
















## RE Curriculum Map - New





*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 to reduce cognitive overload, **promote** well sequenced lessons that make up part of a spiral curriculum which grows in complexity ensuring students revisit key knowledge and concepts. The result has been a focused knowledge based **enriching** curriculum in which students have flourished to become interested and engaged learners.








	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn A</b>	 <p style="text-align: center;"><b>What is religious education?</b></p> <p style="text-align: center;">● ●</p> <p>New students will investigate what the term 'religion' means and how there are different religions around the world. Students will develop their own understanding of the schools values, this understanding will be supplemented with biblical explanations. Students will learn how God's <b>love</b> for the world extended to the giving of his only Son, how Christians live in <b>hope</b> of better things to come and how trust in God's will for our lives makes us better able to serve Him.</p>	 <p style="text-align: center;"><b>The Value of Creation</b></p> <p style="text-align: center;">● ● ●</p> <p>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 and care for God's creation. Students will understand Christian 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.</p>	 <p style="text-align: center;"><b>Evil and Responsibility</b></p> <p style="text-align: center;">● ● ●</p> <p>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 students 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.</p>	 <p style="text-align: center;"><b>Christian Beliefs</b></p> <p style="text-align: center;">● ● ● ●</p> <p>This first topic within the AQA specification offers students an overall knowledge of Christian Beliefs including, the nature of God, God as omnipotent, loving and just, The Oneness of God and the Trinity, Christian beliefs about creation, the incarnation and Jesus, the Son of God, The Crucifixion, The Resurrection and Ascension, Resurrection and life after death, the afterlife and judgement, Heaven and Hell, Sin and salvation and the role of Christ in salvation.</p>	 <p style="text-align: center;"><b>Theme B</b></p> <p style="text-align: center;">● ●</p> <p>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.</p>

<p><b>Key Terms</b></p>	<p>All-compassionate, All-merciful, Personal, Transcendent, immanent, duty, Grace, Gospel, community, agape, philos</p>	<p>Stewardship, Dominion, Image of God, Likeness of God, Conservation, Evolution, Duty, awe and wonder, numinous, Climate Justice</p>	<p>Freedom, Free Will, The Fall, Original sin, Grace, Hard Determinism, Soft Determinism, Libertarianism, diminished responsibility, mitigating circumstances, evil</p>	<p>Nature, Trinity, Attributes, Omnipotent, Omniscient Omnipresent, Benevolent Eternal, Judge Monotheism Crucifixion, Resurrection, Ascension, Commission, Discipleship, Servanthood, Forgiveness, Salvation, Atonement, Incarnation, Original sin, Grace, Free Will</p>	<p>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.</p>
<p><b>Autumn B</b></p>	<p> <b>The Life of Jesus</b>    <p>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.</p> </p>	<p> <b>Sacred Texts; The Bible</b>    <p>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 prophecies of the Messiah) The life of Jesus (birth narratives) Jesus as human and divine, the Trinity and The Mission of Jesus</p> </p>	<p> <b>Modern Theology</b>    <p>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.</p> </p>	<p> <b>Christian Practices</b>    <p>This second topic within the AQA specification can be divided into two sections, the spiritual practices of different Christian denominations and how The Church responds to those in need; In the first section students should expect to cover the following: worship, prayer, the sacraments of baptism and Holy Communion, the celebration of the Eucharist, pilgrimage and celebrating festivals.</p> </p>	<p> <b>Theme C</b>      <p>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.</p> </p>
<p><b>Key Terms</b></p>	<p>Crucifixion, Resurrection, Ascension, Commission, Discipleship, Servanthood,</p>	<p>Sacred, Scripture, Literal, Liberal, Allegorical, Analogical,</p>	<p>Exploitation, Alienation, Preferential option of the poor, Post – Christian theology,</p>	<p>Worship, liturgical, non-liturgical, informal, private, prayer, set</p>	<p>design argument, theist, atheist, agnostic, First cause argument, eternal,</p>

	<p>Forgiveness, Salvation, Atonement, Incarnation, Original sin, Messiah</p>	<p>prophesy, Triune, Wisdom, Authority, Gospel, Testament,</p>	<p>Messiah, Servant King, Sophia, Theology, Feminism, Gender biology, Gender identification, Gender expression, socialisation, Patriarchal society.</p>	<p>prayers, informal prayer, non-conformist, sacraments, grace, baptism, Protestant, believers baptism. Infant baptism, Holy Communion, The Eucharist, pilgrimage festivals, Christmas,, Easter</p>	<p>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.</p>
<p><b>Spring A</b></p>	<p> <b>The Growth of The Church</b>  </p> <p>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.</p>	<p> <b>The Sacraments: The Eucharist</b>  </p> <p>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 students 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</p>	<p> <b>Jesus' Ministry</b>  </p> <p>This textual study enables students to understand the significance and importance of both Jesus' early and later ministry. It uses the Gospel of St Mark to support student understanding of the life and role of Jesus in the Christian faith. Students will analyse key Biblical teachings from the Gospel in order to analyse the teachings of Jesus.</p>	<p><b>Islamic Beliefs</b>  </p> <p>This third 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.</p>	<p> <b>Theme E</b>  </p> <p>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.</p>

