

Religious Education

Curriculum Principles

By the end of their secondary education, a student of Religious Education at Dixons Broadgreen will:

- know the key beliefs and values of world faiths and of other worldviews.
- know the above's influence upon individuals, communities and cultures.
- know how to interpret, analyse and evaluate religious, philosophical and ethical thinking.
- understand how to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- understand and respect the commonality and diversity among world faiths and other worldviews.

Our unifying 'sentence' is:

“The RE department enabled students to respectfully articulate and express their ideas about religious, ethical and philosophical concepts because the students deeply understood key beliefs, values, practices, and the profound impact of world faiths and other worldviews.”

To achieve a true understanding of RE, topics have been intelligently sequence based on the following rationale:

- The level of rigour and challenge develops through the key stages and it has been coherently planned and sequenced towards cumulative knowledge. This also means that students extend and deepen their knowledge and understanding of a range of religions and other world views throughout the key stages. This has been done through careful scheme planning, for example Islam at Y7 and Christianity at Y8 is built upon in Y9 and Y10 where Muslim and Christian beliefs and practices are focal; the accumulated knowledge at key stage 3 serves as a strong scaffold to developing deeper understanding at key stage 4.
- The curriculum is built upon developing religious literacy already formed during primary education. Students are introduced to key vocabulary in their booklets and 100% sheets. This knowledge is revisited and reinforced every week through weekly Brain Dumps, continuous 'Do Now' questions and 'low-stakes' quizzing. It is then applied in a variety of different contexts to increase retention and flexibility of application. It is highlighted to students when key vocabulary is relevant in another religion and on later 100% sheets; connections also are highlighted to students in order to prevent common misconceptions occurring and to develop strong schema accommodation. This encourages students to produce oral and written responses using high-order thinking skills (i.e. analytical, evaluation and interpretation skills).
- We agree with Christine Counsell, who states that "curriculum is content over time". Therefore, the main focus of key stage 3 is to build upon pre-existing knowledge year after year. As the students move into key stage 4, they will consider philosophical and ethical thinking in various forms. Students can begin to reflect critically and responsibly upon philosophical and ethical thinking when they have an excellent understanding of the key beliefs and values of world faiths and other worldviews. Therefore, as part of their GCSE study, the students will study the beliefs and practices of Christians and Muslims (which have been encountered in their key stage 3 learning) before moving onto the philosophical, social and ethical issues studied in the latter half of the GCSE – enabling students to broaden, deepen and apply their understanding of key beliefs and values.
- The key stage 3 curriculum is also centred around three broad themes: belief about God/gods, life after death and influence upon beliefs and actions. Firstly, this is because it is believed that understanding is gained through connecting knowledge and by organising the curriculum in this way this narrative will help to support the development of schema and, ultimately, enable the students to retain this knowledge in their long-term memory. Secondly, it supports the understanding of the commonality within all religions, allowing students to tap into enquiry into the human condition and experience. Finally, there are often common misconceptions surrounding these key ideas, with detrimental consequences and hindrance to them and to society if unchallenged. By intelligently sequencing the curriculum in this way, it provides optimum interleaving opportunities and allows the teacher to effectively address any gaps and/or misconceptions that may appear or become evident.
- At KS3, KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.



The RE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- The RE curriculum will expose students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. By studying a wide range of world faiths and worldviews, it provides students with cultural capital – this being the knowledge and skills to flourish both within their own community and as members of a diverse and global society. They will also encounter challenging gender issues, racial issues, social issues, political issues, issues of jurisprudence and of both philosophical/theological issues to tackle the roots of many problems found in society today.
- It recognises that not all students will have followed the Liverpool Agreed Syllabus for RE at key stage 2. Therefore, the first unit in Y7 ('Beliefs and Values') will address any gaps in the students' knowledge and skills by exposing the students to key beliefs and values of major world religions and providing them with the core knowledge that is needed for them to progress into the remainder of key stage 3.
- The RE curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This means that the teacher and other students can address misconceptions through a meaningful and informed dialogue.
- Disadvantaged students and those from identified underrepresented groups receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on. For example, students will have opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during 'Morning Mastery' and 'Prep' sessions at key stage 4.



