

5 Year Curriculum Overview Ellesmere Park High School

Department:	HUMANITIES: RE	Head of Department:	NICK THEODOSIOU
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Department Vision

“What you think, you become. What you feel, you attract. What you imagine, you create.” The Buddha.

Religious Education Curricular Intent

Religious Education is the study and exploration of the big six main world faiths; Judaism, Christianity, Islam, Islam, Hinduism, Buddhism and Sikhism. Students are also encouraged to explore their understanding of alternative world faiths such as Paganism and engage with other world views; Atheism, Humanism and Agnosticism. Students will be encouraged to connect with their own beliefs or world views and also critically examine and compare faiths and beliefs. The department aims for students to be religiously literate, so they understand the diversity of people's beliefs across society and wider world. Students will be able to apply key religious knowledge through the demonstrating key academic literacy skill, evaluation. Over their time in key stage three they will be encouraged to master the evaluative approach presenting arguments for, against and to conclusions.

Our students will also be introduced to philosophy and ethics as an academic area. They will engage and investigate some of life's most thought-provoking questions; “what is the meaning of life?” “why do people believe in God?” “How did the universe begin?” “Could there be life on other planets?” In this area of study students will develop their oracy skills through the engagement in class discussions and debates. The department is enthusiastic about supporting students to build their confidence in being able to express and articulate their opinions in a safe learning environment, where they can grow and learn from their peers' perspectives.

The RE department offers a wider range of activities outside of the curriculum, a philosophy club, educational visits to faith communities and interfaith/non-faith dialogue guest speakers. They visit year groups to further educate and engage with our students, about their perspective and position of their beliefs in the local, national and international community. The aim is for our students to appreciate and value diversity of faith, and world views, so they understand the connections and positive values that faith, beliefs and perspectives uphold for human beings around the world. Religious Education can lead to a range of further academic study and equips young people with life skills to engage and debate with religion, philosophy and world views.