		Anglican and non-conformist traditions.			
<b>Key Terms</b>	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	Evangelism, Gospel, 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.	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.
<b>Spring B</b>	<p><b>The Life of the Prophet Muhammad (PBUH)</b></p>  <p>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,</p>	<p><b>Hinduism</b></p> <p>This topic will allow students to develop their understanding of the dharmic faith: Hinduism. Students will broaden their understanding by looking at the origins of the faith and the concept of polytheism. Students will study how Hindi’s celebrate their faith and culture.</p>	 <p><b>Peace and Conflict – Christian and Sikhi</b></p> <p>In this unit students shall learn about divergent Christian and Sikhi attitudes towards peace and conflict. They will build on their understanding of the Christian mission, whilst comparing this to Sikhi values. They will then apply this knowledge to key ethical dilemmas in warfare such as: pacifism, nuclear weapons, reasons for conflict and the Just War Theory. Students will use this knowledge to reach conclusions about the approaches to conflict.</p>	<p><b>Islamic Practices</b></p>  <p>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.</p>	<p><b>Revision</b></p>  <p>Revise all GCSE content ready for public examination.</p>

<b>Key Terms</b>	Prophet hood, Monotheism, Polytheism, Revelation, Miracle, Persecution, Jihad, Hijrah, Sermon, The Night of Power			the five pillars of Islam, The Ten Obligatory Acts, Shahadah, salah, wudu, mihrab,, qiblah wall, rak'ah, recitation, protestation, Jummah prayer, Ramadan, fasting the Night of Power, Zakah, Sadaqah, khums. Pilgrimage, Hajj, Ka'aba, Hajji, Jihad, greater jihad, lesser jihad, holy war, Id-UI- Fitr, Id – UI – Adha, Day of Ashura	
<b>Summer A</b>	<b>The 5 Pillars of Islam and The Qur'an</b>  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	 <b>Philosophy</b> Having learnt core, foundational knowledge on Christianity, students will develop their reasoning by engaging in philosophical debate surrounding key religious ideas. They shall start by defining what the study of Philosophy is, including the Ancient Greek origins, before delving into Christian philosophy and its application to the modern world.	<b>Social Justice and Islamic Ethics</b>  Students will return to their studies on Islam and build on the foundational knowledge developed in Y7 by looking at the concept of Social Justice and Ethics, through an Islamic lens. Students will analyse Islamic approaches to the gender equality, forgiveness and sexuality. Alongside supplementing this with a range of textual studies including the poetry of Rumi.	<b>Islamic Practices</b>  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.	<b>Revision</b>  Revise all GCSE content ready for public examination.

	<p>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.</p>				
<p><b>Key Terms</b></p>	<p>Pilgrimage, Fasting, Almsgiving, Charity, Wudu, ablutions, 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, Madrasah, Muhammad</p>			<p>the five pillars of Islam, The Ten Obligatory Acts, Shahadah, salah, wudu, mihrab,, qiblah wall, rak'ah, recitation, protestation, Jummah prayer, Ramadan, fasting the Night of Power, Zakah, Sadaqah, khums. Pilgrimage, Hajj, Ka'aba, Hajji, Jihad, greater jihad, lesser jihad, holy war, Id-UI- Fitr, Id – UI – Adha, Day of Ashura</p>	
<p><b>Summer B</b></p>	<p> <b>Covenant</b>    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</p>	<p> <b>The Shack</b>    In this unit students will explore the Nature of God through literature, by studying extracts of William P. Young's novel <b>'The Shack'</b> (20 Million copies sold) students will grapple with the</p>	<p><b>What is a religion?</b>    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</p>	<p> <b>Theme A</b>    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</p>	<p><b>EXAMS</b></p>

	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.	question of suffering, explore different interpretations of the Christian doctrine of the Trinity and come to a greater appreciation of the Nature of God.	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 come to a conclusion as to whether their chosen movement is indeed a religion and if so is it worthy of study?	marriage, divorce and remarriage, religious teachings about the nature of families in the 21st century and religious attitudes to gender equality.	
<b>Key Terms</b>	Promise, covenant, relationship, Noachide, Eucharist, marriage, Old Testament, New Testament, circumcision, Genesis, Exodus.	Omnibenevolent, Omnipotent, Omniscient, Justice, Moral evil, Natural evil, suffering, meta- physical suffering	Ritual, Narrative, mythic, experiential, emotional, social, institutional, ethical, legal, doctrine, philosophy.	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.	


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 