We fully believe RE can contribute to the personal development of students at DBA:

- RE provides opportunities for students within each scheme of work to discuss and critically reflect upon key questions of meaning and truth such as those pertaining to the origins of the universe, life after death and beliefs about God/gods. This can be done through 'turn and talk' activities or through written responses. This can only be done effectively through the experience of a knowledge-rich curriculum.
- RE will allow students to consider the relationship between religion, worldviews and cultures and how religions, worldviews and philosophical/ethical thinking contributes to cultural identity and practices in the Academy and the wider community. The teacher will always make the class aware of the diversity of, and be sensitive/receptive to, questions and challenges that different views and cultures present. By learning about a wide range of world faiths and views, this will promote racial, cultural, social, political and spiritual harmony; also, it will promote empathy for the common human experience and condition that we all share. Therefore, successful students of RE will be equipped to combat prejudice/ discrimination, raise awareness of how interfaith, racial and inter-cultural cooperation can support the pursuit of the common good, become more self-actualised and contribute progressively to society.
- RE will provide opportunities for social development, for the RE curriculum allows students to investigate social issues from religious and non-religious perspectives, recognising the diversity of viewpoints within and between religions and cultures as well as the common ground between religions and cultures. For example, when Y7 study Hinduism, they will consider how Hindus from all over the world may view the caste system, as well as other religious and non-religious perspectives, so that connections can be made on the complexity of views within a religion/culture and the commonality of views between members of other religions and cultures too.
- RE will allow students to consider what is important to them through studying key religious and philosophical beliefs about values and ethical codes of practice. For example, in Y10, they will study 'Relationships and Families', 'Religion and Life' and 'Crime and Punishment'. This in turn prepares them for life in the future, in employment and lifelong learning.



Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Students will understand how we should treat everyone respectfully. For example, in Y7, students explore religious teachings on equality in the introductory unit, 'Beliefs and Values'. Staff will make it clear to students that by showing respect and understanding to all, we are preparing them for the world of work.
- Students will understand the purpose behind why they learn about a range of religions and philosophical concepts at key stage 3. For example, they will be informed that there is a need for writers, journalists, people working in public service (e.g. police officers, doctors, nurses) to have a good understanding of the religious beliefs of the communities they serve.
- As part of their RE curriculum, students will acquire cross-curricular skills such as the ability to analyse, problem solve, write and articulate. These skills run throughout the key stages of the RE curriculum. By giving students the opportunity to practise such skills it supports their pursuit of getting to university, thriving in a top job and living the best life they can.
- Every cycle, there will be a 'careers spotlight', where students will explore a profession that is linked to that unit of work. For example, when students in Y7 study Islam, they will learn about careers in environmentalism, architecture and ethnography. For Year 9, they will receive weekly 1-minute presentations on information regarding careers and university links to topics they will cover at GCSE.



