**RE Curriculum Map**

*For to everyone who has will more be given* Matthew25:29

The above paradigm rests on the truth that through the acquisition of secure knowledge students will be **empowered** to explore concepts for themselves and cultivate an intrinsic love of learning. The application of Rosenshine’s Principles of Instruction has enabled the RE department at St Mark’s C of E Academy to reduce cognitive overload, **promote** well sequenced lessons that make up part of a spiral curriculum which grows in complexity with each iteration. The result has been a focused knowledge based **enriching** curriculum in which students have flourished to become interested and engaged learners.

The RE department are committed to promoting a love of literature within lessons. Our careful curriculum design has included the reading of seminal texts: for example, in year 8 students read extracts from William. P. Young’s ‘The Shack’ to explore the belief in a Triune God. In year 9 while studying the unit entitled ‘Evil and Responsibility’ students read selected letters from C.S Lewis’ ‘The Screwtape Letters’ to understand the Christian concept of spiritual warfare. In the next topic: ‘Modern Theology’ students read extracts from Alice Walker’s ‘The Color Purple’ a testimony to Womanist theology: It has been through reading together that we have given students access to the lived experiences of others and promote cultural capital within the RE classroom.

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Autumn A** | **School Values: Love, Hope and Trust**  New students will investigate their own understanding of the school’s values, this understanding will be supplemented with biblical explanations. Students will learn how God’s **love** for the world extended to the giving of his only Son, how Christians live in **hope** of better things to come and how trust in God’s will for our lives makes us better able to serve Him. | **Sacred Texts; The Bible**  In this unit students will consider the answers to the following questions: What is the Bible? Structure of the bible; How do we use the Bible?Different ways of interpreting the Bible; Covenant; Prophecy (Focus especially on prophesies of the Messiah) The life of Jesus (birth narratives) Jesus as human and divine, the Trinity and The Mission of Jesus | **St Mark the Evangelist: Early Ministry**    This textual study enables students to understand the significance, importance and influences of St Mark’s gospel for individuals, communities and societies. In this unit we explore the early ministry of Jesus: key highlights include: Jesus’ baptism, calling the disciples, casting out demons and healing the woman who touched his cloak. Students are asked to consider the relationship between Jesus and the Pharisees and how from their knowledge of the Old Testament (Yr8 Aut A) they may be able to explain the nature of the conflict. | **Islamic Beliefs**  This topic within the AQA specification can be divided into two sections, key beliefs within the Islamic faith and Sources of Authority within Islam. In the first section students should expect to cover the following: The Oneness of God and the supremacy of God’s will, the key beliefs of Sunni Islam and Shi’a Islam, the nature of God, Angels, Predestination and life after death. | **Theme A**  Theme A is a comparative study of Christian and Muslim teachings on Relationships and families including: teachings about human sexuality, sexual relationships before and outside marriage, contraception and family planning, teachings about marriage, divorce and remarriage, religious teachings about the nature of families in the 21st century and religious attitudes to gender equality. |
| **Key Terms** | All-compassionate, All-merciful, Personal, Transcendent, immanent, duty, Grace, Gospel, community, agape, philos | Sacred, Scripture, Literal, Liberal, Allegorical, Analogical, prophesy, Triune, Wisdom, Authority, Gospel, Testament, | Evangelism, Gospel, parable disciples, Levi, Sons of Zebedee, Service, The Twelve, True Family, Self – sacrifice, True Greatness, The Commandments, the Eye of a needle, Peter’s denial, | Muslims, Islam, Allah, Tawhid, monotheism, supremacy, Qur’an, Sunnah, Sunni, Shi’a, immanent, omnipotent, beneficent, merciful, fairness, justice (Adalat in Shi’a Islam), angels, Day of Judgement, Jibril, Mika’il, predestination, Akhirah, resurrection, heaven, hell. | human sexuality, heterosexual, homosexual, sex before marriage, adultery, sex outside marriage, contraception, family planning, marriage, civil partnership, same-sex marriage, cohabitation, divorce, marriage annulment, nuclear family, stepfamily, extended family, polygamy, bigamy, same- sex parents. Domestic church, prejudice, discrimination, gender equality, sexual stereotyping. |
