

## Religious Education

RE topics at Limehurst have been selected to extend and deepen students' knowledge and understanding of a range of religious and world views. Topics studied at KS3 enable students to explore key themes and questions from the Leicestershire Agreed Syllabus KS3 Programme of Study:

Year 7- Believing ("Existence of God?", "Belonging and Belief")

Year 8 - Expressing ("Religious Buildings", "Religion and the Environment")

Year 9 - Living ("Rites of Passage" and "Death")

RE at KS4 focuses on themes such as moral questions, developing values, recognising rights and responsibilities and preparing for adult life. RE at KS4 is taught during PD lessons.

### Knowledge and understanding:

The topics enable students to:

- Understand how religious beliefs influence the values and lives of individuals and groups.
- Build on their prior learning and appreciate religions and religious views in systematic ways.
- Draw on a wide range of subject specific language.
- Analyse, interpret and evaluate in order to develop their capacity to articulate well-reasoned positions, both verbally and in written work.

### Skills developed:

- The ability to be respectful of the beliefs of others.
- To identify and understand similarities between religions as well as some of the differences.
- To consider challenging questions individually and also to discuss together as a group.
- To formulate an opinion and express it, developing oracy skills.
- To work in pairs and groups.
- To select from a range of information to present ideas both verbally and in written work.
- Many of the skills developed in RE are related to careers skills e.g. oracy, working in pairs and groups, formulating and expressing opinions and selecting from a range of information to present a piece of work.

### Link to previous years:

RE is taught throughout KS2, looking at religious teachings and values and also religion in daily life. RE at KS3 continues to develop the knowledge and understanding of key topics and ideas from world religions. At KS4, RE builds on these foundations to look at themes which prepare students for adult life.

### Link to future study/the wider world:

- Teaching key religious beliefs at KS3 enables students to bring these ideas into their work in KS4 Humanities subjects e.g. the importance of religion in the GCSE History "Elizabethan Age" topic. In addition, RE at KS3 and 4 links to a range of KS4 Citizenship topics e.g. "Living together in the UK", "Law and Justice" and "Power and Influence".

- Skills developed in KS3 and KS4 RE for example, selecting from a range of information and writing extended pieces of written work, support skills needed in post-16 study.
- Career skills are built into RE lessons throughout KS3 and 4. For example formulating and expressing opinions, working in pairs and teams and presenting skills and developing confidence in oracy.
- RE at KS4 focuses on themes, such as moral questions, developing values and recognising rights and responsibilities. This is geared to help to prepare students for adult life.
- The importance of respecting and understanding the beliefs of all religions and also secular beliefs is core to the intent of teaching RE. This helps to teach tolerance and respect for all members of the richly varied and multicultural community and wider society within which students live.



## Curriculum Roadmap Religious Education

<b>Year 9</b>	<b>Rites of Passage</b>	<b>Death</b>
<b>Year 8</b>	<b>Religious Buildings</b>	<b>Religion and the Environment</b>
<b>Year 7</b>	<b>Existence of God?</b>	<b>Belonging and Belief</b>

## Year 7

### Topic 1 - Existence of God?

#### **Intent**

#### **Knowledge Acquired:**

- Students consider their beliefs and the beliefs of others regarding the existence of God.
- Students extend and deepen their knowledge and understanding of a range of religious and non-religious views through the study of creation stories. Students study religious creation stories based on the existence of God e.g. Christian and Jewish, Muslim and Hindu and they also look at Scientific stories.
- Students deepen their understanding on how religious beliefs influence the values and lives of individuals and groups.

#### **Skills developed:**

- Ability to be respectful of each other's beliefs.
- Ability to identify and understand similarities between religions e.g. *The Jewish and Christian creation story and the Hindu creation story.*
- Ability to consider challenging questions individually and also to discuss together as a group e.g. *Is it possible to believe a religious and scientific story? Explain why or why not (developing oracy skills).*
- Ability to formulate an opinion and express it e.g. *I find the accident/plan viewpoint most convincing because (developing oracy skills).*
- Ability to discuss in pairs.
- Ability to select from a range of information to present ideas in an assessed piece of work.

#### **Understanding:**

- To understand, explore and respect the different points of view people have about religion and the Existence of God. Including, establishing some class rules about the study of religion.
- Ability to understand some key religious and also secular beliefs about the explanation for the creation of the earth.
- The importance of understanding the need for respect for the beliefs of all religions and also secular beliefs.

#### **Link to previous years:**

RE in Year 7 continues to build on and develop the foundations of KS2.