A true love of RE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- The GCSE Religious Studies specification is centred around two religions: Christianity, and our chosen 2nd religion is Islam. Therefore, it is important that the curriculum provides the building blocks for the students to be successful in their GCSE. This is done through not only revisiting key concepts of the religion (i.e. the concept of the Trinity) but also allowing students to learn outside of the GCSE specification requirements (e.g. students explore how the belief in Jesus is represented through artistic expressions in Christianity during Y8). This allows students to see each religion as a living, diverse and contemporary faith.
- According to the RE commission in 2018, RE “should explore the important role that religious and non-religious worldviews play in all human life”. RE is designed to nurture SMSC development. Therefore, students at DBA will learn about a wide range of faiths and other worldviews. By the end of Y8, all students should have learnt about the major world religions and worldviews, and they will have encountered and reflected upon ethical and philosophical views. By doing so, students will have looked through a variety of lenses concerning society and the human condition. In addition, students will study philosophy importantly because they will not have the opportunity to do this as an explicit part of their GCSE. This means that students will be able to connect their learning to our A-Level Philosophy and Sociology offers at key stage 5. For students who do not continue onto key stage 5 study of Philosophy and/or Sociology, the inclusion of philosophical study enables students to articulate well-reasoned, critical responses to wider, major issues in society.
- One of the key roles of RE in schools is to support community cohesion and the development of SMSC and fundamental British Values. This is evidenced in the schemes of work as each lesson is connected to encouraging the development of at least one aspect of SMSC. For example, in Y7, so they fully understand that, for many, religion is an integral part of their identity and culture, they explore the British values through the context of exploring how people abiding by religious teachings can support and uphold them.



Year 7 Religious Education

☐ Beliefs & Values

☐ Hinduism

☐ Islam

☐ What do we do when life gets hard?

Long Term Plan 2022/2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 29/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 07/11	W/C 14/11	W/C 21/11	W/C 28/11	W/C 05/12
	Term 1								Term 2				
	ORIENTATION	ORIENTATION	What are my beliefs?	What are the beliefs and values in the UK?	Why do religious people value hard work?	Why do religious people trust in the belief of life after death?	Why do religious people value compassion and fairness towards others?	Where did Hinduism begin?	What do Hindus believe about God?	What do Hindus believe about deities?	How do Hindus worship in the Mandir?	How do Hindus worship at home?	What do Hindus believe about life after death?
Cycle 2	W/C 12/12	W/C 19/12	W/C 02/01	W/C 09/01	W/C 16/01	W/C 23/01	W/C 30/01	W/C 06/02	W/C 20/02	W/C 27/02	W/C 06/03	W/C 13/03	W/C 20/03
			Term 3						Term 4				
	How do Hindu beliefs about life after death compare to others?	What do Hindus believe about karma?	REVISION & CONSOLIDATION	MID-YEAR ASSESSMENT	FEEDBACK & RESPONSES	What are the Abrahamic faiths?	Who are Muslims?	Who are the Sunni and Shi'a Muslims?	How and why do Muslims worship?	Why is the Qur'an so highly respected?	What do Muslims believe about death?	How do Islamic beliefs influence a Muslim's treatment of the world?	Is faith more important to a Muslim than action?
Cycle 3	W/C 27/03	W/C 03/04	W/C 24/04	W/C 01/05	W/C 08/05	W/C 15/05	W/C 22/05	W/C 05/06	W/C 12/06	W/C 19/06	W/C 26/06	W/C 03/07	W/C 10/07
		Term 5						Term 6					
	What is Islamophobia and why do people have these views?	Is Islamophobia getting worse in the UK?	What is evil and suffering?	Why might evil and suffering cause some to lose their faith?	What do Hindus believe about, and how do they respond to, evil?	What do Muslims believe about, and how do they respond to, evil?	REVISION & CONSOLIDATION	SUMMATIVE ASSESSMENT	FEEDBACK & RESPONSES	What do Sikhs believe about, and how do they respond to, evil?	What do Christians believe about, and how do they respond to, evil?	Can you believe in a God who allows evil to exist?	REVISION & CONSOLIDATION

Year 8 Religious Education

Long Term Plan 2022/2023

Why do Christians believe that Jesus was God on Earth?