| **Autumn B** | **The Life of Jesus**    Through the brief study of the Gospel of St Mark, students will begin to learn about the significance of Jesus’ incarnation and how his teachings and ministry have influenced the lives of millions of people throughout the world and changed the course of history. | **The Value of Creation**      Students will carry out an in -depth study of the creation narratives found in the book of Genesis to gain an understanding of the concept of Stewardship care for God’s creation. Students will understand religious attitudes to the value of the world, the use and abuse of the environment and animals as well as studying the impact of pollution on God’s creation. | **St Mark the Evangelist: Later Ministry**    . Jesus’ later ministry explores how Jesus’ passion predictions made earlier in the gospels are now coming to fruition, students are encouraged to debate what this suggests about Jesus’ divinity: does Jesus’ omniscience support the belief that he is God incarnate or simply one of many prophets? The Transfiguration, Jesus’ entrance into Jerusalem, his cleansing of the temple, his trial, death and resurrection all inform our debate about whether Jesus is the Son of God, a teacher of wisdom or a social liberator. | **Islamic Practices**  Having gained an understanding of Islamic beliefs students should now understand how these beliefs inform the following practices: the Shahadah, Salah, Sawm, Zakah, Hajj, and Jihad (including the greater and lesser Jihad). The festivals of Id- ul- Fitr, Id-ul – Adha and Ashura. | **Theme B**  Theme B is a comparative study of Christian and Muslim teachings on Religion and Life including: the origins of the universe, the value of the world, the use and abuse of the environment, pollution, the use and abuse of animals, the origins of human life, abortion, euthanasia, death and the afterlife. |
| **Key Terms** | Crucifixion, Resurrection, Ascension, Commission, Discipleship, Servanthood, Forgiveness, Salvation, Atonement, Incarnation, Original sin, Messiah | Stewardship, Dominion, Image of God, Likeness of God, Conservation, Evolution, Duty, awe and wonder, numinous, Climate Justice | The Transfiguration, Apologetic, Damnation, passion predications, Messiah. Authority, Commandment, Persecution, The Son of Man, Passover, covenant, Gethsemane, pacifism, Pilate, Crucifixion, Resurrection, Ascension. | the five pillars of Islam, The Ten Obligatory Acts, Shahadah, salah, wudu, mihrab, qiblah wall, rak’ah, recitation, protestation, Jummah prayer, Ramadan, fatsing the Night of Power, Zakah, Sadaqah, khums. Pilgrimage, Hajj, Ka’aba, Hajji, Jihad, greater jihad, lesser jihad, holy war, Id- Ul- Fitr, Id – Ul – Adha, Day of Ashura | fundamentalism Christians, liberals, wonder, awe, responsibility, stewardship, dominion, environment, natural resources, abuse, sustainable development, non-renewable resources, deforestation, renewable energy, pollution, vegetarian, vegan, evolution, adaptation, sanctity of life, quality of life, euthanasia, eternity. |
| **Spring A** | **The Growth of The Church**    Students will understand how the events of Pentecost led to the growth of the Church. How the Protestant Reformation informed the creation of the Church of England, the place of mission and evangelism within the church, the importance of the worldwide church and how Christianity faces persecution even today. | **The Eucharist**      After revising the term Covenant, students should recall year 7 studies to understand the similarities of the New and Everlasting Covenant of Jesus and the story of the exile of Egypt described in the book of Exodus. Following this student will investigate how different Christian denominations celebrate the Eucharist: including: The Divine Liturgy within the Orthodox Church, The Roman Catholic Mass and Holy Communion within the Anglican and non-conformist traditions. | **The Kingdom of God**    In this unit students will consider to what extent The Church brings about the Kingdom of God on