

## Religious Education

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in RE through the below:

#### Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b>	<b>Knowledge Introduced</b>	<p>Christian Beliefs: The nature of God Key events in the life of Jesus Beliefs about creation and the afterlife Key Practices- Holy Communion, worship using the Bible</p>	<p>Jewish Beliefs: The nature of God The importance Moses and the 10 commandment Jewish beliefs about the Torah and its value for believers today Key Practices- Passover, Bar and Bat Mitzvah, food laws</p> <p>Sikhism: The nature of God The importance of the Gurus</p>	<p>Sikhism: Beliefs about the afterlife The role of the Gurdwara in the community, including the concept of Sewa Key Practices- birth and naming ceremonies, pilgrimage, Viasakhi</p> <p>Hinduism: The nature of God Beliefs about creation and the afterlife The Hindu caste system and a person's duties in life Key Practices- Divali, worship in the mandir, food laws, charity and funeral rites</p>
	<b>Knowledge Revisited</b>		<p>Christian beliefs about: The nature of God Key events in the life of Jesus- incarnation, crucifixion and resurrection Beliefs about the afterlife</p> <p>Jewish beliefs about: The nature of God Moses and the importance of the 10 commandments</p>	<p>Christian beliefs about: Key events in the life of Jesus- incarnation, crucifixion and resurrection Holy Communion</p> <p>Jewish beliefs about: The Torah and its value for believers today Key Practices- Passover, Bar and Bat Mitzvah, food laws</p> <p>Sikhism: The importance of the Gurus The role of the Gurdwara in the community, including the concept of Sewa</p>
	<b>Skills Introduced</b>	<p>Analysing the impact of a belief on a Christian Examining texts from religious sources and explaining what they mean Starting to evaluate the extent to which beliefs and practices are important</p>	<p>PEEEL skills and evaluating statements effectively Reinforcing the use of influences to develop answers when looking at the importance of a belief</p>	
	<b>Skills Revisited</b>		<p>Analysing the impact of a belief on a Christian Examining texts from religious sources and explaining what they mean</p>	<p>Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Reinforcing the use of influences to develop answers when looking at the importance of a belief</p>
<b>Year 8</b>	<b>Knowledge Introduced</b>	<p>Religion, crime and Punishment: Causes of crime and how this may affect the treatment of a criminal Evaluating the aims of punishment, as well as the extent to which prison, capital punishment and corporal punishment should be used to punish criminals</p> <p>Religion, Human Rights and Social Justice: The rights and responsibilities of citizens living in the UK The causes and effects of prejudice and discrimination and how individuals have fought for social justice Religious tolerance and freedom of religious expression</p>	<p>Religion, Human Rights and Social Justice: The status and treatment of women in religion The role of individuals in helping the poor</p> <p>Religion and Life: The value of the world and the role of humans in maintaining it The rights of animals and the use and abuse of them Arguments surrounding euthanasia and abortion</p> <p>The existence of God: Arguments for and against the existence of God and the strengths and weaknesses of these</p>	<p>The existence of God: The problem of evil and religious responses to it The existence of an afterlife- does it exist?</p> <p>Introduction to GCSE RE: Introduce exam skills for Paper 1</p> <p>GCSE Topic- Islamic Beliefs: The Six Articles of Faith and the Usul ad-Din The nature of God in Islam The role and importance of prophets: Adam, Ibrahim and Muhammad (pbuh) The role, importance and authority of the Qur'an and other holy books in Islam The nature of angels in Islam Beliefs about the afterlife and predestination The role of Imams in Shia Islam</p>



