Religious Education Five Year Plan

Our uniting sentence is: "*The RE department guided students to develop and respectfully articulate their perspectives on religious, ethical, and philosophical concepts because they acutely listened to others, thought deeply about major worldviews, and explored the complexity of the impact and influence these worldviews had, and continue to have, on our world*."

The RE department achieves this by:

- Teaching students the major tenets, practices, and hallmarks of world religions and major worldviews
- Exposing students to viewing the world through theological, moral, philosophical, sociological, anthropological, and cultural lenses for the development of their own perception.
- Closely defining key knowledge and skill mastery, all of which is interleaved in the curriculum for it to be regularly revisited and reinforced over time.

Five Year Plan

Year 7			
Content	**Cycle 1**	**Cycle 2**	**Cycle 3**
	i. What are beliefs & what are values? ***ii. To what extent does Hinduism teach us about reality?***	***What makes Islam such a major faith?***	***How far can faith deliver us from evil?***
Skills	• Sentence structures • Analysing statistics	• Sentence structures • Structuring 'explain' questions (basis of GCSE 4- and 5-mark questions) • Comparing and contrasting religious views/practices	• Complex sentences • Consolidating structuring of 'explain' questions • Applying worldviews to further understand culture/behaviour/society
Progression	Because of wide variety of exposure to religion/RE pre-Y7, students should be at similar levels of basic understanding religion & worldviews	Students move from a developed understanding of Hinduism to a developed understanding of Islam; cross analysing both to begin to understand the breadth, depth, and complexity of worldviews.	Students use knowledge of Hinduism, Islam, and other worldviews to apply to the problem of evil and other moral issues/dilemmas; cross-analyses and applications further their understanding of the breadth, depth, and complexity of worldviews.
Link to GCSE	Writing structures for GCSE questions	Builds foundation for study of Islam at GCSE in Year 9 and 10.	Builds foundation for the philosophy and ethics units of GCSE in Y10 and 11

Year 8			
Content	**Cycle 1**	**Cycle 2**	**Cycle 3**
	Why do Christians believe that Jesus is God incarnate?	***Why is suffering key to Buddhism?***	***What truth does philosophy reveal?***
Skills	• Complex sentences • Extended writing discussions (basis of 12-mark questions at GCSE)	• Complex sentences • Extended writing discussions (basis of 12-mark questions at GCSE) • Comparing and contrasting religious views/practices	• Complex sentences • Consolidating the structuring of discussion questions • Comparing and contrasting religious and non-religious worldviews • Developing critical thinking
Progression	Students secure a foundational understanding of key concepts in Christianity that can be cross-analysed with their Y7 learning of Hindu and Muslim worldviews.	Students move from a developed understanding of Christianity to a developed understanding of Buddhism; cross-analysing both – as well as with Y7 studies of Hinduism and Islam – to understand the breadth, depth, and complexity of worldviews more greatly.	Students step into the study of philosophy to understand linking academic disciplines (e.g. ethics, sociology, etc) to encompass the non-religious/philosophical sphere of RE, furthering understanding of the breadth, depth and complexity of worldviews ready for GCSE content.
Link to GCSE	Builds foundation for study of Christianity at GCSE in Year 9 and 10.	Builds crucial skills for GCSE (explain/evaluation question fluency/aptitude).	Builds foundation for the philosophy and ethics units of GCSE in Y10 and 11; some links to GCSE Psychology too (e.g. Perception)