#### **Link to future study/the wider world:**

- Skills developed in in this topic are built on in RE in the next Year 7 topic and also throughout KS3 and 4 RE. For example, selecting from a range of information to include in extended pieces of written work. In addition, these are skills needed in KS4 Humanities.
- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons: 9**

**Sequence of lessons: (some elements take more than one lesson to deliver)**

- 1.The Existence of God?
- 2.Christian and Jewish Creation Story
- 3.Scientific Creation Stories
- 4.Hindu Creation Story
- 5.My Creation Story- Assessment

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word documents
- “This is RE!” Textbook
- “The Hindu Experience” Textbook
- Educational film clips

### **Methods of Assessment:**

- My Creation Story. Extended piece of writing using prior learning, referring to up to 3 creation stories studied.

### **Use of Assessment Results:**

Used to identify areas of weakness in understanding, knowledge and skills which are addressed in the next RE topic. Skills used in this assessment will support students in their other Year 7 Humanities subjects of History and Geography (I.e. extended writing, recalling and selecting a range of information to use as examples to support points made).

## Year 7

### Topic 2: Belonging and Belief

#### **Intent**

#### **Knowledge Acquired:**

- Students study some key beliefs from Christianity, Judaism, Buddhism and Islam.
- Students extend and deepen their knowledge and understanding of a range of religious views through the study of key beliefs.
- Students deepen their understanding on how religious beliefs influence the values and lives of individuals and groups.

#### **Skills developed:**

- Developing students' ability to be respectful of each other's beliefs.
- Explore, understand and respect where students and others feel they belong and what they and others believe.
- Explore and understand the value of moral codes in religions and also in our own lives whether we have a religion or not *e.g. Modern Day Good Samaritan Story, My Moral Code Life Guide (based on the format of the 5 Pillars of Islam)*.
- Ability to identify and understand similarities and differences between religions *e.g. The Jewish and Christian, Islam and Buddhist moral codes.*
- Ability to formulate an opinion and express it *e.g. Assessed work "Religions have more similarities than differences". Do you agree or disagree?*
- Ability to work in pairs *e.g. World Religions activity in lesson 1.*
- Ability to express verbally and develop oracy skills *e.g. Lesson 2 Where do I belong?*
- Ability to select from a range of information to present ideas in an assessed piece of work.

#### **Understanding:**

- Explore, understand and respect where students and others feel they belong and what they and others believe, both religious and non-religious.
- Explore and understand the value of moral codes in religions and also in our own lives whether we have a religion or not *e.g. Modern Day Good Samaritan Story, My Moral Code Life Guide, based on the format of the 5 Pillars of Islam.*
- Ability to identify and understand similarities and differences between religions *e.g. The Jewish and Christian, Islam and Buddhist moral codes.*
- Develop the understanding that religions have similarities when there may just be an assumption they are all very different.

#### **Link to future study/the wider world:**

- Skills developed in in this topic are built on in RE topics in KS3 and 4, for example selecting from a range of information to include in extended pieces of written work. In addition these are skills needed in KS4 Humanities.

- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons: 11**

**Sequence of lessons: (some elements take more than one lesson to deliver)**

1. Introduction to Belonging and Belief 1
2. Introduction to Belonging and Belief 2
3. Moral Codes – 10 Commandments
4. The Good Samaritan
5. The Life of Muhammad
6. 5 Pillars of Islam
7. Buddhism and the Eightfold Noble Path
8. Beliefs Assessment

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word document
- “The Muslim Experience” Textbook
- Educational film clips

### **Methods of Assessment:**

- Beliefs Assessment: “Religions have more similarities than differences”. Do you agree or disagree?  
Extended piece of writing using prior learning, referring to the moral codes of up to 3 religions studied.

### **Use of Assessment Results:**

- Used to identify areas of weakness in understanding, knowledge and extended writing skills. Skills used in this assessment will support students in their other Year 7 Humanities subjects (extended writing, recalling and selecting a range of information to use as examples to support points made) and also in RS work in Year 8.



## Year 8

### Topic 1 - Religious Buildings

#### **Intent**

#### **Knowledge Acquired:**

- Students extend and deepen their knowledge and understanding of a range of religious views by looking at how people express their religion in religious buildings and worship.
- Students study religious buildings and worship in the religions of Christianity, Hinduism, Islam, Sikhism. Students also consider the needs of people who don't have a religion.
- Students deepen their understanding of how expressing religious beliefs influences the values and lives of individuals and groups.

