CURRICULUM MAP – RE (DRET KS3, GCSE and CORE KS4-5)

Intent

The RE curriculum at Charnwood is designed to meet the requirements of the National Curriculum (2012) and go beyond them. Our curriculum is designed centrally by experts in their fields, from those with practical experience in religion, and those with higher level education in theology. The curriculum is supported and reinforced by Christine Council. From here, our team will adapt the resources to make them "Charnwood". Through adding in our explicit "I do, We do, You do" based tasks, discussion and debates and extended writing.

The main intention behind KS3 RE is to give students a key understanding of a range of religious across the world, through shared lenses of focus. With the aim of students understanding, in these increasingly diverse and challenging times, we have much more in common than our differences. With this in mid, we focus first on Christianity, being a Christian country and allowing us to build on the previous learning and experience of students. This is followed in Years 8 and 9 looking at similar topics through Islamic and Buddhist lenses. These allow students to draw comparisons between beliefs, explain, and analyze why each religion has their core beliefs. With the intent to build a tolerant, respectful and understanding cohort, following fundamental British Values.

KS4 and 5 Core RE focuses more on a practical view, starting by building on prior knowledge from KS3 and advancing into more real world scenarios with the aim of students explaining and contrasting the different views and beliefs in a range of topics. The curriculum aims to develop students' understanding of religion, belief and worldviews in contemporary society, enabling them to engage thoughtfully with moral, philosophical and social questions. KS5 RE also synchronizes with our excellent PD program to further develop and enhance practical understanding and application of religion and beliefs into contexts.

Our Core RE curriculum reflects the fact that the religious traditions of Great Britain are mainly Christian while also exploring other major religions and non-religious worldviews. With this in mind, we focus on Islamic and Atheist/humanist views on all topics, reflecting the local area's census data (2021). Through short weekly lessons, students build substantive knowledge of beliefs, practices, and teachings, while also developing disciplinary understanding through the study of philosophy, ethics, and religion in society. Topics such as human rights, life issues, war and peace, and the nature of belief allow students to analyse diverse perspectives, evaluate arguments and reflect on their own developing worldview. The curriculum therefore supports students to become respectful, informed and critical thinkers who can engage with the religious and ethical diversity of modern Britain.

Implementation

All KS3 lessons are rooted in the original sources texts to enable students to understand and rationalize where beliefs have come from. Additionally, these are built upon by the work of academics and those with real lived experiences. Rather than just focusing on stories, students develop a critical and academic understanding of world faiths and the impacts these have on every day lives.

Year 10 starts off building on prior knowledge of creation beliefs and debates before having students branch off from the theories and begin to engage in real world scenarios, challenges and debates around "hot topics" such as Euthanasia, Migration and Abortion rights. By the end of their time at

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Charnwood, students should understand the core beliefs of religions and be able to articulate and justify their views on key topics. Something missing from many platforms and something that will be beneficial in their adult lives.

All lessons follow our core routines, with “Do now” tasks at the start of the lesson focusing on retrieving key knowledge to build upon or getting students to prepare a viewpoint to discuss and challenge across the session. These are followed by an introduction and exposition into the topic and recapping prior knowledge. Before moving into reading and discussion tasks as a group (we do); Finally ending with a “You do” task designed for students to explain and expand their views, often with a further group discussion to enable them to challenge themselves and each other.

Supporting students whose learning is vulnerable

All teachers have their “class on a page” which are directly linked to our SEN drives, with student IEPS, needs and preferences. As a consequence, we aim to know our students extremely well, which allows us to meet their needs and help break down any potential barriers to their learning. Across the school we hold the viewpoint that “good teaching for those with SEN is good teaching for all” we can ensure all students have the opportunity and ability to engage. Within lessons, a range of support strategies are utilised, including teacher-led reading, scaffolding and live modeling (where students whose learning is vulnerable are central to this work) as well as using chunked successful and weaker exemplar models.

All lessons begin with low stakes retrieval assessment designed to reinforce and embed knowledge. Regular mini-whiteboard tasks are structured into lessons to ensure learning and reflection before moving forward in our lesson routines. Questioning is used frequently at all times within all lessons, targeting students who may struggle with longer term focus and retention to ensure they are able to grasp the core concepts before building on with more complex tasks.