	<b>Knowledge Revisited</b>	Christian beliefs about the nature of God Christian beliefs about the afterlife Key events in the life of Jesus The importance of Moses and the relevance of the 10 commandments The importance of the Gurus in Sikhism Hindu creation story	Key events in the life of Jesus Hindu/ Sikh beliefs about the afterlife Aims of Punishment Causes and effects of prejudice and discrimination Religious tolerance and freedom The status and treatment of women within religion	The use and abuse of animals Ethical and moral views around euthanasia and abortion Arguments for and against the existence of God The problem of evil Christian/ Muslim responses to the problem of evil
	<b>Skills Introduced</b>	Applying religious teachings to moral and ethical situations Making informed judgements on ethical and moral issues		GCSE Exam skills for 4, 5 and 12 mark questions
	<b>Skills Revisited</b>	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Reinforcing the use of influences to develop answers when looking at the importance of a belief	Applying religious teachings to moral and ethical situations Making informed judgements on ethical and moral issues Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively	Applying religious teachings to moral and ethical situations Making informed judgements on ethical and moral issues Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively
<b>Year 9</b>	<b>Knowledge Introduced</b>	Islamic Practices The 5 Pillars of Islam (Shahadah, Salah, Zakah, Sawm and Hajj) and the additional duties of Shia Islam (Khums) Jummah Salah	Islamic Practices Jihad- lesser and greater The Remaining 10 Obligatory Acts of Shia Islam Festivals- Eid ul Fitr and Eid ul Adha Commemoration of Ashura (Sunni and Shia perspectives)	Christian Beliefs Beliefs about the nature of God- qualities and belief in the Trinity The Problem of evil and Christian responses to it The creation story Beliefs about the afterlife
	<b>Knowledge Revisited</b>	The Six Articles of Faith and the Usul ad-Din The nature of God in Islam The role and importance of prophets: Adam, Ibrahim and Muhammad (pbuh) The role, importance and authority of the Qur'an and other holy books in Islam	The nature of angels in Islam Beliefs about the afterlife and predestination The role of Imams in Shia Islam The 5 Pillars of Islam Khums Jummah Salah	Importance of the Qur'an and Muhammad (pbuh) Predestination and human freedom Jihad- lesser and greater Festivals- Eid ul Fitr and Eid ul Adha Commemoration of Ashura (Sunni and Shia perspectives)
	<b>Skills Introduced</b>	GCSE 4 mark what-why skills- how a believer completes a religious duty/ practice and the importance of it Writing counter-arguments in 12 mark questions (PEEEL-CEEEL)		
	<b>Skills Revisited</b>	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it
<b>Year 10</b>	<b>Knowledge Introduced</b>	Christian Beliefs The incarnation of Jesus Jesus as the Son of God- is the evidence convincing? Crucifixion, resurrection and ascension Sin and salvation- the role of Christ, Holy Spirit and following God's laws  Christian Practices Worship- liturgical, non-liturgical and private Use of the Bible in worship	Christian Practices Prayer- set prayer and informal Sacraments- baptism and holy communion Pilgrimage: Lourdes and Iona Festivals- Christmas and Easter Work of the Church in the local and global community Persecution and Reconciliation Poverty and the work of Christian Aid	Paper 2: Crime and Punishment Causes of crime Aims of Punishment Evaluating the use of specific punishments: prison, corporal punishment, community service and the death penalty Religious attitudes to forgiveness  Religion, Peace and Conflict Violence and violent protests Terrorism Causes and effects of war (including religious responses to victims of war) Just War theory and Holy War Use of weapons of mass destruction Pacifism and the role and work of individuals in creating peace



	<b>Knowledge Revisited</b>	The nature of God in Islam The role and importance of prophets: Adam, Ibrahim and Muhammad (pbuh) The role, importance and authority of the Qur'an and other holy books in Islam Christian beliefs about the nature of God- qualities and belief in the Trinity The Problem of evil and Christian responses to it	The nature of angels in Islam Beliefs about the afterlife and predestination The role of Imams in Shia Islam The 5 Pillars of Islam Ashura Incarnation of Jesus Crucifixion and resurrection	Sin and Salvation Use of the Bible in worship Evaluating different forms of Christian worship The 10 Obligatory Acts in Shia Islam Muslim festivals Prayer in Christianity
	<b>Skills Introduced</b>			Paper 2 exam skills for 4 and 5 mark questions PEEEL+/ PEEELE+ skills for 12 mark questions
	<b>Skills Revisited</b>	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it
<b>Year 11</b>	<b>Knowledge Introduced</b>	Religion and Life Science v religion: origins of life and the universe Value of the world and concepts of stewardship and dominion The use and abuse of animals, specifically evaluating the use of animals for food and experimentation The value of human life and ethical arguments surrounding abortion and euthanasia  Religion, Human Rights and Social Justice Rights and responsibilities of UK citizens Social justice and its importance	Religion, Human Rights and Social Justice prejudice, discrimination, including racism and positive discrimination Status and treatment of women and homosexuals Use of wealth and attitudes towards wealth Poverty and exploitation of the poor Who should care for the poor and the effectiveness of charities	
	<b>Knowledge Revisited</b>	The role and importance of prophets: Adam, Ibrahim and Muhammad (pbuh) The role, importance and authority of the Qur'an and other holy books in Islam The Problem of evil and Christian responses to it The creation story Pilgrimage: Lourdes and Iona Festivals- Christmas and Easter Work of the Church in the local and global community Terrorism Just war and a holy war	Persecution and Reconciliation Poverty and the work of Christian Aid Key events in the life of Jesus- incarnation, crucifixion, resurrection, ascension Christian sacraments The actions completed on Hajj and their importance Jihad- lesser and greater Imamate and Adalat in Shia Islam Causes of crime Aims of Punishment Treatment of criminals Use and abuse of animals- food and animal testing	Revision for the exam informed by formative and summative assessments related to the cohort data
	<b>Skills Introduced</b>			
	<b>Skills Revisited</b>	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it Paper 2 exam skills for 4 and 5 mark questions PEEEL+/ PEEELE+ skills for 12 mark questions	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it Paper 2 exam skills for 4 and 5 mark questions PEEEL+/ PEEELE+ skills for 12 mark questions	Analysing the impact of a belief on a believer Examining texts from religious sources and explaining what they mean PEEEL skills and evaluating statements effectively Writing counter-arguments in 12 mark questions (PEEEEL-CEEEL) What-why skills- how a believer completes a religious duty/ practice and the importance of it Paper 2 exam skills for 4 and 5 mark questions PEEEL+/ PEEELE+ skills for 12 mark questions



**A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.**