Year 9			
Content	**Cycle 1**	**Cycle 2**	**Cycle 3**
	Ethics and Meta-Ethics	***Normative Ethical theory***	***Applied Ethics***
Skills	• Extended writing discussions • Critical thinking	• Extended writing discussions • Critical thinking	• Extended writing discussions • Critical thinking
Progression	Students begin to study the basics of ethics and meta-ethics to lay the foundation for their Y9 curriculum entailing a thorough study of ethics. This not only builds upon Y7 and Y8 knowledge but also acts as a solid pre-amble to their GCSE study.	Students study normative ethical theories to understand how different ethicists and moral philosophers approach the questions of what is right and wrong to do in life; this ultimately allows for the application of ethics to real-world moral dilemmas.	Students apply their understand of ethical theory to contemporary moral topics, such as the legalisation of the death penalty, whether lying can be a force for good, whether theft is always wrong, etc.
Link to A-Level	Links to A-Level RS and Philosophy where ethics is a major topic of study. Also links to Sociology, Psychology, Sciences, etc.	Links to A-Level RS and Philosophy where ethics is a major topic of study. Also links to Sociology, Psychology, Sciences, etc.	Links to A-Level RS and Philosophy where ethics is a major topic of study. Also links to Sociology, Psychology, Sciences, etc.

Year 10 – GCSE Religious Studies			
Content	**Cycle 1**	**Cycle 2**	**Cycle 3**
	i. Christian Beliefs (Paper 1) ***ii. Islamic Beliefs (Paper 1)***	***i. Christian Practices (Paper 1)*** ***ii. Islamic Practices (Paper 1)***	***i. Islamic Practices (Paper 1)*** ***ii. Religion & Life (Paper 2)***
Skills	• Extended writing discussions • Exegesis and hermeneutics	• Extended writing discussions • Analysing statistics • Expanding critical thinking • Analysing the paradigms of religious practices	• Extended writing discussions • Analysing statistics • Expanding critical thinking
Progression	Students begin their study of GCSE Religious Studies, recalling and expanding upon their study of Christianity from Y8 and broadening their powerful knowledge of concepts, beliefs, teachings, and extracts.	Students expand their GCSE Religious Studies so far exploring the breadth of practices in Christianity and Islam to understanding how faith, concepts, and theological doctrine apply to the lived experiences of modern Christians and Muslims in the UK and worldwide.	Students begin the study of their philosophy and ethics units, further expanding on related studies from C3 Y7 and Y8. Students develop their critical thinking, statistical analyses, and understanding of non-religious / philosophical worldviews in preparation for their study of A-Level Sociology, Philosophy, or Religious Studies.
Link to A-Level	Links to 'Religion in Society' in A-Level Sociology or 'Philosophy of God' in A-Level Philosophy. Links to A-Level Law.	Links to 'Religion in Society' in A-Level Sociology or 'Moral Philosophy' in A-Level Philosophy. Links to A-Level Law.	Links to 'Philosophy of Mind' in A-Level Philosophy. Links to Health and Social Care.

Year 11 – GCSE Religious Studies			
Content	**Cycle 1**	**Cycle 2**	**Cycle 3**
	i. Relationships & Family (Paper 2) ***ii. Crime & Punishment (Paper 2)*** ***iii. Peace & Conflict (Paper 2)***	***Exam skills***	***Exam skills***
Skills	• Extended writing discussions • Analysing statistics • Expanding critical thinking	• Mastering extended writing discussions and exam skills • Expanding critical thinking	• Mastering extended writing discussions and exam skills
Progression	Students continue the study of their philosophy and ethics units, further expanding on related studies from C2 and C3 of Y10. Students develop their critical thinking, statistical analyses, and understanding of non-religious/ philosophical worldviews in preparation for their study of A-Level Sociology, Philosophy, or Religious Studies.	Students have completed their study of GCSE Religious Studies content and focus entirely on mastering the skills that they have been coached on throughout the course.	Students continue to master exam skills in their final push towards their GCSE Religious Studies exams.
Link to A-Level	Links to 'Globalisation' and 'Crime and Deviance' in A-Level Sociology or 'Moral Philosophy' in A-Level Philosophy. Links to A-Level Law and Criminology.	The exam skills being honed are highly transferrable to A-Level Sociology, Philosophy, and Religious Studies, so this also serves to prepare students in their transition to KS5.	