

Religious Education

Based on guidance from the Leicestershire SACRE agreed syllabus

Principal aims

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE explores big questions about life and spirituality, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

Non-religious worldviews: good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews.

Religious Education at Limehurst

Intent:

RE topics at Limehurst have been selected to extend and deepen students' knowledge and understanding of a range of religious and non-religious world views and develop their understanding of what spirituality means to them.

Topics studied at KS3 enable students to explore key themes and questions based on the Leicestershire SACRE agreed syllabus:

Year 7- Introduction to World Religions

Year 8 – Expressing Religion (Religion in the World, Religion and the Environment)

Year 9 – Religion and Ethics in the modern world

RE at KS4 develops students understanding of how religion effects them, their family and also their community within their PD lessons. It builds on their Religious Education work in KS3 whilst focusing on topics which are relevant to the students as they develop as young adults.

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 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 the themes of marriage and relationships, developing values, and recognising rights and responsibilities. The aim is to enable students to develop their own beliefs and ideas on religion and values whilst learning how to tolerate, understand, critically evaluate and be able to interpret and appreciate differing opinions.
- 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

Implementation

KS3:

<p>Year 7: Introduction to religion and alternative to religion. Includes links to the other humanities subjects MAKE LINKS 1-8 link to lesson1-3 yr 8 Lesson 15-20 link to yr 8 4-16</p>	<p>Lessons 1-8 focuses on introducing the 6 main religions in the world. Lessons 9-10 focuses on the growth of secularism in the UK Lessons 11-14 focuses on pilgrimages Lessons 15-20 Focuses on religion and differing world views: Evil, conflict, law, science, gender Lesson 21-22 Assessment</p>	<p>Aims To introduce the concept of the different world religions and how they affect the modern world. There is also an introduction to Secularism. We wish to link RE to the other Humanities subjects throughout their KS3 RE lessons</p>
<p>Year 8. Focus on the two less practised religions in the UK, building on their introduction to Buddhism and Judaism in Yr 7. Look at how religion can be a cause of tension in the world. Follow on lessons to show how religion has spread. Lessons to reinforce students' knowledge from yr 7 about whether God exists</p>	<p>Lesson 1-3 Life of a Buddhist Lesson 4-8 Judaism and conflict in Israel and Palestine Lesson 9 Conflict in Ireland Lesson 10-13 The spread of religion throughout the world. Lesson 14-18 Does God exist and who is responsible for the environment that we live in. Lesson 19-20 Assessment</p>	<p>Develop students understanding of the world's religions and how the modern world is impacted by them. Conflict and religion Lessons on how some people doubt the existence of God. Lesson on how we look after the environment and 'Gods creation'</p>
<p>Year 9. Focus on religion and ethics in the modern world</p>	<p>Lesson 1. What are ethics? Lesson 2 and 3</p>	

<p>Lesson 14-17 link to yr 8 lessons</p>	<p>Sanctity of life</p> <p>Lesson 4 Environmental Ethics</p> <p>Lesson 5 and 6 Animal rights</p> <p>Lesson 7 and 8 Stem Cell research</p> <p>Lesson 9 and 10 Euthanasia</p> <p>Lesson 11 and 12 IVF</p> <p>Lesson 13 Is sport like a religion</p> <p>Lesson 14 and 15 Ethics of visiting Mecca</p> <p>Lesson 16 Has religion passed its sell by date?</p> <p>Lesson 17 Is everyone equal?</p> <p>Lesson 18 Genetic Engineering</p> <p>Lesson 19-20 Assessment</p>	
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KS4:

Yr 10	Lessons
Morals and Ethics	What is crime and sin?
Morals and Ethics	Religious views on punishment
Morals and Ethics	Religion and the death penalty
Morals and Ethics	What are ethics?
Morals and Ethics	Sanctity of life

Morals and Ethics	Environmental Ethics
Morals and Ethics	Animal Rights
Morals and Ethics-RSHE	Gender, Power and Consent
Morals and Ethics-RSHE	Intimate and Sexual Relationships
Dating and Relationship Violence	Consent Matters
Online Presence	Sexual Health Choosing and Accessing Contraception
Contraception and Pregnancy Choices	Making Choices About Your Sexual Health
Risky Behaviour	Sexual Health Preventing and Treating STIs
Celebration of Culture Day	Day off timetable with visits to different local Places of Worship and in school visits from Religious Leaders
Four RE assemblies	One each term plus the Celebration of Culture assembly
YR 11	Lessons
Morals and Ethics	The problem of Evil
Morals and Ethics	The problem of Evil
Morals and Ethics	Religion and conflict
Morals and Ethics	Religion and the law
Morals and Ethics – RSHE	Healthy Relationships
Morals and Ethics – RSHE	Marriage
Morals and Ethics - RSHE	Relationships and Power
Three RE assemblies	One each term