#### **Skills developed:**

- Further developing students' ability to be respectful of the beliefs of others, as established in Year 7 RS topics.
- Ability to explore, understand and respect the religious buildings and practices of others.
- Ability to formulate an opinion and express it e.g. *"It is better to go to a place of worship to pray"*.  
*Do you agree or disagree?*
- Ability to express verbally and develop oracy skills e.g. *Mosque/Gurdwara IT project*.
- Ability to work in teams e.g. *Mosque/Gurdwara IT project*.
- Ability to research a topic and present/teach this to others e.g. *Mosque/Gurdwara IT project*.
- Continue to develop skills of writing extended pieces of written work, building on work in Year 7.
- Ability to select from a range of information to present ideas in an assessed piece of work.

#### **Understanding:**

- Explore, understand and respect how people express their belief through practices and worship in religious buildings.
- Research and teach others about a religious building e.g. *Mosque/Gurdwara IT project*.

#### **Link to future study/the wider world:**

- Skills developed in this topic are built on in RE topics in KS3 and KS4. For example, selecting from a range of information to include in extended pieces of written work. In addition these are skills needed in KS4 Humanities.
- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons:** 10

**Sequence of lessons: (some elements take more than one lesson to deliver)**

1. Christian Churches and Ceremonies
2. Hindu Worship at Home
3. Hindu Worship in the Temple
4. Mosque/Gurdwara IT project
5. Assessment Multi- Faith Centre

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word documents
- "This is RE!" Text book
- "The Hindu Experience" Textbook
- "The Muslim Experience" Textbook
- "Living Faiths" Education Clips
- Educational film clips

### **Methods of Assessment:**

- Multi- Faith Centre. To design a multi-faith centre for people from 3 different religions and also those with no religion. Students need to select information from across the topic to include in their assessment and also show respect for people with a faith and those with none.

### **Use of Assessment Results:**

- Used to identify areas of weakness in skills which will be addressed in the next RE topic. Skills used in this assessment will support students in their other Year 8 Humanities subjects of History and Geography (I.e. recalling and selecting a range of information to use as examples to support points made).

## Year 8

### Topic 2: Religion and the Environment

#### **Intent**

#### **Knowledge Acquired:**

- Students extend and deepen their knowledge and understanding of a range of religious forms of expression through the study of some religious teachings on the environment and charity.
- Students also consider moral issues (animal rights) from a non-religious point of view.
- Students deepen their understanding of how people express their religious beliefs through their actions e.g. charity work/relief agencies.

#### **Skills developed:**

- Ability to formulate an opinion and express it e.g. Agree/disagree with animal issues.
- Ability to express verbally and develop oracy skills *e.g. Agree/disagree with animal issues.*
- Ability to work in teams *e.g. Agree/disagree with animal issues.*
- Ability to research a topic and present/teach this to others *e.g. Religious relief agencies IT project .*
- Continue to develop skills of writing extended pieces of written work.
- Ability to select from a range of information to present ideas in an assessed piece of work.

#### **Understanding:**

- Explore, understand and respect the beliefs of others.
- Explore and understand some key environmental issues.
- Research and understand the work of some religious relief agencies.

#### **Link to future study/the wider world:**

- Skills developed in in this topic are built on in RE in Year 9 and at KS4, for example, selecting from a range of information to include in extended pieces of written work. In addition these are skills needed in KS4 Humanities.
- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons:** 10

**Sequence of lessons: (some elements take more than one lesson to deliver)**

1. Introduction
2. Animal Rights
3. Dealing with Disaster
4. Religious Charities IT project
5. What would you do?
6. Assessment

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word documents
- "This is RE!" Text book
- "The Hindu Experience" Textbook
- "The Muslim Experience" Textbook
- "Living Faiths" Education Clips
- Educational film clips

### **Methods of Assessment:**

The "Dealing with disaster" assessment includes questions requiring knowledge recall and the final question which requires an extended, written answer.

### **Use of Assessment Results:**

- Skills used and developed in this assessment (recall and extended written answer) will support students in their other Year 8 Humanities subjects of History and Geography. These skills will also be used in RE topics in Year 9.

## Year 9

### Topic 1: Rites of Passage

#### **Intent**

#### **Knowledge Acquired:**

- Students look at key stages in peoples' lives and challenging questions that arise at different stages. This is through the study the rites of passage ceremonies for birth, adolescence and marriage across a range of religions. Students also consider non-religious ideas and rites of passage ceremonies (e.g. a Humanist wedding).