Buddhism

Philosophy of Religion

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 29/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 07/11	W/C 14/11	W/C 21/11	W/C 28/11	W/C 05/12
	Term 1								Term 2				
		Intro. to Christianity	What does the Bible say about God?	If the Trinity is God, what does that mean to Christians?	Why was Jesus believed to be the Messiah?	Does the world need a saviour?	What do the seven "I am" sayings of Jesus tell Christians?	How does art represent Christian beliefs about the incarnation?	What is the impact and value of the incarnation?	How can we make connections in the Big Story of the Bible?	How does the belief that Jesus is God on Earth impact on Christians?	REVISION & CONSOLIDATION	Who is Buddha?
Cycle 2	W/C 12/12	W/C 19/12	W/C 02/01	W/C 09/01	W/C 16/01	W/C 23/01	W/C 30/01	W/C 06/02	W/C 13/02	W/C 27/02	W/C 06/03	W/C 13/03	W/C 20/03
			Term 3						Term 4				
	What does worship mean to Buddhists?	What is the Sangha?	What do Buddhists believe about the afterlife?	Does life just end after death?	REVISION & CONSOLIDATION	MID-YEAR ASSESSMENT	FEEDBACK	Why is Dhamma important to Buddhists?	How do Buddhists overcome suffering?	Where has our knowledge come from?	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	Is religious experience evidence for the existence of God?
Cycle 3	W/C 27/03	W/C 03/04	W/C 24/04	W/C 01/05	W/C 08/05	W/C 15/05	W/C 22/05	W/C 05/06	W/C 12/06	W/C 19/06	W/C 26/06	W/C 03/07	W/C 10/07
		Term 5						Term 6					
	What are examples of miracles in Islam and Christianity?	Does God answer prayers?	Are religious experiences enough to claim that God exists?	Was the universe designed?	Can you believe in God and evolution?	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	SUMMATIVE ASSESSMENT	FEEDBACK	Are we free to choose or are we determined?	REVISION & CONSOLIDATION	REVISION & CONSOLIDATION	

Year 9 Religious Education

Long Term Plan 2022/2023

GCSE Christian Beliefs (booklet 1) [6.25% weighting]

GCSE Christian Beliefs (booklet 2) [6.25% weighting]

GCSE Muslim Beliefs (booklet 1) [6.25% weighting]

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 29/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 07/11	W/C 14/11	W/C 21/11	W/C 28/11	W/C 05/12
	Term 1								Term 2				
	ORIENTATION	Who are Christians?	What is God like?	Why does God allow us to suffer?	How do Christians respond to the existence of suffering?	How can God be One and the Trinity?	What does Genesis tell Christians about the creation of the universe?	How do Christians view the story of creation differently?	How was Jesus active in creation?	Does the Bible tell us all we need to know about the universe?	What is the incarnation?	What is the Messiah?	What is the crucifixion?
Cycle 2	W/C 12/12	W/C 19/12	W/C 02/01	W/C 09/01	W/C 16/01	W/C 23/01	W/C 30/01	W/C 06/02	W/C 13/02	W/C 27/02	W/C 06/03	W/C 13/03	W/C 20/03
			Term 3						Term 4				
	What is the significance of the crucifixion to Christians today?	What is the resurrection and the ascension?	What is the significance of Jesus' ascension to Christians today?	REVISION & CONSOLIDATION	MID-YEAR ASSESSMENT	FEEDBACK	What does the resurrection of all souls mean for Christians?	Is belief in the resurrection the most important belief in Christianity?	What is meant by the afterlife and judgement day?	What does the Bible tell Christians about life after death?	Why do Christians need salvation?	How can Christians be saved?	What was the role of Christ in salvation?
Cycle 3	W/C 27/03	W/C 03/04	W/C 24/04	W/C 01/05	W/C 08/05	W/C 15/05	W/C 22/05	W/C 05/06	W/C 12/06	W/C 19/06	W/C 26/06	W/C 03/07	W/C 10/07
		Term 5						Term 6					
	Is it faith or action that will gain Christians their salvation?	What are the key beliefs in Islam?	What is Tawhid?	How does the nature of Allah influence Muslims today?	Are all beliefs about Allah equally important?	What led to a split in Islam?	REVISION & CONSOLIDATION	SUMMATIVE ASSESSMENT	FEEDBACK	Who was prophet Muhammad ?	Why is Risalah so important to Muslims?	Are some prophets more worthy of respecting than others?	Why is the Imamate important to Shi'a Islam?

