

Learning for Life - RE Curriculum Overview 2024 Onwards

Key Stage Three and Four Core RE

The aim of the RE curriculum within Learning for Life at Penketh High School is to give students a grounding in the major faiths of their local community and the UK. A sound knowledge of Theology, Ethics and Philosophy will allow students to think critically about the world in which they live, be tolerant, understanding, and respectful and thus be empathetic members of our multi faith and multi-cultural society. The curriculum is designed to be engaging and challenging in such a way that a curiosity about the beliefs and lives of others is fostered and developed, as well as encouraging reflection on students' own beliefs and spirituality and their place in the world.

Year 7	Year 8	Year 9	Year 10 Core	Year 11 Core	Key Skills
<p><u>Welcome to RE?</u> An introduction to religion, designed to develop pupil's knowledge and understanding of what religion is and how it should be discussed. The unit also looks at what religion is, religious beliefs about God, what is meant by a multi faith UK. Pupils will also explore what is meant by a world view, what their own world view is and how religion is a worldview.</p> <p><u>Faith and You - Christianity</u> Pupils consider having faith from a Christian perspective considering key questions such as: What is Christianity? Is the bible just a book? The Creation Story – what really happened? Who was Jesus? And What is Jesus' legacy?</p>	<p><u>Faith and You - Islam</u> Pupils consider having faith from the perspective of Islam considering key questions such as: What is Islam? What is the Qur'an? Who was Muhammad? What does it mean to be part of the British Muslim community?</p> <p><u>Faith and You – Buddhism</u> Pupils consider having faith from a Buddhist perspective, considering key questions such as: What is Buddhism? Who was Buddha? What are the three universal truths? How do you become enlightened?</p> <p><u>Religion as a force for Good</u> This unit will focus on Sikhism and its key teaching about equality and selflessness. Pupils will investigate the good that has been and is achieved in the UK and wider world, when religion and religious teachings, ideas and concepts are applied.</p>	<p><u>Is it Fair?</u> Pupils will consider the concept of fairness in society and how religions encourage fairness and equality. Pupils will focus on issues of prejudice and discrimination, equality, wealth and poverty and how social justice can be achieved.</p> <p><u>Why is there?</u> Pupils will discuss "Big" questions such as why is there evil and suffering in the world? how the religions respond to and explain the existence of evil and suffering compared to non-religious explanations for it. Can you forgive evil/acts of evil?</p> <p><u>Peace and Forgiveness</u> This unit will focus on Christianity and Islam. Pupils study the relationship between religion, peace and forgiveness, tackling misconceptions of Christianity and Islam. Pupils will research beliefs and teachings about peace and forgiveness and how these have been applied in "real life" situations.</p>	<p><u>Is this Justice?</u> Pupils will consider what Justice is, how religion (with a focus on Christianity), interprets justice and how justice is applied within the UK Criminal Justice System. They will look at the aim of justice and if imprisonment or restorative justice or the death penalty provides justice for all involved.</p> <p><u>Respect</u> Pupils study the issue of racism, prejudice and discrimination. The involvement and impact of religion past, present and future on these issues and how religion, human rights and British values can be used to reduce racism, discrimination and prejudice in the UK and globally and can be a foundation for positive change.</p>	<p><u>The Only Way is Ethics</u> Pupils will discuss topics, situations and events that have taken place within the real world, questioning their ethical nature. Pupils will also interpret religious teachings and apply these to the situations/scenarios. Pupils will work towards drawing conclusions about whether the decisions made were ethical or not.</p>	<p>Identify – Key beliefs in Christianity, Islam, Buddhism Sikhism, Hinduism, Judaism and Humanism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>

Key Stage Three RE in Form Time Personal Development Lessons

Pupils in key stage three also study units with religious themes within their form personal development lesson, delivered by form tutors. These units are designed so that the religious knowledge is taught thematically, linked with personal development and citizenship.

Year 7 HT2 – Faith and You - Pupils will explore the concept of having faith from a Jewish perspective. They will look at what Judaism is, key beliefs, important celebrations and what it means to have a Jewish identity as a young person in the UK today. Pupils will also explore links to other religions, including Christianity.

Year 7 HT3 - Faith and You – Pupils will explore the concept of having faith from a Hindu perspective. They will look at what Hinduism is, key beliefs, important celebrations and what it means to have a Hindu identity as a young person in the UK today.

Year 7 HT5 - Identity and Diversity– Pupils will explore concepts and themes of faith, identity, diversity, community, equality, tolerance and responsibility via short stories designed to promote critical thinking and understanding. Pupils are encouraged to connect the stories and topics they cover to themselves and the “real world”, to explore if the stories have changed them and their understanding.

