

Walthamstow Academy – RE Curriculum Journey

Our Curriculum Intent

Our Religious Education (RE) curriculum is **academically rigorous** and **personally inspiring**. It gives students **substantive** content and concepts in theology, ethics and philosophy to enable them to grasp the complexity of our multi-religious, multi-secular world. Our curriculum develops **all students** to be **both religiously** and **emotionally literate** citizens of the world, equipped with **empathy, critical thinking** and **powerful curiosity** who can **adapt** to the ever-changing world around them.

Our Curriculum Progression Model

KS3

To inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire a robust foundational understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons between these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with the Dharmic religions and secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE, A level and Degree study.

KS4

At KS4, Religious Education develops student knowledge and understanding of religions and non-religious beliefs. It also develops students' knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. In addition, it allows students to construct well-argued, well-informed, balanced, and structured written arguments.

Progression between Key Stages

As students move up through key stages in RE, they are exposed to multiple disciplines which sit underneath the subject e.g., theology, philosophy, history etc. Students should pay particular attention to those disciplines to ascertain their interest when approaching A-level and university choices. For example, those interested in philosophy should pay particular attention to the units on Philosophy of Religion or Religion and Life, whereas those more interested in theology may wish to pay more attention to units on Christianity. Those interested in pursuing a career in law should pay particular attention to the units in Year 9, where students study topics such as Equality and Use of natural resources etc.

Progression to University and Careers

RE can lead to many inspiring and exciting university courses and careers. For example, many people go on to study philosophy, theology, law, politics, anthropology, history etc. In terms of careers, RE offers a wide range of possible career choices such as working within international development, archiving, mediation, politics, journalism, education etc.

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 7 Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i></p> <p>The Year 7 curriculum builds on and develops the Key Stage 2 National Curriculum. Though we know our students come to us with a variety of different art experiences, we focus on closing gaps in prior knowledge and ensuring that students master key skills and concepts that will form the basis of their future study of RE at Walthamstow Academy. Year 7 starts with a unit on the Origins of Abrahamic faith. This gives students the historical and theological background to Judaism, Christianity, and Islam. This should help students see the distinctions and connections between these faiths, which they study later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth. Each religion is studied with a narrative in mind, to try to explain what the religious tradition means to those who belong to it. We draw heavily on theology to tell this narrative and expose students to key scriptures, giving them the tools to interpret those scriptures and to see how religious believers may see them, as well as being critical of them.</p>			
<p>Year 7 HT1</p>	<p>Unit Title: The study of Abrahamic Faiths Students will learn about/ develop skills of:</p> <p>Year 7 starts with a unit on the Origins of Abrahamic faith. This provides students with the historical and theological background to Judaism, Christianity, and Islam. This is the foundation to our students learning journey in RE as it helps students see the distinctions and connections between these faiths, which they study in greater depth later in the curriculum. Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p>
<p>Year 7 HT2-3</p>	<p>Unit Title: Judaism Students will learn about/ develop skills of:</p> <p>This unit of work seeks to enable students to understand the religion of Judaism by examining some of its key beliefs and key practices, as well as major events in its</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p>	<p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p>

	<p>history. It also devotes time to a deep understanding of anti-Semitism and the Holocaust. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism.</p>	<p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Truetube https://www.truetube.co.uk/</p> <p>REquest - Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p>The Bible project https://www.youtube.com/user/jointhebibbleproject/playlists</p> <p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
<p>Year 7 HT4 - 5</p>	<p>Unit Title: Christianity Students will learn about/ develop skills of: This unit of work begins with looking at the life of Jesus. Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. Students will understand the significance of Jesus' ethical teachings as well as his status as a divine being. They will also comprehend the significance of his death and resurrection for Christian salvation. Students will then go onto explore key Christian doctrines and explore the historical context of how these came about i.e. The Nicene Creed and Original Sin.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	
<p>Year 7 HT6</p>	<p>Unit Title: Buddhism Students will learn about/ develop skills of: Students study the beliefs, teachings and practices of Buddhism and their basis in Buddhist sources of wisdom and authority. Students can begin to refer scripture and where appropriate. Students study the influence of Buddhist beliefs, and the way beliefs and teachings are understood and expressed by Buddhists today.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>End of year assessment Feature 20 one mark questions, two 5 mark describe question and two 10 mark explain questions.</p>	
Term	Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
<p>Year 8 Curriculum Overview: <i>What will year 8s study and learn this academic year? Why this/ why now?</i></p>			

Year 8 then seeks to deepen the students' knowledge by continuing the study of the Abrahamic religion of Islam. Students will understand the social context of Arabia before the birth of Islam, the tribal structure of society and what lead to the split between Sunni and Shia Muslim sects. Students will begin to learn about the prophet Muhammad (pbuh), his life and works and Qur'anic teachings. This will form the foundation for their understanding of Islamic practices such as the 5 Pillars of Islam.

