

# 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)

## Year 7 MTP

<b>Title</b>	<b>Christianity (13 lessons)</b>		<b>Key theme</b>	Faiths and cultures	<b>Principles of learning</b>	Respect	
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...		Links...		Assessment
			Interleaving	Spacing	Foreshadows	Reinforces	

<p>Christianity: An Introduction</p>	<p>Crucifixion pluralist resurrection secular Mission</p>	<p>Retrieval practice activity Deliberate vocabulary teaching - Trinity Outline the story of Jesus' baptism Examine relevant sources of wisdom / authority Introduce key concept: The Trinity – Examine relevant sources of wisdom Explain the different parts of the Trinity Evaluate the importance of the Holy Trinity for Christians. Evaluation style questions...modelling thinking / scaffolding</p>	<p>Living</p>	<p>Outline Explain Evaluate</p>			
<p>Life of Jesus - birth</p>	<p>Incarnation, nativity, prophecy, trinity</p>	<p>Retrieval practice activity Deliberate vocabulary teaching - prophecy Outline the story of Jesus' birth as found in Matthew and Luke Examine relevant sources of wisdom / authority Engaging prior learning – key beliefs about Jesus as the Son of God, and one of the three persons of the Trinity. Examine relevant sources of wisdom / authority in the Old Testament that prophesied Jesus' birth Explain the symbolism of the gifts presented to Jesus Examine the significance of those who visited Jesus Evaluate the statement 'Jesus' birth shows us he was very special' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>			<p>'Jesus' birth shows us he was very special.' Do you agree with this statement?</p>

Life of Jesus – miracle maker	Disciples Miracle Sin	<p><b>Retrieval practice activity</b> Outline the story of some of the miracles Jesus performed. Examine relevant sources of wisdom / authority Explain what the miracles tell us about the nature of Jesus Explain why Jesus performed miracles. Explain why...modelling thinking / scaffolding Evaluate the statement 'Jesus only performed miracles to help people' Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Outline Explain Evaluate	Religious leaders		'Jesus only performed miracles to help people.' Do you think that is true?
Life of Jesus - teacher	Parable	<p><b>Retrieval practice activity\</b> <b>Deliberate vocabulary teaching - parable</b> Outline the key events of four parables (the Parable of the Prodigal Son, the parable of the sower and the seed, the parable of the talents and the parable of the Good Samaritan.) Examine relevant sources of wisdom / authority Explain why Jesus used parables to teach people. Explain why...modelling thinking / scaffolding Evaluate the statement 'Parables have messages for everyone who hears them, not just Christians' Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Outline Explain Evaluate	Religious leaders		'Parables have messages for everyone who hears them, not just Christians'. Do you agree with that statement?

<p>Life of Jesus - man of peace or a man of conflict?</p>	<p>Beatitudes Conflict Pacifist Passover Sabbath</p>	<p><b>Retrieval practice activity</b> Outline reasons why someone might say Jesus was a man of peace Outline reasons why someone might say Jesus was a man of conflict Examine why Jesus came into conflict with religious leaders. Explain why...modelling thinking / scaffolding Evaluate whether Jesus was a man of peace or conflict Evaluate the statement 'Jesus was a man of peace' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>			<p>'Jesus was a man of peace'. How far do you agree with this statement.</p>
<p>Life of Jesus – death and resurrection</p>	<p>Atonement Crucifixion Resurrection Sabbath Trinity</p>	<p><b>Retrieval practice activity</b> Outline key events surrounding the death and resurrection of Jesus Examine relevant sources of wisdom / authority Deliberate vocabulary teaching - atonement Explain why Jesus' death was necessary Explain why...modelling thinking / scaffolding Evaluate the statement 'Jesus could have chosen not to be killed' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing</p>	<p>Outline Explain Evaluate</p>			<p>'Jesus could have chosen not to be killed.' Do you think this is a fair statement?</p>

