

Religious Education (RE)

Subject Leader: Mrs H Bower hbower@taptonschool.co.uk

Curriculum Intent: Through RE in Tapton we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both local and global. Our students will learn key beliefs from major world religions, with particular focus on the main religious tradition of the country to reflect on the historical context of Great Britain. Our ultimate goal is to create and nurture an intellectual curiosity in Students to develop a love of learning and an understanding of the role of the subject within the curriculum.

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topics:</p> <p>Where can young people find wisdom by which to live? (Muhammad and Malala)</p> <p>Theological and Philosophical Lenses.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p>
Spring	<p>Topics:</p> <p>How do we know what is the good/right thing to do? (Theistic and non-theistic guidance)</p> <p>Philosophical Lens.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p>
Summer	<p>Topics:</p> <p>Does it make sense to believe in God? – Theological and Philosophical Lenses.</p> <p>How and why should we support human rights? (Anti racist RE) – Theological, Philosophical and Sociological lenses.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p> <p>Understand the difference between scientific, theological, and philosophical enquiry.</p>

Homework:

Homework will be set on Satchel:One for every six hours taught

Homework will comprise revision for key word tests, Key text tests, Retrieval Quizzes, Deliberate practice of exam style questions and Wider reading

Assessment:

Throughout the year students will be assessed in lesson and via their homework through verbal questioning, Key word tests and retrieval Quizzes

There are also two formal assessments in class during the assessment weeks

Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity, and cooperate.

Promote inclusivity and diversity

Prepare for future success in education employment and training

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong

Practise a range of social skills

Understand a wide range of cultural influences.

How is my knowledge further developed in Year 9?

All units in Year 7 and 8 are designed to equip students with the knowledge, understanding and skills to tackle GCSE content in Year 9 with confidence.

The focus on wisdom in both Years 7&8 and moral philosophy in Year 8 prepares students to tackle the ethical elements of the GCSE which builds on their understanding of sources of wisdom and moral authority. This together with their understanding of the personal and disciplinary lenses employed prepares them to appreciate the rich diversity of the lived experience of believers and non-believers, including diversity within individual faiths which is required at GCSE level. Having considered the features of theistic and non-theistic guidance in Unit two and applying these to ethical issues in an age-appropriate way, students can approach the application of religious teachings and moral principles in an increasingly sophisticated fashion as the GCSE course progresses.

Unit three in Y8 gives students insight into the concept of God through an Abrahamic and monotheistic lens and this is built on through both the Christian Beliefs and Muslim Beliefs units in Y9 where students will learn the different interpretations of Monotheism such as The Trinity in Christianity and Tawhid in Islam.