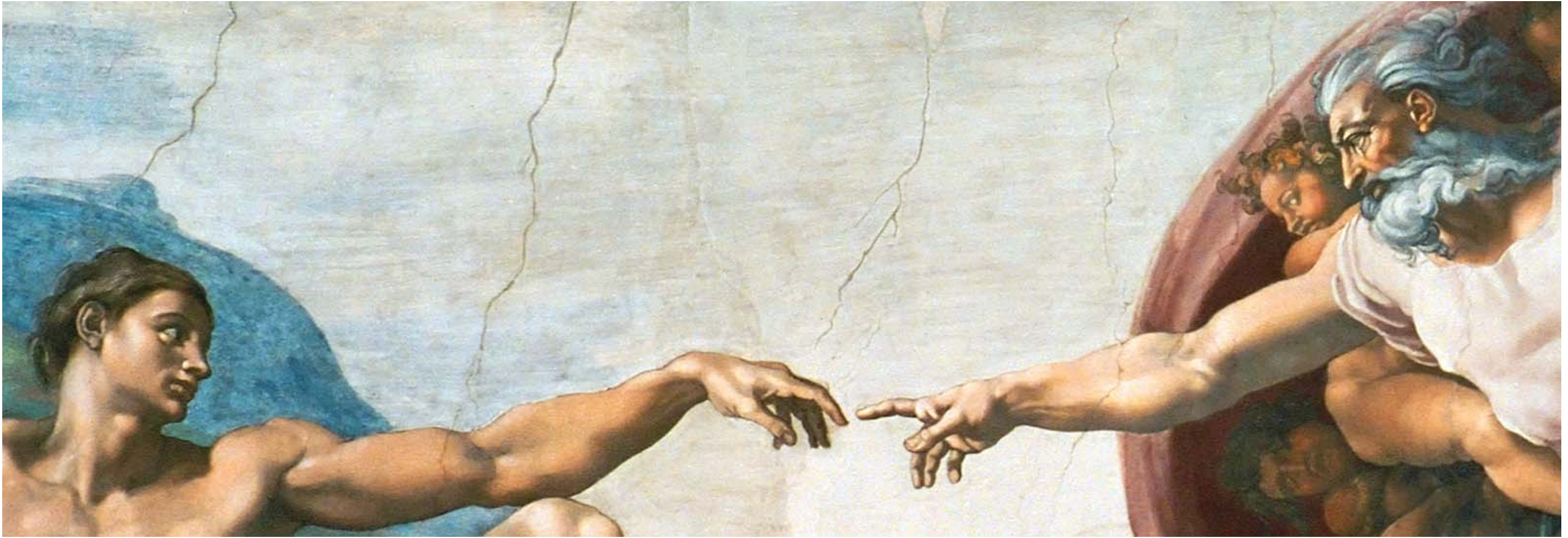


The Castle School Religious Education Curriculum Map – KS3



The Creation of Adam by Michael Angelo

Intent:

- To celebrate differences in culture's and belief systems and increase understanding of social and world issues
- To develop one's spirituality, empathy and intellect in order to be a fruitful member of society
- To provide students with a good understanding of philosophical enquiry by developing literacy, oracy and critical thinking skills
- To allow for students to develop their own opinions based on objective information
- Decolonizing the curriculum by addressing misconceptions, prejudices and stereotypes

KS2 Religious Education Curriculum

Christianity: Salvation, God, Incarnation and Agape

Judaism: God, the Covenant and the Torah

Islam: Submission, Iman (faith) and the messengers of Allah

Hinduism: Dharma, Diety and Atman

Humanism: What it means to be secular and the material world

Themes that run through the curriculum

Belief, Belong and Behave

Developing literacy, oracy and critical thinking skills

Year 7
Overall Enquiry:
Exploring the nature of religion through Eastern faiths.

SoL: Religion: A short introduction

Belief, Belong, Behave

Rationale: Studying key terms such as Atheism, Theism and Agnosticism to enable students to gain an understanding of belief and how this effects worldviews explored throughout KS3. This will help to revise knowledge and bridge the gap from KS2 whilst also allowing them to relate knowledge learned to their own experiences.