<p>Celebrations in Christianity - Christmas</p>	<p>Advent Christingle Epiphany Midnight Mass Nativity</p>	<p>Retrieval practice activity Outline how Christians celebrate Christmas Engaging prior learning – the birth of Jesus Examine relevant sources of wisdom / authority Outline the religious aspects to the modern celebration of Christmas (Advent, Christingle, Nativity scenes and plays, Christmas carols, Midnight mass) Explain why Christmas is important to Christians Explain why...modelling thinking / scaffolding Evaluate the influence Christianity has had on our national celebrations Evaluate whether only Christians should celebrate Christmas Evaluate the statement 'Christmas is the most important time of year for Christians' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Expressing Living</p>	<p>Outline Explain Evaluate</p>			<p>'Christmas is the most important time of year for Christians.' Do you agree?</p>
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<p>Celebrations in Christianity - Easter</p>	<p>Atonement Confirmation Crucifixion / Good Friday / Resurrection Vigil</p>	<p>Retrieval practice activity – the death and resurrection of Jesus</p> <p>Outline key events surrounding Easter celebrations (Palm Sunday / Good Friday / Easter Sunday)</p> <p>Outline how Christians celebrate Easter</p> <p>Examine the symbolism behind Christian celebrations at Easter</p> <p>Explain why Easter is an important event for Christians</p> <p>Explain why...modelling thinking / scaffolding</p> <p>Evaluate the influence of Easter celebrations on non-Christians</p> <p>Evaluate the statement 'Is Easter a more important time of year in the UK than Christmas'</p> <p>Evaluation style questions...modelling thinking / scaffolding</p>	<p>Expressing Living</p>	<p>Outline Explain Evaluate</p>			<p>Is Easter a more important time of year in the UK than Christmas?</p>
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<p>The Christian moral code</p>	<p>Blasphemy Collection Commandment Compassionate Golden Rule</p>	<p><b>Retrieval practice activity</b> Outline the two Great Commandments of Jesus (to love God and to love each other – the Golden Rule) Examine relevant sources of wisdom / authority Outline ways in which Christians can keep the Golden Rule Explain how belief in the two Great Commandments influences the behaviour of Christians. Explain why...modelling thinking / scaffolding Evaluate whether all people can follow religious principles Evaluate the statement "The only rule everyone needs to follow is 'Love thy neighbour' Evaluation style questions...modelling thinking / scaffolding</p>	<p>Believing Expressing Living</p>	<p>Outline Explain Evaluate</p>			<p>'The only rule everyone needs to follow is 'Love thy neighbour.' Do you agree?</p>
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Key beliefs – the Trinity	Incarnated Prayer Trinity	<p><b>Retrieval practice activity</b> Identify the 3 elements of the Trinity Outline the roles of the persons of the Trinity Examine relevant sources of wisdom / authority Outline ways in which Christians express their belief in the Trinity Explain why the idea of the Trinity is very important to Christians Explain why...modelling thinking / scaffolding Evaluate the statement 'God the son is the most important part of the Trinity' Evaluation style questions...modelling thinking / scaffolding</p>	Believing	Outline Explain Evaluate			'God the son is the most important part of the Trinity.' Do you agree with this statement?



Key beliefs – the afterlife	Damnation / heaven / hell / judgement day / purgatory / sin / soul	<p><b>Retrieval practice activity</b> Outline Christian beliefs about what happens to our souls after death (Judgement Day, damnation, purgatory) Examine relevant sources of wisdom / authority Outline key features of heaven and hell Evaluate the relevance of belief in God's mercy in relation to a belief in the afterlife. Evaluate whether only Christians go to heaven. Evaluate the statement 'If everyone believed Christian beliefs about life after death, then society would be happier' Evaluation style questions...modelling thinking / scaffolding</p>	Believing Expressing Living	Outline Explain Evaluate			'If everyone believed Christian beliefs about life after death, then society would be happier.' Do you agree?
The bible and the Gospels	Gospel, synoptic, evidence	<p><b>Retrieval practice activity</b> Outline the different ways in which Christians understand the Bible Outline a range of ways in which Christians use the bible Examine relevant sources of wisdom / authority Deliberate vocabulary teaching – synoptic Outline the key features of each of the Four Gospels Explain why the Gospels are important Explain why...modelling thinking / scaffolding Evaluate the statement 'Books written many years ago cannot help us in the modern world' Evaluation style questions...modelling thinking / scaffolding</p>	Expressing	Outline Explain Evaluate			