Year 8 HT3 – Shared Experiences – Pupils will explore shared experiences which they have from living in the UK, which are influenced by Christian beliefs and traditions and how these impact upon their lives and identities. Comparisons will be made to other shared experiences around the world.

Year 8 HT5 – What is your World View? – Pupils will investigate the impact of religion on UK society including how it is run and key events and institutions, whilst developing their own world views about the relationship between Church and state.

Year 8 HT6 - Being Human – Pupils will investigate what it means to be human, from the Humanist perspective as a non-religious world view. They will consider Humanist beliefs, celebrations for rites of passage, where humanism gets its knowledge from, what kind of world humanists want to live in and what challenges to Humanist’s face around the world, where blasphemy laws still exist.

Year 9 HT3 - Lest We Forget – Pupils will recap Judaism as a world religion. Pupils will then reflect upon antisemitism, its negative consequences, including the Holocaust. In studying the Holocaust pupils will look at how it started, the persecution, the atrocities, its implications for the Jewish people, its lasting impact, the kindness and compassion of others who helped and what liberation meant for the Holocaust survivors and liberating soldiers.

Year 9 HT6 - What is the Truth? - Pupils will discuss the role of religion in our lives and how it effects our perceptions of reality and control. Pupils will explore ideas, concepts and research from world religions, philosophy, sociology, and psychology. Pupils will also consider historical and present-day perspectives.

Key Stage Four GCSE RE

Pupils who choose to study GCSE RE at Penketh High School, follow the Edexcel B Exam Specification, covering two world religions; Christianity (Paper Two), and Islam (Paper One). Pupils will develop knowledge and understanding of the two religions, enabling them to understand and articulate their own and others' beliefs, values and commitments. The specification is designed to encourage enquiry and the opportunity to apply a wide range of concepts allowing pupils to confidently interpret, contextualise and analyse the expressions of religions and world views they encounter today.

Year 10 GCSE RE	Year 11 GCSE RE	GCSE RE Assessment Objectives	Key Skills
<p style="text-align: center;"><u>GCSE Paper 1 Unit 1 Muslim Beliefs</u> Pupils discuss the key beliefs and practices of contemporary Islam. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 3 Marriage and the Family in Islam</u> Pupils explore issues of contemporary Muslim communities via marriage, contraception, family life and divorce.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 1 Christian Beliefs</u> Pupils discuss the key beliefs and practices of contemporary Christianity. Investigating the importance of scripture on today's modern world and eschatological thoughts.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Crime and Punishment in Christianity</u> Pupils explore the principles of the UK justice system, including justice, crime, punishment, rehabilitation and forgiveness. Pupils will consider Christian and non-religious perspectives on these topics and participate in debates of a moral and ethical nature.</p> <p style="text-align: center;"><u>GCSE Paper 2 Unit 2 Living the Christian Life</u> Pupils analyse how Christian beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations. Pupils will also discuss the future of the church, locally, nationally and internationally.</p>	<p style="text-align: center;"><u>GCSE Paper 2 Unit 4 Peace and Conflict in Christianity</u> Pupils will investigate Christian teachings about and attitudes to peace, war, armed conflict, weapons of mass destruction, terrorism and pacifism.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 2 Living the Muslim Life</u> Pupils analyse how Muslim beliefs are put into practise in a modern society, including the purpose of prayer, pilgrimage and celebrations. Pupils will also discuss the future of Islam, locally, nationally and internationally.</p> <p style="text-align: center;"><u>GCSE Paper 1 Unit 4 Matters of Life and Death in Islam</u> Pupils investigate key beliefs in Islam about life after death. Pupils will also debate the sanctity of life and how Islam responds to issues in the natural world.</p>	<p>Knowledge and understanding of the religion and belief: Demonstrating knowledge and understanding by</p> <ul style="list-style-type: none"> - Beliefs, practices, and sources of authority - Influence on individuals, communities, and societies - Similarities and differences within and/or between religions and beliefs. <p>Analysing and evaluating the religion and belief: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Identify – Key beliefs in Christianity, Islam and Buddhism.</p> <p>Interpret – Sources of authority and apply these to modern issues.</p> <p>Explain – Differing points of view; range of views.</p> <p>Analyse – Teachings, beliefs, texts and opinions, to use to then formulate a justified opinion of their own.</p> <p>Apply- Key religious teachings to modern society and key events.</p> <p>Evaluate – The impact of religion on the developing world and world events.</p>

Parents have the right to withdraw their children from religious education and/or collective worship.

From age 16, pupils can choose for themselves to opt out of collective worship if they wish. However, they cannot opt out of receiving religious education without parental consent until they are 18. Religious education (RE) and collective worship in academies and free schools.

Should you wish to discuss this for your child please contact Mr Farrar.