Links to NC: To be familiar with the terms Atheism, Theism and Agnosticism and to be able to understand different walks of life.

Substantive Knowledge:

What does it mean to belong? (Belong)
 How to define and recognise Theism, Atheism and Agnosticism. (Belief)
 What is religious truth? The different ways of looking at religions (Belief)
 How old is religion? (Belief)
 Guidance and ritual. What is ritual and who does it? (Belong) (Behave)

Disciplinary Knowledge:

Literacy for Religious Education, writing one's opinion clearly, coherently and directly
 Critically analysing opinions
 Avoiding cognitive dissonance by allowing for other ideas and principles without compromising one's own beliefs

Disciplinary literacy

Atheism, Theism, Agnosticism, Faith, Belief, Facts, Religious truth, Ancient Religions, Animism, Rituals, Guidance, Sacraments, Religious ceremonies

SoL: Hinduism: Origins of faith

Rationale: To explore how religions begin and develop overtime through the oldest living faith. This will increase one's understanding of how religions evolve and how faith, in all religions, may manifest itself in cultural practice.

Links to NC: Hindu views on Dharma (right living), Dieties and the Atman (Soul/Divine within)

Substantive Knowledge:

The Bhagavad Gita and the 4 paths leading to Moksha (Jnana yoga, Raja yoga, Bhakti yoga and Karma yoga) (Belief)
 Hindu festivals, celebrations and practices (Belong) (Behave)
 Beliefs about the nature of God (Many manifestations of the one)(Belief)
 Diverse views on the nature of reality (Advaita Vedanta and Dvaita Vedanta) (Belief)
 Atman, the nature of the soul. (Belief)

Disciplinary Knowledge:

Literacy regarding Hindu teachings and beliefs
 Assessing different world views
 Ability to raise and suggest answers to relevant questions in response to Hindu beliefs, support answers using reasons and/or information
 Avoiding cognitive dissonance by allowing for other ideas and principles without compromising one's own beliefs

Disciplinary literacy:

Dharma, Yoga, Meditation, Festivals, Bhagavad Gita, Dussehra, The Mahabharata, Svadharma (gifted power), Nature of reality, Gods/Goddesses, Deities, Single Ultimate Reality

SoL: Buddhism: How helping myself first, helps others

Rationale: Having explored origins and authority in Hinduism and Sikhism, students will begin to consider what makes things sacred. Exploring a faith without an active God figure, student will be able to apply religious teaching of peace and compassion to their own live – developing themselves spiritually and emotionally.

Links to NC: The story of the Buddha, Buddhist view on Dharma and the Sangha

Substantive Knowledge:

The 3 Jewels: Buddha, Dharam and the Sangha (Belief) (Belong) (Behave)
 The story of the Buddha, his enlightenments and subsequent teachings i.e Kisa Gotami and 3 Watches. (Belief) (Behave)
 The 3 marks of existence and the 4 noble truths. (Belief) (Behave)
 The Eightfold Path and 5 Moral Precepts (Behave) Metta and Karuna (compassion) (Belief)
 Sangha (community of spiritual friends) (Belong)
 Role of women in the Sangha – contemporary and Meditation (Belief) (Behave)

Disciplinary Knowledge:

Literacy regarding Buddhist teachings and beliefs
 Assessing different world views
 Ability to raise and suggest answers to relevant questions in response to Buddhist beliefs, support answers using reasons and/or information
 Applying religious ideas of compassion and understanding to one's own life
 Critically assess one's own state of mind in relation to the world around oneself.

Disciplinary literacy:

Mediation, Pali Canon, Metta, Karuna, Prajna, Buddha, Enlightenment, Anicca, Dukkha, Anatta, Sangha, Responsibility, Vipassana, Samatha

SoL: Sikhism: What is Authority

Rationale: Building on knowledge of origins learned in Hinduism this module explore themes of Authority and how this affects the development of faiths through the exploration of the story Guru Nanak, and in turn, the Guru Granth Sahib.