Earth. Students will Study the Lord’s Prayer in order to understand the concept of The Kingdom of God, consider signs of the Kingdom through justice, peace and reconciliation and how Kingdom Values influence a Christian in their life. | **Christian Beliefs (1)**      In Spring A Year 10 revisit key Christian beliefs. We study the nature of God through the exploration of Genesis One and Two students build upon their knowledge of the Trinity from year 8 through considering how a belief in the Trinity influences Christians today. We conclude this half term by considering how Jesus’ sacrifice on the cross, seals God’s final covenant with humanity and how through the resurrection Jesus has secured eternal life for all who accept him as their Lord and Saviour. | **Theme C**  Theme C is a comparative study of Christian and atheists’ teachings on the existence of God and revelation including: The Design argument, the First Cause argument, the argument from miracles, further arguments against the existence of God, special revelation and enlightenment, general revelation, different ideas about the divine, the value of revelation and enlightenment. |
| **Key Terms** | Pentecost, Persecution, Martyrdom, Reformation, Schism, Catholic, Orthodox, Protestant, Disciples, Ascension | The Eucharist, consubstantiation, transubstantiation, Holy Communion, Thanksgiving, Quakers, Salvation army, Catholic, Orthodox, Protestant, memorial. grace | Parable, Analogy, Reconciliation, Kingdom, Conventional, Poor in spirit, meek, merciful, persecution, Servant King. | Nature, Trinity, Attributes, Omnipotent, Omniscient Omnipresent, Benevolent, Genesis, Liberal, Fundamentalist, Eternal, Judge Monotheism Crucifixion, Resurrection, Ascension, | design argument, theist, atheist, agnostic, First cause argument, eternal, creation, miracle, proof, faith, evil, suffering, ultimate reality, the divine, revelation, special revelation, vision, enlightenment, general revelation, nature, scriptures, omnipotent, omniscient, benevolent, immanent, transcendent, personal nature of God impersonal nature of God. |
| **Spring B** | **The Life of the Prophet Muhammad (PBUH)**    This topic will act as an introduction to the study of Islam. Students will first understand what is meant by the term ‘prophet’. They will study the events of the prophet Muhammad’s life: including the revelation of the Qur’an by the angel Jibril , his preaching, the hijrah and finally the Prophet Muhammad’s return to Mecca, | **Moral Decision Making**    In this unit students will be introduced to new knowledge and concepts to begin with they will explore the question What is ethics? Students will understand the difference between absolute and relative morality and will explore famous moral dilemma’s such as the trolley problem and the Nazi at the door. They will be presented with the work of the philosopher Jeremy Bentham and his principle of utility, followed by Kant’s categorical imperative. Finally, students will investigate the role of virtues in the creation of a good and moral person, they will understand that Virtue Ethics was originally proposed by Aristotle and developed by the modern philosopher Phillipa Foot: students will be required to consider examples of virtue and vice and how they lead to very different moral decision making. | **Evil and Responsibility**    To begin students will consider the cause of sin within the world, mainly the difference between moral and natural suffering. They will then consider Christian justifications for these evils. Following on from this student will be asked to consider the concepts of free will and determinism and will be asked to evaluate whether we live in a deterministic universe. To sum up learning students will be asked to consider the criminal justice system and how criminals should be punished for the crimes they commit. | **Christian Beliefs (2)**      In this second half term we consider issues surrounding salvation and who will inherit eternal life through the biblical worldview: Students become versed in the three theories surrounding Christ’s role in salvation, and how these differ between denominations: we explore Ransom Theory held mostly within Roman Catholicism, Substitution Theory within the Protestant tradition and finally Orthodox Moral Transformation Theory. We explore Christian beliefs on death and the afterlife: particularly the beliefs in heaven, hell, purgatory, particular and final judgement. | **Theme E**    Theme E is a comparative study of Christian and Muslim teachings on crime and punishment including: reasons for crime, lawbreakers and different types of crime, three aims of punishment, attitudes to suffering and causing suffering to others, Christian attitudes to the treatment of criminals; prison, corporal punishment and community service. Attitudes to forgiveness and the death penalty. |