The curriculum then begins to deepen students' knowledge when they revisit the core theological beliefs of the Abrahamic religions and apply this to the philosophical issue of whether God exists. Students develop an understanding of core philosophical vocabulary to examine arguments for the existence of God and challenges to these arguments. Students gain knowledge of the classical arguments for the existence of God, the ontological argument, the cosmological argument, the design argument and the moral argument. Students examine the challenge to theistic belief posed by the problem of evil and how this challenge is overcome through the free will defence, test of faith argument and punishment for sin approach. This unit prepares students for examining these philosophical issues in greater detail in Year 10.

The focus is then on the Dharmic religions and how they juxtapose and at times mirror the core themes seen in the Abrahamic faiths. This will not only develop their world views but amplify their knowledge of the pluralist society in which they live; what people believe, why they do it, thus adding to their overall cultural capital. They will study Hinduism and Buddhism and be able to evaluate their impact on popular western culture. Understand the significance of these beliefs and practices and witness the vibrant and exciting cultures which exist within these faiths.

<p>Year 8 HT1 - 2</p>	<p>Unit Title: Islam Students will learn about/ develop skills of: In Year 8, students begin the curriculum studying the religion of Islam by examining some of its key beliefs and key practices. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Islam. Students will be able to explicitly draw distinctions and similarities between Islam and other religions, namely Christianity and Judaism building on theological knowledge acquired in year 7.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>Sources of wisdom - https://www.reonline.org.uk/resource/s/sources-of-wisdom/</p> <p>BBC Bitesize KS3 https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</p>
<p>Year 8 HT3 -4</p>	<p>Unit Title: Philosophy of Religion Students will learn about/ develop skills of: Students begin to explore Philosophy of Religion and engage with key arguments for and against the existence of God. The unit begins by unpacking key language i.e. 'The God of Classical Theism', 'Theism', 'Atheism' etc. then analyses arguments for and against God's existence in depth. It is here where students will be introduced to skills of argumentation as earlier in the curriculum the focus is on the building of substantive knowledge, description, and explanation skills. This means that students should have a rich knowledge of religious beliefs and traditions before moving onto the higher-order thinking around the philosophical debate. This will also set them up well for ethical issues studied in Year 9 where they will debate issues such as abortion and euthanasia</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 10 one mark questions, a 5 mark describe question and a 10 mark explain question.</p>	<p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p>

<p>Year 8 HT5-6</p>	<p>Unit Title: Hindu Dharma Students will learn about/ develop skills of: Students study Hindu Dharma by examining some of its key beliefs and key practices. It also devotes time to a deep understanding of the caste system and its implications on a Hindu's life. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Hindu Dharma. Students build on their theological decision-making skills as they are enabled to explicitly draw distinctions and similarities between the Abrahamic Faiths, study in year 7, and Hindu Dharma.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>End of the year assessment Feature 20 one mark questions, two 5 mark describe question and two 10 mark explain questions.</p>	<p>BBC - podcasts & programmes - History of philosophy https://www.bbc.co.uk/programmes/topics/History_of_philosophy?fbclid=IwAR2EXdw0C4A2dv0lfAVOxyPgWuS3H2CUEB1tjemeVj4zbAykqf0axLZ1LwU</p> <p>Crash Course Philosophy https://www.youtube.com/playlist?list=PL8dPuualjXtNgK6MZucdYldNkMybYIHKR</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>BBC - In our time - Philosophy https://www.bbc.co.uk/programmes/p01f0vzr</p> <p>The day https://theday.co.uk/category/topics/culture/</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term Curriculum Content

Assessment(s)
(assessment title, duration and approx date)

Extra-Curricular Options
(Places to visit; wider reading; clubs to join)

Year 9 Curriculum Overview:

What will year 9s study and learn this academic year? Why this/ why now?

Now equipped with not only skills in critical thinking, text analysis and an understanding doctrine, year 9 students are able to parlay these skills and knowledge into empathetic and evaluative critique of ethical matters which arise in society, be it abortion or the environment. They will be able to tackle these challenging concepts in a nuanced way. Students will study religious, philosophical and ethical arguments pertaining to religion and life, human rights and social justice and relationships and families. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam. The aim is to grab their interest, by teaching them content which is not only relevant and relatable to their past, current day and futures, but to inspire critical thinking through analysis and evaluation to foster informed citizens who are able to thoughtfully participate in society.