Year 10 GCSE Religious Studies

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Christian Practices (Paper 1)

Muslim Beliefs (Paper 1)

Christian Beliefs (Paper 1)

Muslim Practices (Paper 1)

Religion and Life (Paper 2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 29/08	W/C 05/09	W/C 12/09	W/C 19/09	W/C 26/09	W/C 03/10	W/C 10/10	W/C 17/10	W/C 07/11	W/C 14/11	W/C 21/11	W/C 28/11	W/C 05/12
	Term 1								Term 2				
	ORIENTATION	L1 Key beliefs in Islam	L4 Which is most sig.?	L7 Risalah	L10 Qur'an and kutub	L13 Are all angels sig.?	L16 Shi'a & Pre-destination	Assessment	Assessment feedback	L5 Pilgrimage	L8 Festivals (Christmas)	L11 Church growth	L14 Persecution
		L2 Tawhid	L5 Sunni/ Shi'a split	L8 Are all important?	L11 Is Qur'an most sig.?	L14 Afterlife	L17 Free will	L1 Worship	L3 Sacraments	L6 Pilgrimage vs. worship	L9 Easter vs. Christmas	L12 Missionaries	L15 Church & poverty
L3 Nature of God		L6 Prophet Muhammad	L9 Shi'a Imamate	L12 Angels	L15 Sunni & Pre-destination	Revision	L2 Prayer	L4 Liturgy	L7 Festivals (Easter)	L10 Church & community	L13 Reconciliation	L16 World issues	
Cycle 2	W/C 12/12	W/C 19/12	W/C 02/01	W/C 09/01	W/C 16/01	W/C 23/01	W/C 30/01	W/C 06/02	W/C 13/02	W/C 27/02	W/C 06/03	W/C 13/03	W/C 20/03
			Term 3						Term 4				
	Revision	Revision	Assessment feedback	L3 Salah	L6 Salah vs Sawm	L9 Eid al-Adha	L12 Lesser Jihad	Revision	Revision	Assessment	Assessment feedback	L4: Animals and environment	L7: Pro-life on pregnancy?
	Revision	Revision	L1 Five Pillars	L4 Sawm	L7 Zakah	L10 Hajj; most important?	Revision	Revision	Revision	Assessment	L2: Is God cause of all things?	L5: Is mankind playing God?	L8: Pro-choice on pregnancy?
Revision	Assessment	L2 Shahadah	L5 Eid ul-Fitr	L8 Hajj	L11 Greater Jihad	Revision	Revision	Revision	L1: Origin and value of life/universe	L3: Stewardship or dominion?	L6: Is life an accident or purposeful?	L9: Is abortion evil or loving?	
Cycle 3	W/C 27/03	W/C 03/04	W/C 24/04	W/C 01/05	W/C 08/05	W/C 15/05	W/C 22/05	W/C 05/06	W/C 12/06	W/C 19/06	W/C 26/06	W/C 03/07	W/C 10/07
		Term 5						Term 6					
	L10: Euthanasia	L13: Religion and afterlife	Revision	Assessment feedback	Revision	Revision	Revision	Assessment (P1 part 1)	Assessment feedback	Revision	Revision	Revision	Assessment (P1 part 1)
	L11: Pro-life vs pro-choice	L14: Afterlife evidence	Assessment	Revision	Revision	Revision	Revision	Assessment (P1 part 2)	Assessment feedback	Revision	Revision	Revision	Assessment (P1 part 2)
L12: Compassion / preservation?	Revision	Revision	Revision	Revision	Revision	Revision	Assessment (P2; R&L only)	Assessment feedback	Revision	Revision	Revision	Assessment (P2; R&L only)	