Measuring Impact

Medium Stakes Assessment (MSM)	Key Performance Indicators (KPIs)
MSM takes place half termly within KS3. It focuses on 3 key areas; key concepts and terminologies; core knowledge and disciplinary practices. These are marked by teachers and fed back / acted upon. For example, if in the core knowledge section a consistent weakness is evident, this will become the focus for reteaching or used in the ‘Do Now’ retrievals until it is secure. The same occurs for extended writing, staff re-model the process and scaffold answers to support progression. KS3 MSMs are consistent in their format. They contain 3 parts. One focusing on tier 3 vocabulary - Can students define key terms and use them appropriately in sentences. Section two contains 5 MCQ on core knowledge covered in the recent topic. Section 3 contains a question where students need to explain their view, drawing on knowledge and source material from previous lessons; to check that their writing ability is improving, this is marked, fed back on and improved in lessons.	KPIs take place across the year at crucial points and all students face two per year. These assess core knowledge and disciplinary knowledge practiced in lessons. These are fed back and acted upon in lessons by tailoring ‘Do Nows’ to tackle misconceptions that emerged, and secondary tasks in lessons around weaker skills. As Wiliam and Black (2004) made clear, all assessments, if utilized properly, are formative to inform teaching; therefore, summative assessments are used to guide and direct how lessons are tackled in the future following them. These follow a similar structure to the internal MSMs, focusing on key vocabulary, core knowledge, and extended writing tasks. But they also contain analysis tasks of academic texts and source materials.

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	**Christianity: The Beginning.** Intro to Christianity Genesis 1:1 Importance Creation according to Genesis Differing Beliefs	**Christianity: Debates Around Creation and Philosophy.** Intro to Philosophy Key Thinkers; Aristotle and Plato Cosmological, Teleological and Kalam Arguments	**Christianity: The Trinity.** What is the Trinity? Trinity in Biblical Actions and Statements **Christianity: The Problem of Evil.** Genesis; The Fall of Humanity	**Christianity: The Problem of Evil.** The Problem of Evil Theodicy Free Will Debate: Natural vs Moral Evils	**Christianity: World Views and resurrection.** What are World Views? Accounts of Jesus' resurrection. Impact on the lives of Christians	**Christianity: Martyrs and Miracles.** What are Martyrs? What is a Miracle? Metaphysics as an explanation of Miracles. Philosophy of Miracles (Hume).
ASSESS	MSM: Explaining the difference between Christian views on Creation.	KPI1: Covers all HT 1 + 2 Content	MSM: Why do Christians believe in the Trinity, even though the term "trinity" does not appear in the Bible?	MSM: Core Knowledge Check on the problem of evil and engagement in debate.	MSM: Explaining the Impact of resurrection on Christian lives.	KPI 2: All Year 7 Content.
8	**Judaism: History.** Genealogy Khesed Noah and his covenant Introducing Abaraham	**Judaism: History and Significance.** Significance of Abraham and his impact. The Names of God God's Character	**Judaism: Significant People.** Moses and the Commandments Esther Purim	**Islam: Core Ideas.** Revelation Ramadan Significance of Surah 96 Sources of Authority Sunni and Shia	**Islam: Core Ideas.** Monotheism Abrahamic faith and Sacrifice Islamic Philosophy	**Islam: Arguments and Debates.** Kalam and Cosmological Argument Isa Trinity, Tahwid Similarities of the Abrahamic Faiths
ASSESS	MSM: Explain the significance of Gods Covenant to Noah	MSM: The significance of Abraham and Issac.	KPI 1: New core Y8 elements and core Y7 Content.	MSM: Core beliefs of Islam	MSM: Comparing Abrahamic core beliefs.	KP2: All Year 8 and core Year 7 content.

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9	**Buddhism: Core Knowledge.** Introduction to Buddhism Life of Buddha Journey Dharma	**Buddhism:** Problem of Suffering Karma Three Marks of Existence Four Noble Truths	**Buddhism:** Life of a Monk Female monks Relics Demographics	**Morality and Ethics:** Buddhist Ethics Moral realism and anti-realism Moral non-cognitivism Emotivism Atheism	**Morality and Ethics:** Moral Realism writing Humanism Atheism	**Worldviews and Ethics:** Atheism, Theism Humanism and Morality Human Dignity
ASSESS	MSM: Source Analysis of Buddhist History	KP1: and core Y7-8 Content	KPI2: All Year 9 Content	MSM: Opinion Explanation: Should women be allowed to be fully ordained as Bhikkuni?	MSM: Are humanism and non-religious the same thing?	KPI 3: All Year 9 Content

GCSE RS (AQA)

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	**Paper 1 – Christianity Beliefs and Teachings.** The nature of God, the Holy Trinity, the oneness of God, creationism, incarnation, crucifixion, judgement and resurrection/life after death, heaven and hell	**Paper 1 – Christianity Practices.** Practices – worship, prayer, baptism, holy communion, pilgrimage and festivals . The role of the Church in the community and wider world.	**Paper 1 – Islam Beliefs and Teachings.** The Six Articles of Faith, the Five Roots of Usul ad-Din, predestination, angels, Allah. The Five Pillars of Islam.	**Paper 1 – Islam Practices** Risalah, Akhira. The hadith, other holy texts and scriptures and the ten obligatory acts. of Shi'a Islam: 7-10, Ashura.	**Paper 2 – Theme A: Relationships and Families** Healthy relationships, family planning, same-sex-marriage, and cohabitation, Divorce, family planning, equality, the protection of children and polygamy.	**Paper 2 – Theme B: Religion and Life** Big bang theory, evolution, the scriptures and the origins of human life. Environmental concerns, abortion, euthanasia, death and the afterlife.

