

Religious Education (RE)

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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>What is a Worldview?</p> <p>Recognising our personal lens</p> <p>Intro to disciplinary lenses How has religion in Sheffield Changed over time?</p> <p>Sociological Lens</p>	<p>Students will:</p> <p>Analyse data</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Sociological lens</p>
Spring	<p>Topics:</p> <p>Where can young people find wisdom by which to live? (Abraham, Jesus, Peter Paul)</p> <p>Theological 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>
Summer	<p>Topics:</p> <p>Why are there so many views about where we come from?</p> <p>Scientific and Theological Lenses</p>	<p>Students will:</p> <p>Understanding the difference between scientific, theological and philosophical enquiry.</p> <p>Analysing the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses</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

Assessment One

Time: 40 mins

Format:

- 10 key word definitions.
- 5 short knowledge and understanding questions.
- 1 extended answer requiring students to evaluate a point of view.

Assessment Two

Time: 40 mins

Format:

- 10 key word definitions.
- 5 short knowledge and understanding questions.
- 1 extended answer requiring students to evaluate a point of view.

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 8?

Unit 1 in Y7, with its focus on personal and disciplinary lenses, provides the groundwork for all other units in KS3, 4 and 5.

Y8 Unit one broadens and deepens students' understanding of Y7 unit two by adding Muhammad and Mala to the potential sources of wisdom. This unit also reinforces understanding of the links between Abrahamic religions revisiting stories and lessons learned from the life of Abraham, at the same time as both deepening and broadening students' understanding of the concept of wisdom.

Y8 unit three utilises and builds on students' knowledge and understanding of scientific, theological, and philosophical lenses by engaging in a philosophical enquiry into the existence of God.