<p>Year 9 HT1-2</p>	<p>Unit Title: Religion and Life Students will learn about/ develop skills of: Year 9 starts with a unit on the Religion and life. Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as the origins of human life, quality of life, death etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and Islam:</p> <ul style="list-style-type: none"> • Abortion. • Euthanasia. • Animal experimentation. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p>
<p>Year 9 HT3-4</p>	<p>Unit Title: Religion, human rights and social justice Students will learn about/ develop skills of: Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human rights, poverty and discrimination etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. • Freedom of religious expression. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Seneca https://www.senecalearning.com/</p>

Year 9
HT5-6

Unit Title: Religion, relationships and families

Students will learn about/ develop skills of:

Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women's rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

Formative assessment
5-10 mark small stakes retrieval quiz in each lesson

End of year assessment
Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.

Quizlet

<https://quizlet.com/en-gb>

MrMcMillanREvis

<https://www.youtube.com/user/MrMcMillanREvis/playlists>

BBC - podcasts & programmes - Ethical theories

https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1b0wymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU

University of Oxford podcasts - Theology & religion

<https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion>

University of Oxford podcasts - Philosophy

<https://podcasts.ox.ac.uk/units/faculty-philosophy>

BBC - podcasts & programmes - Ethics

https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us

Religious sites to visit in London

<https://www.inspirock.com/united-kingdom/religious-sites-in-london>

Religion museums in London

<https://www.museumslondon.org/category/13/religion>

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Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
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	<p>Year 10 Curriculum Overview: <i>What will year 10s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</i></p> <p><i>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</i></p>		
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<p>Year 10 HT1 -3</p>	<p>Unit Title: Islam beliefs and practices Students will learn about/ develop skills of: Students will learn the diverse religious traditions and beliefs in Islam in Great Britain today. Students explore the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Islamic belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</p> <p>Students study common and divergent views within Islam in the way beliefs and teachings are understood and expressed referring to a range of different Muslim perspectives, including those from Sunni and Shi’a Islam.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Islam GCSE support material - https://www.reonline.org.uk/teaching-resources/islam-gcse-support-material/</p> <p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p>
<p>Year 10 HT4 -6</p>	<p>Unit Title: Christian beliefs and practices Students will learn about/ develop skills of: Students will learn that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students explore the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Christian belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Christian communities, and our society.</p> <p>Students study common and divergent views within Christianity in the way beliefs and teachings are understood and expressed referring to a range of different Christian perspectives including Catholic, Orthodox and Protestant.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet</p>

			<p>https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
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Year 11 Curriculum Overview:
What will year 11s study and learn this academic year? Why this/ why now?

Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.

Students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.

Students will study religious, philosophical and ethical arguments pertaining to religion and life, human rights and social justice and relationships and families. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam.

Students will practice their skills in formulating arguments from different theological and world views, demonstrating their knowledge of divergent views and grasping the concept of counterarguing. Students will practice evaluating ethical and theological statements and reach clear evidence based judgments. They will continue to develop their critical thinking and curiosity and derive at their own evidence based judgements.

Students will practice comparing the contrasts between different religious views in Christianity and Islam pertaining to various ethical issues. Students will use the diagnostic testing technique and complete low stakes quizzes.

<p>Year 11 HT1 -2</p>	<p>Unit Title: Islam beliefs and practices Students will learn about/ develop skills of: Students will learn the diverse religious traditions and beliefs in Islam in Great Britain today. Students explore the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Islamic belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</p> <p>Students study common and divergent views within Islam in the way beliefs and teachings are understood and expressed referring to a range of different Muslim perspectives, including those from Sunni and Shi’a Islam.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p>
<p>Year 11 HT3</p>	<p>Unit Title: Religion, human rights and social justice Students will learn about/ develop skills of: Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human rights, poverty and discrimination etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all of these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. <p>Freedom of religious expression.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Mid of year assessment Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>BBC GCSE RS videos</p>

<p>Year 11 HT4</p>	<p>Unit Title: Religion, relationships and families Students will learn about/ develop skills of: Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women’s rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all of these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature 8 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>https://drive.google.com/open?id=1rcZolahqH4eFcPM6Nn1KxQ5flZgwD5wgsyrg6oxN0s</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Truetube https://www.truetube.co.uk/REquest - Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p> <p>The Bible project https://www.youtube.com/user/jointhebibleproject/playlists</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p>
<p>Year 11 HT5</p>	<p>Unit Title: Students will develop skills of: RE revision in the study of religion and thematic studies Revision techniques</p> <ul style="list-style-type: none"> • Small stake quizzes – key terms and key religious sources of wisdom • PLCs – diagnostic testing • 	<p>GCSE (summative assessment) Feature 8 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p>

			<p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>University of Oxford podcasts - Philosophy https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p> <p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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