| **Key Terms** | Prophet hood, Monotheism, Polytheism, Revelation, Miracle, Persecution, Jihad, Hijrah, Sermon, The Night of Power | Morals, Philosophy ethics, intentionalisms, consequentialist, absolute, mortality, relative morality, relative morality, Utilitarianism, the principle of utility, the categorical imperative, vice and virtue. | Freedom, Free Will, The Fall, Original sin, Grace, Hard Determinism, Soft Determinism,  Libertarianism, diminished responsibility, mitigating circumstances, evil | Commission, Discipleship, Servanthood, Forgiveness, Salvation, Atonement, Incarnation, Original sin, Grace, Free Will heaven, hell, purgatory, particular judgement, final judgement, The Ransom Theory, the substation theory, the moral transformation theory. | Crime, punishment, evil, intention, Shari’ah law, poverty, mental illness, hate crimes, addiction, greed, retribution, deterrence, reformation, free will, prison, corporal punishment, community service, forgiveness, death penalty, free will, sanctity of life, principle of utility. |
| **Summer A** | **The 5 Pillars of Islam and The Qur’an**    Following on from the topic The Life of The Prophet Muhammad (PBUH) student should have some bearings of the main features of the Islamic faith. In order to build on this knowledge students will now know, understand and evaluate the five pillars of Islam: Shahadah, Salah, Sawm, Zakah and Hajj. Students will investigate the main differences between how Sunni and Shia Muslims adhere to these key Islamic practices.  In this unit students will understand the layout and structure of the Qur’an as well as how it came into existence. Students will gain an understanding of the reverence given to the Qur’an within Islamic worship and how its teachings and guidance influence Muslims today. Students will also consider how other holy books such as the Torah, the Psalms, the Gospels and the Scrolls of Abraham influence Islamic practice. | **Non-Religious World Views**  Like the previous topic students are introduced to new frames of reference within the study of RE. To begin we explore both the scientific explanations for the origins of the universe and humanity and how these both contradict and support established religious claims. Next, students are introduced to the history of atheism and how with the dawn of the European enlightenment individuals began to question their religious belief system. To develop their understanding students, study the humanist manifesto to consider whether humanism can indeed be considered a religion. Finally, students get to grips with developments in sociology and psychology and how these have influenced the understanding behind religious belief. | **Modern Theology**  In this unit students will be encouraged to challenge the status quo within the field of theology. First studying how liberation theology has supported the poor and oppressed within Latin America. Followed by how Black Theology has helped black communities reclaim Christianity, next students will understand how Feminist Theology seeks to challenge the patriarchal assumptions of a male God. To end students will consider how LGBT theology has supported gay and lesbian Christians to come to their own understanding of God and sexuality. | **Christian Practices (1)**  This half term we focus mostly on liturgy and how this influences a Christian. We revisit and build upon the concept of grace, its role within the Christian sacraments of Baptism and the Eucharist. Students study the difference between liturgical and non- liturgical worship and consider advantages and disadvantages to each. We study the importance of aids to worship and how these can help facilitate a focused prayer life. Students explore the importance of the Lord’s Prayer as taught by Jesus himself in Matthew 6:6. Finally, students build upon the experiential dimension of religion through the study of pilgrimage to both Lourdes and Iona. | **Revision**  Revise all GCSE content ready for public examination. |