Symbolism and expressions of faith.	Pilgrimages, Chi-Rho monogram, cross, crucifix, triquetra, devotion, inspired	<b>Retrieval practice activity</b> Outline some of the symbols of Christianity and what they stand for Examine relevant sources of wisdom / authority Explain why early Christians needed to use symbol Explain how the use of Christian symbols changed over time Explain why...modelling thinking / scaffolding Evaluate the statement 'God the son is the most important part of the Trinity' Evaluation style questions...modelling thinking / scaffolding	Expressing	Outline Explain Evaluate			
<b>Title</b>	<b>Judaism (10 lessons)</b>		Key theme	Faiths and cultures	Principles of learning		
	Key vocabulary	Knowledge & Skills Inc. Metacognition & Disciplinary Literacy	Opportunities for...	Links...		Assessment	
			Interleaving	Spacing	Foreshadows	Reinforces	
What is Judaism?	Creation, Theism, Agnosticism, Atheism, Monotheism, Polytheism	Describe and explain Jewish beliefs Identify key aspects of the creation story Explain what the creation story teaches Jews about God. Explain why...modelling thinking / scaffolding		Outline Describe Explain			
How did Judaism begin?	Prophet, Trust Covenant	Describe Abraham's story. Explain the importance of Abraham for Jews today.	Believing	Describe Explain Interpret	Religious scriptures/prophets	Religious Scriptures/prophets	Why is Abraham important to Jewish people today?

Why is Moses important to Jewish people?	Covenant, Prophet, Miracle	Describe the story of Moses and the Exodus. Explain why Moses is still important to Jews today. Explain why...modelling thinking / scaffolding	Believing Expressing Living	Describe Explain Interpret	Religious scriptures/prophets	Religious scriptures/prophets	Why is Moses important to Jewish people today?
The 10 Commandments	Commandment, Mitzvot	Describe the 10 commandments. Analyse/evaluate the importance of the 10 Commandments today. Evaluation style questions...modelling thinking / scaffolding	Expressing Living	Describe Explain Analyse	Religious scriptures/prophets	Religious scriptures/prophets	Evaluate the importance of the 10 commandments.
The Torah	Tanakh, Torah, Talmud	Describe and explain what the most sacred scriptures are for Jews. Explain why the Torah is important for Jewish people. Evaluate reasons why the Torah is considered to be important to Jewish people. Explain why...modelling thinking / scaffolding Evaluation style questions...modelling thinking / scaffolding	Believing Living	Describe Explain	Holy texts	Holy texts	Explain why the Torah is important to Jews today.
What is Pesach?	Pesach, Passover, Commemorate	Explain what is commemorated during Pesach. Describe and explain how Jewish people celebrate Pesach. Explain why...modelling thinking / scaffolding	Expressing Living	Describe Explain	Religious festivals	Religious festivals	Explain two ways in which Jewish people remember their history during Pesach.
What are the Jewish food laws?	Mitzvot, Kashrut, Kosher, Trefah	Describe and explain some of the laws that Jews live by. Explain why there are different views on the Mitzvot. Explain the kashrut that Jews follow. Explain why...modelling thinking / scaffolding	Believing Expressing Living	Describe Explain	Religious beliefs	Religious beliefs	Explain the kashrut that Jewish people follow.

What is Shabbat?	Shabbat, Commandment	<p>Explain what Shabbat is.  Explain why Shabbat is important to Jews.  Explain how Shabbat enable Jews to feel close to their family, the religious community, and God.  Evaluate whether all Jews should observe Shabbat.  Explain why...modelling thinking / scaffolding  Evaluation style  questions...modelling thinking / scaffolding</p>	Believing Expressing Living	Describe Explain Evaluate	Religious beliefs	Religious beliefs	'All Jews should observe Shabbat'. Discuss.
What is a Messiah?	Messiah Messianic Age	<p>Define the word 'Messiah'  Describe Jewish beliefs about the Messianic Age.  Explain different views on the Messiah.  Explain why...modelling thinking / scaffolding</p>	Believing	Define Describe Explain	Religious beliefs	Religious beliefs	Explain different Jewish perspectives on the Messiah.
The synagogue	Synagogue, Congregation, Bimah, Ark	<p>Define the word 'synagogue'.  Identify the main aspects of a synagogue  Describe each feature of a synagogue and explain their purpose.  Explain why...modelling thinking / scaffolding</p>	Expressing Living	Define Identify Describe Explain	Religious buildings	Religious buildings	