RE Curriculum Overview 2022-2023

Autumn 1		
<p>Y7 – Introduction to Religion and World Views: How and why do we believe?</p> <p>Enquiry question: How and why do we believe?</p> <p>Students will: look at the introduction of what is religion, philosophy and ethics and explore how religious and non-religious people define their beliefs.</p> <p>Concepts studied: Beliefs and world views</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y8 – Judaism: The origins of Judaism/Beliefs, teachings and practices</p> <p>Enquiry question: Why are the Ten commandments, Torah and Shabbat important for Jewish beliefs and teachings?</p> <p>Students will: look at the origin prophet stories of Judaism, Abraham, Moses and learn about Passover and the practices within the Jewish commemoration festivity. Also, students will look at Judaism beliefs, teachings and practices. They will explore the significance and importance of the Ten Commandments, The Torah and Shabbat for people of Jewish faith.</p> <p>Concepts studied: Beliefs, teachings and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y9 – Judaism: The origins of Judaism/Beliefs, teachings and practices</p> <p>Enquiry question: Why are Jewish practices, worship in the home, special occasions and marriage important for Jewish people around the world?</p> <p>Students will: look at the origin prophet stories of Judaism, Abraham, Moses and learn about Passover and the practices within the Jewish commemoration festivity. Also, students will look at Judaism beliefs, teachings and practices. They will explore the significance and importance of worship, special occasions and marriage for people of Jewish faith.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>
<p>L1 – What is RPE? (Religion, Philosophy and Ethics) L2 – What is a theist, monotheist and polytheist? L3 – Atheism and Humanism L4 – Agnosticism and Philosophical beliefs L5 – Assessment preparation & Knowledge recap/modelling application skills L6 – End of unit Assessment – Knowledge application L7 - Post assessment: Feedback, reflect, respond, and improve</p>	<p>L1 – Introduction to Judaism L2 – Ten Commandments L3 – The Torah L4 – Shabbat L5 – Assessment preparation – Knowledge recap/modelling skills L6 – End of unit assessment – Knowledge application L7 – Post assessment: Feedback, reflect, respond, and improve</p>	<p>L1 – Introduction to Judaism L2 – Worship in the home L3 – Special occasions L4 – Marriage L5 – Assessment preparation – Knowledge recap/modelling skills L6 – End of unit assessment: Knowledge application L7 – Post assessment: Feedback, reflect, respond, and improve</p>
Autumn 2		
<p>Y7 – Judaism: The origins of Judaism/Beliefs, teachings and practices</p> <p>Enquiry question: What is the significance of the stories of Abraham, Moses and Passover?</p> <p>Students will: look at the origin prophet stories of Judaism, Abraham, Moses and learn about Passover and the practices within the Jewish commemoration festivity.</p> <p>Concepts studied: Beliefs, teachings, practices, and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y8 – Christianity: The origins of Christianity/Beliefs, teachings and practices</p> <p>Enquiry question: What is the significance of forgiveness and holy communion in Christian beliefs, teachings and practice?</p> <p>Students will: look at the origins of Christianity, exploring who Jesus was, his identity. The Trinity and the significance of its teachings. Students will also explore Christian beliefs, teachings, and practices; the significance and importance of forgiveness and holy communion for people of Christian faith.</p> <p>Concepts studied: Beliefs, teachings, practices, and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y9 – Christianity: The origins of Christianity/Beliefs, teachings and practices</p> <p>Enquiry question: Why are the events in Jesus’s life still relevant for Christians around the world today?</p> <p>Students will: look at the origins of Christianity, exploring who Jesus was, his identity. The Trinity and the significance of its teachings. Students will also explore Christian beliefs, teachings, and practices; exploring the significance and importance of events in Jesus’s life and modern-day Christian denominations and institutions around the world</p> <p>Concepts studied: Beliefs, teachings, practices, and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>
<p>L1 – Origins of Judaism (Abraham) L2 – Who Was Moses L3 – Passover L4 – Assessment preparation & Knowledge recap/modelling application skills L5 – End of unit Assessment – Knowledge application L6 – Post assessment: Feedback, reflect, respond, and improve</p>	<p>L1 – Introduction to Christianity L2 – Forgiveness L3 – Holy Communion L4 – Assessment preparation – Knowledge recap/modelling application skills L5 – End of unit assessment – Knowledge application L6 – Post assessment: Feedback, reflect, respond, and improve</p>	<p>L1 – Introduction to Christianity L2 – Why are the events in Jesus’s life important? L3 – Modern day Christians – Denominations and institutions L4 – Assessment preparation – Knowledge recap/modelling application skills L5 – End of unit assessment – Knowledge application L6 - Post assessment: Feedback, reflect, respond, and improve</p>
Spring 1		
<p>Y7 – Christianity: The origins of Christianity/Beliefs, teachings and practices</p> <p>Enquiry question: Why are the teachings about Jesus and The Trinity integral to Christian beliefs and teachings?</p> <p>Students will: look at the origins of Christianity, exploring who Jesus was, his identity. The Trinity and the significance of its teachings. Students will also explore the</p>	<p>Y8 – Islam: The origins of Islam/Beliefs, teachings and practices</p> <p>Enquiry question: How do Muslims practice and express their faith?</p> <p>Students will: look at the origins Islam exploring the importance of Allah and Prophet Muhammed (pbuh). They will also look at Islamic beliefs, teachings, and practices. They will explore the significance and importance of practices such as,</p>	<p>Y9 – Islam: Muslims around the world</p> <p>Enquiry question: What does it mean to be a Muslim in the modern world?</p> <p>Students will: look at the origins Islam exploring the importance of Allah and Prophet Muhammed (pbuh). Students will look at Islamic beliefs, teachings, and</p>

