

Religious Education Curriculum Overview

We aim to encourage our students to explore their identity and to develop an understanding of religious and non-religious worldviews. Living in a multi-faith society in the 21st century requires young people to be religiously literate and hold informed conversations about religion and life. The curriculum is sequenced such that prior knowledge in Christianity, Islam and other religions of focus is developed and deepened throughout based on the North Lincolnshire Agreed Syllabus.

RE supports students' spiritual, moral, social and cultural development through high quality lessons involving critical thinking, critical analysis and discussion of a range of philosophical, theological and ethical topics. RE poses challenging questions on what it means to be human, the purpose and meaning of life, beliefs about God and ethical issues from a diverse range of perspectives which students can learn to understand, explore and question. RE provides the opportunity to learn about and learn from the major world faiths and secular belief systems by allowing students to draw on their own experiences and compare them to those of others from different backgrounds. The subject explores the beliefs held by others, while considering the similarities and differences that make our world so diverse. In RE, students have the space to discuss challenging moral and philosophical issues in local, national and global contexts while promoting respect for all. Students will learn and build on their skills in being able to interpret, analyse and evaluate the beliefs of others as well as their own through the study of texts and sources of wisdom.

Studying RE will lead to any career working with other people but is particularly pertinent in the field of law (enforcement, judicial system or punishment & rehabilitation), psychology, care and medical professions and social work.

	Autumn	Spring	Summer
Year 7	What do people believe? Creation stories. Religious beliefs regarding food Worship and temples. Forgiveness and the afterlife.	Who is God? What do Christians believe about God? How do Christians communicate with God? Christian teachings.	Introduction to Islam Who is Muhammad? Who is Allah? Muslim teachings.
Year 8	The life of Siddhartha Gautama. Buddhist teachings – the noble 8-fold path & the 4 noble truths. The life of a Buddhist monk. Buddhists beliefs regarding the afterlife. Buddhist celebrations/festivals.	The life of Siddhartha Gautama. Buddhist teachings – the noble 8-fold path & the 4 noble truths. The life of a Buddhist monk. Buddhists beliefs regarding the afterlife.	The life of Siddhartha Gautama. Buddhist teachings – the noble 8-fold path & the 4 noble truths. The life of a Buddhist monk. Buddhists beliefs regarding the afterlife.

<p>Year 9</p>	<p>What are ethics? Abortion, Euthanasia, Genetic Engineering Life after death – Reincarnation, ghosts, out of body & near-death experiences.</p>	<p>Life after death – Christian and Muslim beliefs. How do beliefs in the afterlife affect the way a religious believer behaves? Arguments for the existence of God – Cosmological argument, argument from design, evil, religious experiences & miracles</p>	<p>What do Muslims and Christians believe about God and how do these beliefs affect how a believer behaves. Ethics – animal rights, wealth and poverty, death penalty. Christian Aid & Muslim Aid.</p>
<p>Year 10 (General Studies programme)</p>	<p>Religion and Relationships</p>	<p>Why are people religious. Religion and the Media Is war ever justified? Faith in schools Religious clothing Festivals – Ramadan, Ash Wednesday</p>	
<p>Year 11 (General studies programme)</p>	<p>Radicalisation Should prisoners be entitled to rights? Consumerism Religion and relationships – marriage, same sex marriage, contraception, role of men and women in relationships.</p>	<p>Why are people religious. Religion and the Media Is war ever justified? Faith in schools Religious clothing Festivals – Ramadan, Ash Wednesday</p>	