| **Key Terms** | Pilgrimage, Fasting, Almsgiving, Charity, Wudu, ablations, Rak’ahs, Recitations, Khums, The Night of Power, Sadaqah, Ka’aba, hajji  Revelation, Miracle, Recitations, Surah, respect, Qur’an, Wudu, Illiterate, Haafiz, Prophet, Angel Jibril, Hadith, Imam, Khutbah, Madraseh, Muhammad | Atheist, theist, agnostic, infinite regress, morality, childhood conditioning, theory, evidence, philosophy, The Big Bang Theory, The Hardon Collider, Higgs Boson, evolution, Charles Dawkins, The Enlightenment, Humanism, psychology, sociology, Karl Marx, Carl Jung, Sigmund Freud. | Exploitation, Alienation, Preferential option of the poor, Post – Christian theology, Messiah, Servant King, Sophia, Theology, Feminism, Gender biology, Gender identification, Gender expression, socialisation, Patriarchal society. hermeneutics | Worship, liturgical, non-liturgical, informal, private, prayer, set prayers, informal prayer, non-conformist, sacraments, grace, baptism, Protestant, believers’ baptism. Infant baptism, Holy Communion, The Eucharist, pilgrimage festivals, Christmas, Easter |  |
| **Summer B** | **Covenant**    A focus on biblical literacy: students will conduct a study of the ongoing covenants between God and his people found in the Bible. Namely God’s covenant with Abraham, the Neonate Covenant, God’s Covenant with Moses, the Ten Commandments and the new and everlasting Covenant described by Jesus in the New Testament. More able students will consider how the concept of covenant is mirrored in the Christian commitment of Marriage. | ***The Shack***    In this unit students will explore the Nature of God through literature, by studying extracts of William P. Young’s novel ‘The Shack’ (20 Million copies sold) students will grapple with the question of suffering, explore different interpretations of the Christian doctrine of the Trinity and come to a greater appreciation of the Nature of God. | **What is a religion?**    During this unit students will complete their own investigation into what constitutes a religion. They will learn about: The Seven Dimensions of Religion outlined by the educator, Ninian Smart. These include, Ritual, Narrative and Mythic, experiential and emotional, social and institutional, ethical and legal, doctrinal and philosophical and finally the material. Following on from this, students will be asked to choose a non- religious movement such as Humanism, Buddhism, New Age Movement, Paganism, Wicca, Taoism, Veganism, Rastafarianism etc. and conclude as to whether their chosen movement is indeed a religion and if so is it worthy of study? | **Christian Practices (2)**    In this unit of Christian Practices, students consider Christian interrelations on both a local and international level. Firstly, we consider how Christians work towards reconciliation within the community, within their churches and ultimately with God. Secondly, we explore avenues of Church Growth: through evangelism, personal witness and mission work. Thirdly we consider Christians who are being persecuted throughout the world and how and why Christians will seek to help them. Fourthly, we consider the work of Christians within the local community through the work of food banks and Street Pastors. Finally, we explore how Christians work to tackle poverty on an international level, through the provision of short term and long-term aid. |  |
| **Key Terms** | Promise, covenant, relationship, Noachide, Eucharist, marriage, Old Testament, New Testament, circumcision, Genesis, Exodus. | Apologetics, Omnibenevolent, Omnipotent, Omniscient, Justice, Moral evil, Natural evil, suffering, meta- physical suffering, incarnation, eternally co – exist, Trinity | Ritual, Narrative, mythic, experiential, emotional, social, intuitional, ethical, legal, doctrine, philosophy. | Persecution, Poverty (relative and absolute), Food banks, Street pastors, Long Term Aid, Short Term Aid, Mission, evangelism, bible smuggling. Reconciliation, the community of the cross of nails, |  |

# Key

The New Church of England Statement of Entitlement requires **each year** group to study at least **50% Christianity**. This small figurine of Jesus signifies the necessary Christian content within the five-year plan.

**Big Ideas:**

God’s love of Humanity

Big Narratives

Justice and Equality

Nature of God

Religious Experience

Moral Philosophy