

The threefold aim of RE elaborate the principal aim:

1. Know about and understand a range of religious and worldviews
2. Express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

These themes span and spiral across KS3 and KS4, they are linked to the Derbyshire Locally Agreed Syllabus.

Breadth and balance is achieved by ensure the following three strands are addressed across the key stage:

- A. Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)
- B. Expressing (religious and spiritual forms of expression; questions about identity and diversity)
- C. Living (religious practices and ways of living; questions about values and commitments)

STUDENT DEVELOPMENT MTP Y8

Title	Islam (13 lessons)			Faiths and cultures	5Rs value		
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	

<p>Life of Muhammad (2 lessons)</p>	<p>Meditating / Muhammad / Night of Power / recite / revelation / converts / Five Pillars / Hijrah / Ka'aba / Prophet / Sermon / spiritual</p>	<p>Retrieval practice activity Outline the key events of the life of Muhammad Outline the characteristics Muhammad developed as a young person Examine relevant sources of wisdom / authority Outline events of the Night of Power Explain why the Night of Power was such a significant event for Muhammad Explain why...modelling thinking / scaffolding Outline the events of the Hijrah and after Outline Muhammad's work as a prophet Explain why Muhammad was tasked with being a prophet Explain why...modelling thinking / scaffolding Evaluate the importance / impact of Muhammad as the last and final Prophet of Allah Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>	<p>Religious leaders</p>	<p>Religious leaders</p>	<p>'Our childhood makes us the adult we become' How true do you think that statement is in relation to Muhammad? What is the most important event in Muhammad's life?</p>
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<p>The 5 Pillars</p> <p>1. Daily life as a Muslim A year in the life of a Muslim</p>	<p>Five Pillars / Adhan / Minrab / Ra'akah / Salah / Shahadah / Wudhu / Alms / Fasting / Iftar / Khums / Sawm / Zakah</p>	<p><u>Daily life as a Muslim</u> Retrieval practice activity Outline Shahadah and Salah Examine relevant sources of wisdom / authority Explain why a statement of belief and daily prayers are important. Explain why...modelling thinking / scaffolding Evaluate the need to have a religious focus every day Evaluate the statement 'A person should not need constant reminders of Allah in their daily lives' Evaluation style questions...modelling thinking / scaffolding</p> <p><u>A year in the life of a Muslim</u> Retrieval practice activity Outline Sawm and Zakah Examine relevant sources of wisdom / authority Explain the importance of Sawm and Zakah Explain why...modelling thinking / scaffolding Evaluate how fasting and giving to the poor have a positive impact on life Evaluate the statement 'Doing Sawm makes a person more lifely to give Zakah' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Expressing / Living</p>	<p>Outline Explain Evaluate</p>	<p>Key beliefs</p>	<p>Key beliefs</p>	<p>'A person should not need constant reminders of Allah in their daily lives.' Do you agree with this statement?</p>
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<p>The Five Pillars: Hajj</p>	<p>Hajj / Ka'aba / Shaytan</p>	<p>Retrieval practice activity Outline what is Hajj Outline the key experiences of Hajj Examine relevant sources of wisdom / authority Explain why Muslims complete Hajj Explain why...modelling thinking / scaffolding Evaluate the effect being Hajj pilgrim has on a Muslim when they return home. Evaluation style questions...modelling thinking / scaffolding</p>	<p>Expressing / Living</p>	<p>Outline Explain Evaluate</p>	<p>Pilgrimage (Buddhism)</p>		
<p>Key beliefs – Tawhid, Risalah and Akirah</p>	<p>Akirah / Al Qadr Allah / Hell / Jibril Judgement day Paradise / Prophet / Risalah / Tawhid</p>	<p>Retrieval practice activity Outline key beliefs about the nature of Allah (Tawhid) Outline the key features of Risalah Outline the key features of Akirah Examine relevant sources of wisdom / authority Outline ways in which Christians express their belief in the Trinity Explain how belief in Tawhid, Risalah and Akhirah affect the way Muslims live their life Explain how...modelling thinking / scaffolding Evaluate the statement 'This life is far more important than an afterlife' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>	<p>Key beliefs of Buddhism</p>	<p>Key beliefs of Christianity Key beliefs of Sikhism</p>	<p>'This life is far more important than an afterlife' Do you think this is true?</p>

<p>The development of Islam into a worldwide religion</p>	<p>Rightly guided Caliphs, migration, trade, economics, conquest, self-protection</p>	<p>Retrieval practice activity Outline the actions and impact of the Four Caliphs in the development of Islam Examine relevant sources of wisdom / authority Outline the ways that Islam spread across the world Explain why trade and trade routes spread a religion Explain why...modelling thinking / scaffolding Evaluate the statement 'It is wrong for people to spread religion through war' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Living</p>	<p>Outline Explain Evaluate</p>			
<p>Different groups of Muslims – Sunni, Shi'a and Sufi</p>	<p>Al-Qadr / Five Pillars / Five roots of Usul / Imamate / Shia / Sufi / Sunni / Six Articles of Faith / Ten Obligations</p>	<p>Retrieval practice activity Outline the three different groups of Muslims Engaging prior learning – the Six Articles of Faith Examine relevant sources of wisdom / authority Outline the Five Routes of Usul-ad-Din Examine relevant sources of wisdom / authority Explain why religions often split into groups Explain why different beliefs are appealing e.g. Sufism Explain why...modelling thinking / scaffolding Evaluate the statement 'All Muslims should be members of one group' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Living</p>	<p>Outline Explain Evaluate</p>	<p>Difference between Theravada and Mahayana monks</p>		<p>'All Muslims should be members of one group.' Why might some people agree with this statement?</p>

