

Curriculum Rationale - Religious Education

LEARNING AND LOVING TOGETHER FOREVER- SEMPER EADOM

Year 7

2 weekly lessons

The curriculum is designed to learn the variety of belief systems. Monotheistic religions, polytheistic religions and Pagan beliefs in Britain before Christianity arrived in the country. This is to reflect the curriculum of History, pre- Anglo-Saxon society. It also encompasses Scientific beliefs and mythical beliefs that have influenced British society. This will offer cross- curricular opportunities with Science and English.

The curriculum is then delivered in chronological order of the Abrahamic faiths beginning with Judaism, Christianity and Islam. These religions are connected. This is stressed throughout the year and constantly interlinked. The curriculum builds on the knowledge of each religion in order to fully understand how they evolved from Judaism.

Judaism will cover the various events in history where Jews are persecuted and targeted by a variety of societies. This will provide students with basic understanding of Jewish persecution throughout history and how they are abused by a variety of historical societies (Egypt, Babylonia, the explanation of the Black Death, Pogroms throughout Europe, Holocaust). Students will have a deep understanding of language eg The Promised Land, the idea of Messiah, the need for a Temple in Jerusalem. This will set the scene for modern prejudice and issues of hatred as well as learning that the faith is a community led by God.

Christianity will be taught from the prophetic scripture of a Saviour. The life of Jesus is considered in the light of scripture and his example to society. Christianity is also taught through Acts of the Apostles to how the faith spread. This will interlink with History and the early Christian beliefs systems that evolve in British history.

Islam is taught as the final Abrahamic faith. The growth and development of the religion is taught, considering the background of beliefs in Arabia and the role of Muhammad (PBUH). Basic knowledge is learned, ensuring that language and concepts are embedded.

Hinduism is taught as a polytheistic religion... a difference to the Abrahamic faiths. This presents students with a different belief system that is also present in British history and modern society.

Year 8-

1 lesson Religious Education

1 lesson Archbishop of York Award

Year 8 curriculum builds on the knowledge gained in Year 7. Inspirational People teaches how Christianity is applicable in modern society by examining the actions of key Christian leaders. Christian beliefs and values need to be clearly understood to appreciate the impact of believers on the lives of others.

Christian worship will develop knowledge concerning stages of life celebrations, how to express their love of God through acts of worship. Differences between Catholic and Protestant practices are explained as this is an important aspect in the History curriculum. Teaching the beliefs of Catholicism in History to the turning point of the break from Rome, the creation of Protestant religion and the Reformation. Teaching basic differences in worship between these Christian groups is intrinsic and important to understand, in preparation for Year 9 learning.

Other styles of worship are also taught, building on the knowledge of Islam and Hinduism in Year 7. Commonalities of all faiths to worship God(s) are then taught.

Building on the knowledge gained in Year 7, Islam is taught with deeper knowledge. The 5 Pillars of faith are taught alongside the 9 Articles of Faith. Differences between Islamic interpretation and communities must be taught in order to understand the different sectors of Islam. A deeper understanding of Islam in Britain is taught, considering the challenges Muslims and other minority group's face and experience in a modern context.

Year 9

2 weekly lessons

Initial GCSE content of Edexcel Unit B is taught in order to offer a taste of concepts and expectations for GCSE.

The development of Christianity in Britain is explored to understand the different denominations within British society. Christian beliefs of the nature of God, the Trinity, the Incarnation of Jesus and exploring the passion of Christ with its influence in society. Attitudes to life after death, Salvation and the how Christian society deals with the problem of evil. This is set in the background of students experiences and knowledge of the British society and a worldwide context.

Modern issues facing family life and marriage are taught. This is in context with the 21st Century views, beliefs and interpretations concerning families, civil marriage and the role of religion in modern society.

The challenges of prejudice and discrimination is taught where laws to instil equality within a modern society is learned as well as analysing Biblical literacy. This builds on the previous terms curriculum. Scripture is critically analysed and applied to Christian beliefs. Catholic and Protestant beliefs are taught.

KEY STAGE 4

GCSE: Edexcel GCSE Module B - delivered on 3 weekly lessons

This includes:

Christianity- religion and ethics

Islam –religion peace and conflict

The choice of course is influenced by the type of examination questions and the basis of Christianity and Islam within the school context.

The course explores in depth the basis of our Christian society; the beliefs and attitudes that have shaped society over time. Christianity studies the doctrines, belief systems and celebrations systemic in our British context.

Students study a range of topical issues ranging from Abortion to the love of families and the gift of new life. The Christian life is studied with differing interpretations of different denominations. It raises issues of the modern world.

The course of Islam explores in depth the beliefs and attitudes of a Muslim. It allows students to really understand the faith where negative press has damaged their ultimate belief system. Students gain a great deal of knowledge to mitigate and appreciate the negativity surrounding the faith. Islam covers topical issues and considers how Islam has the desire to world together for unity. Comparisons can be made between Christianity and Islam to understand how both faiths enhance the modern British society.

Students are given the opportunity to outline, describe, explain with wisdom references and evaluate different interpretations of a given concept. It allows students to use, apply and evaluate their knowledge... preparation for adult life.

The curriculum embraces and enhances the Core values of the Queen Elizabeth's Academy and promotes the principle of Learning and loving together forever- Semper Eadem