Links to NC: Key beliefs about the Gurus, Equality and Charity

Substantive Knowledge:

Knowledge of the term Guru and Sikh examples (extending to other eastern faiths) (Belief)
 Origins of Sikhism, the story of Guru Nanak (Belief)
 The Mul Mantra and key Sikh beliefs (Belief)
 The nature of God in Sikhism (Belief)
 Martyrdom and the story of Guru Arjan Dev (Belief)
 Idea of unconditional charity: The Gurdwara (Behave)
 Key features of the life of Guru Gobind Rai (Guru Gobind Singh) (Belief)
 Persecution of the Sikhs, how this has shaped the religion and it's practices (5 Ks) (Belong) (Behave)
 Sikh rites of passage (Amrit ceremony) (Belong) (Behave)

Disciplinary Knowledge:

Literacy regarding Sikh teachings and beliefs
 Assessing different world views
 Ability to raise and suggest answers to relevant questions in response to Sikh beliefs, support answers using reasons and/or information
 Applying religious ideas of "unconditional charity" to one's own life

Disciplinary literacy:

Gurdwara, Guru, Supreme truth, Ultimate reality, Creator, Mul Mantra, Martyr (Martyrdom), Temple, Sacred, Unconditional charity, Equality, Punjab, Langar, Kartarpur

Respect: Anti-prejudice RE

#notatourschool

Focus – Humanism

Rationale: Having studied Eastern Faiths with themes of Authority, compassion and meta cognition students will continue to develop empathy through this module, particularly for minority groups. Exploration of a contemporary faith such as Humanism will enlighten students to the values of morality and law separate from metaphysical properties.

Links to NC: [The origins of Humanism and key figure within the faith.](#)

Substantive Knowledge:Prejudice and discrimination **(Behave)**What is morality, why should we do the right thing? **(Belief)**Racism and it's history, with links to key humanist figures **(Behave)**Homophobia and it's history, with links to key humanist figures **(Behave)**Ableism and it's history, with links to key humanist figures **(Behave)**Sexism and it's history, with links to key humanist figures **(Behave)****Disciplinary Knowledge:**

Literacy regarding key words surrounding prejudice and discrimination

Assessing where stereotypes originate from in order to confront one's own prejudices

Ability to evaluate different perspectives in order to address injustices

Ability to exercise compassion, care and empathy particularly in social issues and realise one's own ability to change the world.

Disciplinary Literacy:

Ableism, Homophobia, Racism, Sexism, Discrimination, Prejudice, Stereotype, Patriarchy, Systemic Racism, Institutionalized Discrimination and Prejudice, Social Justice, Human Rights

Judaism**Coming of Age and Heritage**

Rationale: Having covered discrimination (Anti-Semitism), this module covers the oldest Abrahamic faith to explore coming of age ceremonies and how one's heritage affects their life. Students will be able to think about traditions held in their own life and how this holds importance.

Links to NC: [God as a creator and sustainer of the universe, the diversity of Judaism as a tradition and varying interpretations of the Torah](#)

Substantive Knowledge:The complexity of Judaism as a religion, culture and ethnicity **(Belief) (Belong)**Existence after death, fulfilment of the Mitzvot **(Belief)**The Messiah, as a descendent from the House of David and a bringer of peace **(Belief)**God and the covenant, religious festivals and celebrations derived from this **(Belong) (Behave)**Jews as the chosen people, instructions from the Torah and different interpretations thereof **(Belief) (Behave)****Disciplinary Knowledge:**

Literacy regarding Jewish teachings and beliefs

Assessing different ways of life and traditions

Ability to evaluate traditions in one's own life and analyse their importance

Ability to compare "Eastern" to "Western" faith's perspective on one's role in the universe, then evaluate one's own

Disciplinary Literacy:

Messiah, Mitzvot, Torah, Abrahamic, Covenant (Brit), promise, Eastern, Western, Star of David, Bar/Bat Mitzvah, Israelite, Adam "human being", yetzer haTov, yetzer haRa, Shema

Historical Jesus**What does the cross mean to Christians?**

Rationale: Looking at the historical Jesus as a Jew, students will challenge misconceptions of who Jesus was, whether he existed and separate religious facts from historical. Students will evaluate iconography in Christianity including the diversity of his image and the cross. They will be able to create their own artistic interpretation.