<p>importance of Easter for Christians, and how there are diverse customs, practices to celebrate Easter around the world.</p> <p>Concepts studied: Beliefs, teachings, and practices</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>what happens at birth, the importance of the Five Pillars and why do Muslims fast during the holy Islamic month of Ramadan.</p> <p>Concepts studied: Beliefs, teachings and practices.</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>practices. They will explore why do people convert to Islam, gender roles and equality and being a Muslim in modern Britain.</p> <p>Concepts studied: Beliefs and world views</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>
<p>L1 – Who is Jesus? L2 – The Trinity L3 – Assessment preparation – Knowledge recap/modelling application skills L4 – End of unit assessment – Knowledge application L5 – Post assessment: Feedback, reflect, respond, and improve L6 and L7 – Easter Project – Cross curricular project, students consider contemporary commercial meaning of ‘Easter’ in the UK. Students also explore the variety of cultural festivities for Easter traditions across the world e.g. continental Europe, US, Orthodox/Middle East. They use their investigate research, creative and presentation skills through – art/design/enterprise lenses, producing an original Easter product, suitable for specific cultural festivities</p>	<p>L1 – Introduction to Islam L2 – What happens at birth L3 – The five pillars of Islam L4 - Why do Muslims fast – Ramadan and Eid L5 - Assessment preparation – Knowledge recap/modelling application skills L6 - End of unit assessment – Knowledge application/ Post assessment: Feedback, reflect, respond, and improve</p>	<p>L1 – Introduction to Islam L2 – Why do people convert to Islam? L3 – Gender roles and equality L4 – Being a Muslim in modern Britain L5 – Assessment preparation – Knowledge recap/modelling application skills L6 – End of unit assessment – Knowledge application/ Post assessment: Feedback, reflect, respond, and improve</p>
<p>Spring 2</p>		
<p>Y7 – Islam: The origins of Islam/Beliefs, teachings and practices</p> <p>Enquiry question: Why is Allah (God) and Prophet Muhammad (pbuh) significant for Muslims?</p> <p>Students will: look at the origins Islam exploring the importance of Allah and Prophet Muhammed (pbuh).</p> <p>Concepts studied: Beliefs, teachings and practices.</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y8 – Buddhism: The origins of Buddhism/Beliefs, teachings and practices</p> <p>Enquiry question: How do Buddhists understand, express and practice their faith?</p> <p>Students will: look at Buddhist teaching, beliefs and practices. Students will learn about the Buddha’s early life, how he became enlightened, the practice of meditation and his original teachings The Middle Way Path and Four Noble Truths.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y9 – Sikhism: The origins of Sikhism/Beliefs, teachings and practices</p> <p>Enquiry question: How do Sikhs, learn about, teach express and practice their faith?</p> <p>Students will: look at the origins Sikhism exploring the importance of God, Guru Nanak, why the Baisakhi is important for Sikhs and how Baisakhi is celebrated. Students will also explore the significance of the 5K’s and why they are important for Sikh identity.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>
<p>L1 – Who is Allah L2 – Who was Muhammad (pbuh) L3 – Assessment preparation – Knowledge recap/modelling application skills L4 – End of unit assessment – Knowledge application L5 – Post assessment: Feedback, reflect, respond, and improve L6 – Eid Project (Eid celebrations -</p>	<p>L1 – Introduction to Buddhism L2 – Who was the Buddha and what influenced/The Four Sights L3 – Meditation L4 – Teachings: The Four Noble Truths/Eight-Fold Path L5 – Teachings: The Five Moral Precepts L6 – Assessment: low stakes test</p>	<p>L1 – Introduction to Sikhism L2 – How did Sikhism begin? L3 – What did Guru Nanak teach? L4 – Why is Baisakhi important for Sikhs? L5 – How is Baisakhi celebrated? L6 – The 5 K’s of Sikhism</p>
<p>Summer 1</p>		
<p>Y7 – Hinduism: The origins of Hinduism/Beliefs, teachings and practices</p> <p>Enquiry question: How do Hindus understand, express and practice their faith?</p> <p>Students will: look at Hindu teaching, beliefs and practices. Students will learn about an introduction to Hindu teaching and the importance of the Vedas. The Caste System, Gods and Goddesses (Brahman), Puja, Yoga and Diwali.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y8 – Buddhism: Buddhism beliefs and teachings continued</p> <p>Enquiry question: How do Buddhists understand, express and practice their faith?</p> <p>Students will: A continuation from Spring term 2, students will learn about further Buddhist teachings about Karma, the Sangha (monasteries/Buddhist communities) and Buddhism in cultures around the world.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y9 – Sikhism: Origins of Sikhism/Beliefs, teachings and practices continued</p> <p>Enquiry question: How do Sikhs, learn about, teach express and practice their faith?</p> <p>Students will: A continuation of Spring term 2, students will explore the Sikh Gurdwara (temple) and its features. Students will also understand the importance of the nature of God/Guru Granth Sahib for Sikh people.</p> <p>Concepts studied: Beliefs, teachings, practices and spirituality</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>