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ASSESS	TOPIC TEST - Christianity Beliefs and Teachings	**TOPIC TEST - Christianity Practices**	**TOPIC TEST - Islam Beliefs and Teachings**	**TOPIC TEST - Islam Practices KPI 1: Half paper in class**	**TOPIC TEST - Relationships and Families**	**TOPIC TEST - Religion and Life KPI 2: Mock Paper 1**
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
11	**Component 1 Post-Summer Reflections and Revision**	**Paper 2 – Theme D: Religion, Peace and Conflict** Nuclear war, just war theory, the holy wars, religion as a cause of violence and war, pacifism.	**Paper 2 – Theme E: Religion, Crime and Punishment** Retribution and reformation. Prison, corporal punishment, community service and the death penalty.	**Revision: Completed in reflection and analysis of Mock Exam Data**	**N/A GCSE Examinations**	**N/A GCSE Examinations**
ASSESS	Topic test: Practices exam questions.	**TOPIC TEST - Religion, Peace and Conflict**	KPI 1: 2 Full past papers [Mock Exams}	N/A	**N/A GCSE Examinations**	**N/A GCSE Examinations**

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KS4-5 Core RE:

30 Minutes per week in Y10 Tutor time and additional time in PD DDD. Y11-13 Rotation with PSHCE.

KS4 Total Curriculum time 20+ Hours per year. KS5 10+ Hours per year.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	**Creation Debates:** Introduction Core RE Genesis Different interpretations in Christianity Islamic Creation Beliefs	**Creation Debates:** Humanism The Big Bang Evolution Religious reactions Debate and writing	**Life After Death:** Christian Beliefs Islamic Beliefs Comparison Impact on Daily Lives	**Life After Death:** Christian Funerals and Traditions Islamic Funerals and Traditions A-Religious Traditions Debate and Writing	**Human Rights and Ethics:** What are Human Rights UN Law Christian Views on rights	**Human Rights and Ethics:** Islamic Views Religion in a modern World Euthanasia Abortion
ASSESS		Debate: "You cannot be a true Muslim or Christian if you believe in the big bang and evolution"	KPI1: Creation debates (Knowledge, explain and extended writing)	Debate: "Which matters more in a funeral: The Wishes of the deceased, or the family left behind?"		KPI 2: All Core Content Debate: "Should Euthanasia be made legal in the UK?"
11	**Prejudice and Discrimination:** Introduction Core RE What is prejudice and discrimination? Types of Discrimination. Positive Discrimination?	**Prejudice and Discrimination:** Religious Discrimination. Islamophobia Role of Media Christian and Islamic views on discrimination	**Wealth and Poverty:** How much money is "Enough?" Distribution of wealth. Relative vs absolute poverty. Poverty in the UK.	**Wealth and Poverty:** Fairtrade Christian and Islamic views on poverty and Charity. Similarities and differences. Call to action	**N/A GCSE Examinations**	**N/A GCSE Examinations**
ASSESS		Debate: "As a society, do you think prejudice and discrimination is getting better or worse?"		Debate: Why don't we as a country do more to end poverty?		

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12	**Religion, identify and Adult Life:** My Identity How can religion shape identity? What makes a good life? Who am I becoming?	**Religion, identify and Adult Life:** What makes a healthy relationship? Difficult choices. Coping with challenges. How should we treat others?	**Global Ethics:** Poverty and Wealth Charity Global Inequality	**Global Ethics:** Climate Change Environmental Ethics and Stewardship Consumerism Migration Ethics	**Global Ethics:** Religious responses to Global Crises Refugees Crisis Research and presentations	**N/A Focus on end of year assessments, UCAS and next steps.**
ASSESS			Presentations: Students in groups choose and research ONE of the below topics and present to their tutor: Action on Climate Change; Migration and Refugees, campaign against Global Inequality.			
13	**Life Long Wellbeing:** What does it mean to be healthy? Health mind and body Healthy relationships	**Life Long Wellbeing:** Mental wellbeing How should we plan our lives? How should we respond to changes? Making life worthwhile.	**Religion and the Modern World:** Religion in Modern Britain Secularisation Religion and Law Religion in politics	**Religion and the Modern World:** Free speech and blasphemy Extremism Multiculturalism Research and presentations	**N/A A Level Examinations**	**N/A A Level Examinations**
ASSESS			Presentations: Students in groups research and present their views to the topic: In Modern Britain, should Bishops remain in the House of Lords IF no other religious group has the same influence in politics.			