The Qur'an	Authority / Ayah / Hadith / Injil / Qur'an / Suhuf / Sunnah / Surah / Tawrat / Zabur	<p>Retrieval practice activity Outline how the Qur'an came to be written down Examine relevant sources of wisdom / authority Outline ways in which Muslims show respect to the Qur'an Explain why only the Qur'an is believed to be the actual word of God by Muslims Explain why...modelling thinking / scaffolding Evaluate the statement 'The guidance given in the Qur'an is what makes it the most important book for Muslims' Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Outline Explain Evaluate	Sacred texts	Sacred texts	'The guidance given in the Qur'an is what makes it the most important book for Muslims.' How far do you agree?
Symbolism in Islam and Islamic artwork	Blasphemous / idols / Calligraphy / Geometrical patterns / tasbeeh	<p>Retrieval practice activity Outline how Muslims use calligraphy in their religion Examine relevant sources of wisdom / authority Outline how Muslims use symbolism Explain the purpose of Islamic art Explain why...modelling thinking / scaffolding Evaluate the statement 'Religious art helps Muslims understand their religion' Evaluation style questions...modelling thinking / scaffolding</p>	Expressing	Outline Explain Evaluate	Symbolism in Christianity / Symbolism in Buddhism		'Religious art helps Muslims understand their religion' Do you agree?

Muslim moral code	Devout / moral code / paradise / charity / Khums / Sadaqah / Zakah	<p>Retrieval practice activity Outline the virtues that constitute the Muslim moral code Examine relevant sources of wisdom / authority Outline what good moral character would be for Muslims Examine relevant sources of wisdom / authority Explain how Muslims can show good character Explain how...modelling thinking / scaffolding Evaluate the statement 'Is it impossible to live in peace, love and harmony for everyone' Evaluation style questions...modelling thinking / scaffolding</p>	Expressing / Living	Outline Explain Evaluate	Key beliefs	Key beliefs Parables of Jesus Two Great Commandments	'It is impossible to live in peace, love and harmony with everyone.' Do you agree with the statement?
Celebrations in Islam	Eid Mubarak / Eid ul-Adha / Eid ul-Fitr	<p>Retrieval practice activity Outline what the Hadith say about 'giving' Examine relevant sources of wisdom / authority Outline how Muslims give to charity (Zakah, Khums, Sadaqah) Explain how Muslims give in ways other than donating money Explain why...modelling thinking / scaffolding Evaluate the statement 'Everyone can give to those less fortunate' Evaluation style questions...modelling thinking / scaffolding</p>	Believing / Expressing / Living	Outline Explain Evaluate	Celebrations	Celebrations	'For many, festivals are just big celebrations that have lost their religious meaning.' Do you agree?

Title	Is there an afterlife? (7 lessons)		Key theme:	Faiths and culture		Principles of learning	
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	
Paranormal activity	Paranormal, Ghosts, Evidence	Retrieval practice activity Explain what is meant by 'paranormal'. Evaluate the different beliefs about the paranormal. Express my own views about the 'ultimate questions' Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing	Define Explain Evaluate			'The paranormal (ghosts and mediums) proves that there is an afterlife.' Evaluate this statement.
Barra Boy	Reincarnation, Past life accounts, Regression.	Retrieval practice activity Explain what reincarnation is. Analyse evidence of reincarnation. Evaluation style questions...modelling thinking / scaffolding	Believing	Outline Explain Evaluate	Afterlife Beliefs	Afterlife Beliefs	Is there enough evidence for reincarnation?
Hinduism and Life After Death	Reincarnation, Atman, Samsara, Karma	Retrieval practice activity Describe and explain the cycle of Samsara. Explain Hindu views on the afterlife. Evaluate whether Samsara affects how a Hindu acts. Evaluation style questions...modelling thinking / scaffolding	Believing	Describe Explain Evaluate	Afterlife Beliefs	Afterlife Beliefs	Do you think Samsara affects how a Hindu acts? Explain your view.

What is Heaven?	Heaven, Parable	<p>Retrieval practice activity</p> <p>Describe and explain Christian teachings about Heaven.</p> <p>Explain what these teachings mean to Christians today.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing	Describe Explain	Afterlife Beliefs	Afterlife Beliefs	
Why is life after death important to Christians today?	Heaven, Hell Purgatory.	<p>Retrieval practice activity</p> <p>Explain what is meant by Heaven, hell and purgatory.</p> <p>Describe Christians' beliefs in the afterlife.</p> <p>Explain why Christians believe in the afterlife.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing	Describe Explain Evaluate	Afterlife Beliefs	Afterlife Beliefs	Describe the Christian belief in judgement day.
Humanism and life after death	Humanism, Atheist, Agnostic, Morals	<p>Retrieval practice activity</p> <p>Describe what a Humanist believes about death</p> <p>Explain why they have those beliefs.</p> <p>Explain why...modelling thinking / scaffolding</p>	Believing	Describe Explain	Afterlife Beliefs	Afterlife Beliefs	Describe what might happen at a Humanist funeral.
Day of the Dead	Celebration, Remembrance, Tradition	<p>Retrieval practice activity</p> <p>Explain what the day of the dead is.</p> <p>Explain how it helps families grieving.</p> <p>Evaluate the benefits of the Day of the Dead.</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Describe Explain Evaluate	Afterlife Beliefs	Afterlife Beliefs	'We should have a Day of the Dead festival in the UK!'. Evaluate this statement.