Links to NC: [Key beliefs about salvation, the incarnation of God and unconditional love \(Agape\)](#)

Substantive Knowledge:Jesus as a historical figure, supported by secular facts and evidence **(Belief)**

Who was Jesus and what did he look like?

Misconceptions on race and identity **(Belief)**What is incarnation? How would this make Jesus unique to other prophets? **(Belief)**Who was the messiah, how did (or how didn't) Jesus fulfil this role **(Belief)**Miracles of Jesus **(Belief)**Parables: The Good Samaritan **(Behave)****Disciplinary Knowledge:**

Literacy regarding Christian teachings and beliefs surrounding Jesus

Assessing different views of the existence of Jesus and separating fact from belief

Ability to evaluate why Christianity became such a successful faith

Ability to analyse how one's faith may be strengthened through citation of stories

Disciplinary Literacy:

Salvation, Paradise, Heaven, Hell, Messiah, Victory, King of the Jews, Humility, Agape, God, the Trinity, Incarnation, Selfless, Sacrificial, Unconditional, Bible, Church, Holy Spirit/Ghost, Angels, The Fall (Original Sin)

Islam**Special Places and Pilgrimage**

Rationale: Linking to the respect module and Abrahamic religions already studied, Islam will be explored by taking into accounts its origins, links to other faiths and prejudices surrounding the faith. Religious practices will be covered to highlight how religious people may behave in certain settings due to beliefs.

Links to NC: [Islam and submission to the will of Allah, Iman \(faith\) and the 5 pillars](#)

Substantive Knowledge:

Pre-Islamic Arabia

Details of the night journey **(Belief)**The five pillars of Islam: Shahadah, Salat, Zakat, Hajj and Sawm **(Belief) (Behave)**

Islamic traditions, festivals and celebrations

The importance of Mecca within the Islamic tradition **(Belief) (Belong) (Behave)**

Women and dress: addressing misconceptions

The diversity of Muslims and the way they follow their faith **(Belong) (Behave)****Disciplinary Knowledge:**

Literacy regarding Islamic teachings and beliefs

Evaluation of how the origins of Islam in Pre-Islamic Arabia shaped the religion and its practices

Ability to evaluate why Islam thrived in Arabia

Ability to critically evaluate prerequisites to religion and whether these have any implications on religious identity

To challenge one's own perceptions (and/or judgements) of different traditions considering, and giving credence to, perspectives from those traditions themselves

Disciplinary Literacy:

Prophet, PBH, Pre-Islamic Arabia, Islam, Hijab, Niqab, Burka, Modesty, Shahadah, Salah, Sawm, Zakat, Hajj, Pilgrimage, Submission, Ramadan, Eid

Term 1

Introduction to GCSE RE

“Puzzle of God”

AQA - The existence of God and revelation

Students should study religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

Substantive Knowledge:

Philosophical arguments for and against the existence of God:

- The Design argument, including its strengths and weaknesses.
- The First Cause argument, including its strengths and weaknesses.
- The argument from miracles, including its strengths and weaknesses, and one example of a miracle.
- Evil and suffering as an argument against the existence of God.
- Arguments based on science against the existence of God.

The nature of the divine and revelation:

- Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.
- Enlightenment as a source of knowledge about the divine.
- General revelation: nature and scripture as a way of understanding the divine.
- Different ideas about the divine
- The value of general and special revelation and enlightenment as sources of knowledge about the divine

Term 2 + 3

Religion, peace and conflict

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

Substantive Knowledge

The meaning and significance of:

- peace
- justice
- forgiveness
- reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, including the criteria for a just war.
- Holy war.
- Pacifism.

Religion and belief in 21st century conflict:

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.
- Religious responses to the victims of war including the work of one present day religious organisation.

