

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)

<p>The First Guru – Guru Nanak</p>	<p>Katarpur, langar</p>	<p>Outline key details of the life of Guru Nanak Outline evidence that suggests that Guru Nanak was a special and important person Examine how Kartarpur reflected Gugu Nanak’s values and teachings. Explain the importance of Guru Nanak as a role model Explain...modelling thinking / scaffolding Evaluate how Guru Nanak;s experiences influence Sikh teachings Evaluate the statement ‘the most important part of Guru Nanak’s life was his teaching journeys’ Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>	<p>Religious leaders</p>	<p>Religious leaders</p>	<p>‘The most important part of Guru nanak’s life was his teaching journeys’. Evaluate this statement.</p>
<p>The Tenth Guru – Gobind Singh</p>	<p>Martyr, Vaisakhi, Five Ks, Khasla, kurahits</p>	<p>Outline key details of the life of Guru Gobind Singh Outline the origins of the Khasla Outline the 5Ks Reflect on the importance of commitment Evaluate the statement ‘Khalsa Sikhs show great commitment to their faith’ Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Expressing Living</p>	<p>Outline Explain Evaluate</p>	<p>Religious leaders</p>	<p>Religious leaders</p>	<p>‘Khalsa Sikhs show great commitment to their faith. Evaluate this statement.</p>

<p>Becoming a Khalsa Sikh</p>	<p>Amritdhari, Amrit Sanskar, karah parshad, sewa</p>	<p>Outline key details of the Amrit Sanskar ceremony Examine how each of the 5Ks represent Sikh beliefs and ideas Explain how...modelling thinking / scaffolding Explain the commitment made when becoming a Khalsa Sikh Evaluate the statement 'all Sikhs should go through the Amrit Sanskar' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Expressing Living</p>	<p>Outline Explain Evaluate</p>	<p>Religious leaders</p>	<p>Religious leaders</p>	<p>'All Sikhs should go through the Amrit Sanskar'. Evaluate this statement.</p>
<p>The authority of the Guru Granth Sahib</p>	<p>Adi Granth, Golden Temple, authority, Akhand Path, romallas</p>	<p>Outline the composition of the Guru Granth Sahib Outline how the Guru Granth Sahib is used Examine how Sikhs show respect for the Guru Granth Sahib Explain...modelling thinking / scaffolding Evaluate the importance of holy books Evaluate the statement 'holy books are the most important kinds of books' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Living</p>	<p>Outline Explain Evaluate</p>	<p>Holy texts</p>	<p>Holy texts</p>	<p>'Holy books are the most important kinds of books'. Evaluate this statement.</p>

Living as a Sikh / Sewa	Rahit Maryada, daswandh, Nam Japna, Kirat Karni, Vand Chakna	<p>Outline the religious daily life of Sikhs</p> <p>Outline the three principles of living for Sikhs</p> <p>Examine how Sikh principles affect work and behaviour</p> <p>Explain why Sikhs try to follow their religion in all aspects of their lives</p> <p>Explain...modelling thinking / scaffolding</p> <p>Evaluate how religion provides a code for living</p> <p>Evaluate which of the three principles would be most difficult to keep</p> <p>Evaluate the statement 'it is possible to follow the Sikh way 24/7'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Expressing Living	Outline Explain Evaluate	Religious leaders	Religious leaders	'It is possible to follow the Sikh way 24/7'. Evaluate this statement.
Celebrations in Sikhism	Vaisakhi, saint-soldiers	<p>Outline key details of Sikh festivals (Vaisakhi, Gurpurbs)</p> <p>Examine why we celebrate events and people during festivals</p> <p>Outline how Sikhs celebrate Vaisakhi personally, as a community and religiously.</p> <p>Explain...modelling thinking / scaffolding</p> <p>Explain why gurpurbs are celebrated</p> <p>Evaluate whether festivals help people in their beliefs.</p> <p>Evaluate the statement 'festivals are about fun rather than religion in modern society'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Outline Explain Evaluate	Religious festivals	Religious festivals	'Festivals are about fun rather than religion in modern society'. Evaluate this statement.

Title	Ethics (14 lessons)	Key theme	Faiths and values	POLs	
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	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	
What is ethics?	Absolute morality / morality / relative morality	<p>Retrieval practice activity</p> <p>Outline factors that influence our decision making</p> <p>Deliberate vocabulary teaching (relative / absolute morality)</p> <p>Explain what the terms 'relative' and 'absolute' morality mean</p> <p>Explain...modelling thinking / scaffolding</p> <p>Evaluate why people do not always make the same decisions.</p> <p>Evaluate the statement 'Decision making is hard'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing Living	Outline Explain Evaluate			Explain the difference between absolute morality and relative morality.
Is there any law that should not be broken?	Justice, conscience	<p>Retrieval practice activity</p> <p>Outline the reasons why people keep the law</p> <p>Deliberate vocabulary teaching (relative / absolute morality)</p> <p>Explain religious attitudes to secular law</p> <p>Explain...modelling thinking / scaffolding</p> <p>Evaluate whether it is ever right to break the law in light of one's beliefs</p> <p>Evaluate the statement 'Religious people should follow religious laws over society's laws'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing Living	Outline Explain Evaluate			'Religious people should follow religious laws over society's laws'