#### **Skills developed:**

- Developing students' ability to be respectful of each other's beliefs and religious practices.
- Ability to consider challenging questions individually and discuss together as a group e.g. *What is good/challenging about having a religion as a teenager in Britain today/ should happiness be the purpose of life?*
- Ability to formulate an opinion and express it e.g. *"Arranged marriages are wrong". Do you agree or disagree based on evaluating both sides of the argument (developing oracy skills)?*
- Ability to work in groups and pairs e.g. *"Marriages should never be broken (end in divorce)". Do you agree or disagree?*
- Ability to present information to an audience E.g. *"Marriages should never be broken".* Developing oracy skills and confidence.
- Ability to select from a range of information to present ideas in an assessed piece of extended writing. *"Having a religious wedding ceremony helps to ensure that a marriage will last" Do you agree?*

#### **Understanding:**

- To understand, explore and respect the different points of view people have about different rites of passage, religious and non-religious including Humanist.
- Ability to understand some key religious and also secular beliefs about birth, adolescence and marriage.

#### **Link to future study/the wider world:**

- Skills developed in this topic are built on in the next RE topic in Year 9 and also at KS4. For example, selecting from a range of information to include in extended pieces of written work. In addition these are skills needed in KS4 Humanities.
- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons:** 10

**Sequence of lessons: (some elements take more than one lesson to deliver)**

1. Introduction to Rites of Passage
2. Birth Ceremonies
3. Adolescence
4. Why Marry?
5. Hindu Weddings
6. Muslim Weddings
7. Weddings Assessment

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word documents
- “The Muslim Experience” Textbook
- “The Hindu Experience” Textbook
- Educational film clips

### **Methods of Assessment:**

An assessed piece of extended writing: *“Having a religious wedding ceremony helps to ensure that a marriage will last” Do you agree ?*

### **Use of Assessment Results:**

Used to identify areas of weakness in understanding, knowledge and extended writing skills. Skills used in this assessment will support students in their other Year 9 Humanities subjects (extended writing, recalling and selecting a range of information to use as examples to support points made) and also in preparation for Humanities subjects taken in KS4.

## Year 9

### Topic 2: Death

#### **Intent**

#### **Knowledge Acquired:**

- Students study how peoples' lives are affected by attitudes and practices surrounding death and loss. Students study both religious and non-religious beliefs and ceremonies.

#### **Skills developed:**

- Developing students' ability to be respectful of each other's beliefs and religious practices.
- Ability to consider sensitive questions individually and discuss together as a group e.g. Considering how people cope differently with death.
- Ability to discuss sensitive issues in pairs and groups. Being aware that there will be students in the class who have dealt with death.
- Ability to acknowledge and be sensitive to different losses that people deal with and that these can be very important to people, in the "Little deaths" lesson.
- Ability to present information to an audience, e.g. *Young person's guide to death*.
- Ability to select from a range of information to present ideas in an assessed piece of extended writing, comparing and contrasting different religious attitudes to death.

#### **Understanding:**

- To understand, explore and respect the different points of view people have about death and coping with death from religious and non-religious viewpoints.

#### **Link to future study/the wider world:**

- This topic requires students to consider very sensitive subjects in a way that respects the feelings of others. A level of maturity is required that is fostered through the sequence of lessons and methods of teaching and learning.
- This final RE topic at KS3 is a steppingstone to the way RE is studied at KS4. KS4 RE is theme based for example looking at moral questions, developing values, recognising rights and responsibilities and preparing for adult life.
- Students will build on their KS3 foundation of learning from and about religions when they move on to the themes of KS4 RE.
- Skills developed in this topic are built on in Humanities subjects taken at KS4 and beyond. For example, selecting from a range of information to include in extended pieces of written work.
- Key career skills are built into these lessons e.g. formulating and expressing opinions, working in pairs and teams, presenting skills and developing oracy.

## **Implementation**

**Number of lessons:** 10

**Sequence of lessons: (some elements take more than one lesson to deliver)**

1. What happens when we die?
2. "Little Deaths" (loss)
3. Views on death – Theist/Atheist/Agnostic
4. Religious beliefs around death
5. Assessment comparing different attitudes to death
6. Coping with death
7. Young person's guide to death

### **Main Resources:**

- Teacher-prepared Power Point activities
- Teacher-prepared Word documents
- "Think RE ! (2)" Textbook
- "This is RE!" Textbook
- Educational Video Clips

### **Methods of Assessment:**

- An assessed piece of extended writing comparing and contrasting different religious attitudes to death.

### **Use of Assessment Results:**

Skills used and developed in this assessment will support students in their other Year 9 Humanities subjects (extended writing, recalling and selecting a range of information to use as examples to support points made). They will also support pupils to prepare for Humanities subjects taken in KS4.