Term 4- 6

Buddhist Beliefs

Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Substantive Knowledge

The Dhamma (Dharma):

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
- anicca (impermanence)
- anatta (no fixed self)
- dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
- Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
- Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
- different ideals in Theravada and Mahayana traditions: Arhat (a ‘perfected person’) and Bodhisattva ideals
- Buddhahood and the Pure Land.
- The Buddha and the Four Noble Truths

The Buddha’s life and its significance:

- the birth of the Buddha and his life of luxury
- the Four Sights: illness, old age, death, holy man (Jataka 075)
- the Buddha’s ascetic life
- the Buddha’s Enlightenment.
- The Four Noble Truths:
- suffering (dukkha) including different types of suffering
- the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
- the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
- the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.

Term 6

Relationships and families

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

Substantive Knowledge

Sex, marriage and divorce:

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarriage.
- Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.
- Families and gender equality

The nature of families, including:

- the role of parents and children
- extended families and the nuclear family.
- The purpose of families, including:
- procreation
- stability and the protection of children
- educating children in a faith.
- Contemporary family issues including:
- same-sex parents
- polygamy.
- The roles of men and women.
- Gender equality.
- Gender prejudice and discrimination, including examples.

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Term 1
Assessment on Christian Beliefs
With revision

Teachers are to assess students knowledge last year. Identify gaps within knowledge and focus on theses.

Revision sessions are to be tailored to classes but must include the following topics:

War and Peace
Relationships
Christian Beliefs

DIRT sessions should be focused on reteaching common misconceptions.

Term 2 + 3
Buddhist Beliefs

Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Substantive Knowledge

The Dhamma (Dharma):

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
 - anicca (impermanence)
 - anatta (no fixed self)
 - dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
 - Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
 - Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
 - different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals
 - Buddhahood and the Pure Land.
 - The Buddha and the Four Noble Truths

The Buddha's life and its significance:

- the birth of the Buddha and his life of luxury
- the Four Sights: illness, old age, death, holy man (Jataka 075)
- the Buddha's ascetic life
- the Buddha's Enlightenment.
- The Four Noble Truths:
 - suffering (dukkha) including different types of suffering
 - the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
 - the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
 - the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.

Term 4 + 5
GCSE Revision before exam

Topics to cover:

- 1. Relationships**
- 2. Peace and War**
- 3. Christian Beliefs**
- 4. Buddhist Beliefs**

Term 5 + 6
Post GCSE Discussion sessions

- PSHE curriculum based on
- Abortion
- Euthanasia
- Animal Rights.
- FGM
- The Death Penalty
- Refugees
- Cannabis
- Any lessons regarding current world issues

Links to PSHE curriculum

<p>Year 10 GCSE - AQA Short Course 2023</p>	<p><u>Term 1</u> <u>Assessment on Christian Beliefs</u> <u>With revision</u></p> <p>Teachers are to assess students knowledge last year. Identify gaps within knowledge and focus on theses.</p> <p>Revision sessions are to be tailored to classes but must include the following topics:</p> <p>War and Peace Relationships Christian Beliefs</p> <p>DIRT sessions should be focused on reteaching common misconceptions.</p> <p>COMPLE</p>	<ul style="list-style-type: none"> • <u>Term</u> Christian Beliefs • • Students should be aware 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. This knowledge may be applied throughout the assessment of the specified content. • • Substantive Knowledge • • Key beliefs • The nature of God: <ul style="list-style-type: none"> • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. • Jesus Christ and salvation • • Beliefs and teachings about: <ul style="list-style-type: none"> • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. • 	<p><u>Term 4 + 5</u> <u>GCSE Revision before exam</u></p> <p><u>Topics to cover:</u></p> <p>5. Relationships</p> <p>6. Peace and War</p> <p>7. Christian Beliefs</p> <p>8. Buddhist Beliefs</p>	<p><u>Term 5 + 6</u> <u>Post GCSE Discussion sessions</u></p> <ul style="list-style-type: none"> • PSHE curriculum based on • Abortion • Euthanasia • Animal Rights. • FGM • The Death Penalty • Refugees • Cannabis • Any lessons regarding current world issues <p><u>Links to PSHE curriculum</u></p>
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