<p>Sanctity of life (3 lessons)</p> <ol style="list-style-type: none"> 1. Sanctity of life 2. Euthanasia 3. Abortion 	<p>Sanctity of life, quality of life, creation, vegetarian, abortion, euthanasia, death penalty</p>	<p>Retrieval practice activity Outline what is meant by 'sanctity of life' Outline what is meant by 'quality of life' Deliberate vocabulary teaching (sanctity of life / quality of life) Explain why different religions think life is sacred Explain...modelling thinking / scaffolding Outline how religious people show through their actions and decisions their belief in the sanctity of life Evaluate why sanctity of life issues can be very complicated <u>Case study 1: Euthanasia</u> <u>Case study 2: Abortion</u> Evaluate the statement 'There is never a good reason to go against the belief in the sanctity of life' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Living</p>	<p>Outline Explain Evaluate</p>			<p>'There is never a good reason to go against the belief in the sanctity of life' Evaluate this statement.</p>
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Environmental ethics	Stewardship, environmental	<p>Retrieval practice activity</p> <p>Outline what 'belief in the created world' means</p> <p>Deliberate vocabulary teaching (belief in the created world)</p> <p>Outline reasons, including religious ones, why religious people believe they need to help the planet</p> <p>Explain how religious ideas can focus environmental groups</p> <p>Explain...modelling thinking / scaffolding</p> <p>Outline the work of religious organisations which focus on environmental action</p> <p>Evaluate the importance of environmental action</p> <p>Evaluate the statement 'Religious people should do the most to solve the world's environmental problems'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing Living	Outline Explain Evaluate	Christian beliefs GCSE Unit		'Religious people should do the most to solve the world's environmental problems'
Animal rights, human wrongs?	Animal rights / beasts of burden / dominion	<p>Retrieval practice activity</p> <p>Outline what is meant by 'animal rights'</p> <p>Deliberate vocabulary teaching (relative / absolute morality)</p> <p>Outline some of the ways humans use animals</p> <p>Explain what the terms 'relative' and 'absolute' morality mean</p> <p>Explain...modelling thinking / scaffolding</p> <p>Evaluate why people do not always make the same decisions.</p> <p>Evaluate the statement 'Decision making is hard'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	Believing Living	Outline Explain Evaluate		Concept of stewardship – Argument from design (Philosophy)	'Humans should be able to use animals in whatever way they want? Evaluate this statement.'

<p>Medical ethics</p>	<p>AID / AIH / Brain death / conceive / donor / medical ethics / organ transplant / recipient</p>	<p>Retrieval practice activity Outline what is meant by the term medical ethics Outline key medical developments in relation to transplant surgery and the start of life Explain why religious believers support medical advances Explain how medical knowledge may be seen as a gift from God Explain...modelling thinking / scaffolding Evaluate whether humans have gone too far with medicine Evaluate the statement "Medical knowledge has gone too far" Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Living</p>	<p>Outline Explain Evaluate</p>		<p>Sanctity of life Conception (SRE 2020) Health and wellbeing (PSHE Association)</p>	<p>'Medical knowledge has gone too far'. Evaluate the statement</p>
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<p>Has religion passed its sell—by date?</p>	<p>Sell-by-date</p>	<p>Explain why religion is considered less relevant in the modern world Find out some reasons why religion still has relevance in the modern world Reflect on personal attitudes to religion</p> <p>Retrieval practice activity Outline reasons why religion is considered less relevant in the modern world Explain what religion still has relevance in the modern world Explain...modelling thinking / scaffolding Evaluate our personal attitudes to religion Evaluate the statement 'Religion has passed its sell-by date' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Living</p>	<p>Outline Explain Evaluate</p>		<p>Global influence of Christianity / Islam</p>	<p>'Religion has passed its sell-by date' Evaluate this statement.</p>
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<p>Is sport like a religion?</p>	<p>Devotion</p>	<p>Retrieval practice activity Outline the nature of sport Outline the nature of religion Outline links between sport and religion Deliberate vocabulary teaching (relative / absolute morality) Explain why some people believe sport is the new religion Explain why...modelling thinking / scaffolding Evaluate the place of sport in comparison with the place of religion in society today Evaluate the statement 'sport is the new religion' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Living</p>	<p>Outline Explain Evaluate</p>		<p>Global influence of Christianity / Islam</p>	<p>'Sport is the new religion' Evaluate this statement.</p>
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