<p>L1 – Introduction to Hinduism and The Vedas L2 – Caste System L3 – Gods and Goddesses (Brahman) L4 – Puja L5 – Yoga L6 – Diwali Y7 – Assessment: low stakes test and creative writing</p>	<p>L7 – Karma L8 – Sangha L9 – Buddhists around the world L10 – Assessment preparation – Knowledge recap/modelling application skills L11 – End of unit assessment – Knowledge application L12 – Post assessment: Feedback, reflect, respond, and improve</p>	<p>L7 – Turban and prejudice L8 – The Gurdwara L9 – The nature of God/Guru Granth Sahib L10 – Assessment preparation – Knowledge recap/modelling application skills L11 – End of unit assessment – Knowledge application L12 – Post assessment: Feedback, reflect, respond, and improve</p>
<p>Summer 2</p>		
<p>Y7 – Philosophy: Searching for God</p> <p>Enquiry question: How do people search for God?</p> <p>Students will: look at the various ways throughout most religions that God can be found in many ways from understanding the nature of God. Students will explore how people find God through their faith and practice of prayer. Also, they will look at how Miracles and Near Death Experiences, are examples of how some people believe to have found God. Students will be introduced the Design argument, which argues for God’s existence.</p> <p>Concepts studied: Beliefs and world views</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y8 – Philosophy: Other World Views</p> <p>Enquiry question: What alternate world views exist?</p> <p>Students will: look at alternative world views, with an emphasis on the well-known, however less traditional beliefs such as spirituality and paganism. Students will also explore some philosophical questions about the ever growing belief in life elsewhere in the universe. Students will also debate conspiracy theories, understanding perceptions of truth claims.</p> <p>Concepts studied: Beliefs and world views</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>	<p>Y9 – Philosophy and Ethics: Ultimate Questions</p> <p>Enquiry question: Why do we ask philosophical and ethical questions?</p> <p>Students will: look at some of the world’s intriguing philosophical and ethical questions. Students will be encouraged to discuss, debate and investigate topics about Abortion, euthanasia, what it means to be human, human and animal rights. They will present and express their ideas through independent investigative research and presentation about their perspectives and views.</p> <p>Concepts studied: Beliefs, ethics and world views</p> <p>Assessment skills: Explaining, evaluating through written response to a statement.</p>
<p>L1 – Nature of God L2 – Miracles L3 – Near Death experiences L4 – Arguments for the existence of God – The Design argument L5 - Assessment preparation – Knowledge recap/modelling application skills L6 – End of unit assessment – Knowledge application/Post assessment: Feedback, reflect, respond and improve</p>	<p>L1 – Recap Y7: Introduction to world views (low stakes test) L2 – Spiritualism L3 – Paganism L4 – Is there life on other planets? L5 – Conspiracy theories L6 – Project preparation, development and demonstration L7 – Project presentations/peer feedback/whole class feedback</p>	<p>L1 – Why is the sanctity of life important to Christians? Abortion L2 – Should euthanasia be legalised in the UK? L3 – What does it mean to be human? (Mind and body argument) L4 – What are human rights? L5 – Why do animals have rights? L6 - Project preparation, development and demonstration L7 – Project presentations/peer feedback/whole class feedback</p>