

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 influence of beliefs, values and worldviews 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 develop, articulate and respectfully express their ideas and perspective about religious, ethical and philosophical concepts because the students understood key beliefs and values of world faiths and other worldviews and the complexity of the impact and influence these faiths and worldviews have had, and will have, on our world."*

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

- following the Liverpool agreed syllabus, 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 Christianity and Islam at Y7 is built upon in Y8, which is then further built on when beginning the GCSE course at Y9 where Christian and Muslim beliefs and practices are focal; the accumulated knowledge from Y7 and Y8 serving as a strong scaffold to deeper development of understanding entering into key stage 4.
- the curriculum is built upon developing religious literacy already formed during primary education. Students are introduced to key vocabulary on their knowledge organisers. This knowledge is revisited and reinforced on a daily basis, in every single lesson, through continuous 'low-stakes' flexible quizzing. It is then applied in a variety of different contexts (topics) in order to increase retention and flexibility of application. It is highlighted to students when key vocabulary is relevant in another religion and on later knowledge organisers, connections are highlighted to students in order to prevent common misconceptions occurring and to develop strong schema accommodation. This allows students to produce oral and written responses which use 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. It is believed students can only 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 views, therefore as part of their GCSE study, the students will study the beliefs and practices of Christians and Muslims in part during key stage 3 and in their transition to GCSE in Y9 before they are introduced to thematic studies later in key stage 10 where personal, religious and secular perspectives on ethical dilemmas are considered.
- the curriculum is also centred around three broad themes: belief about God/god, 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 within 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 that may appear.

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 the knowledge and skills to flourish both within their own community and as members of a diverse and global society. They will also encounter events such as the Holocaust to address any misconceptions that they may have surrounding the events that occurred.
- it recognises that not all students will join DBA having followed the Liverpool Agreed Syllabus for RE. As a consequence, the first unit in Y7 (‘why are beliefs and values important to me and others’) will address any gaps in the students' knowledge and skills, by exposing the students to the four most populated religions and providing them with the core knowledge that is needed in order for them to progress further.
- the RE curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This in turn means that the teacher and other students can address misconceptions through a meaningful and informed dialogue. For example, in base camp, students explore what we can learn from holy books and in upper peak, students explore religious attitudes to relationships, which may be different to their own.
- 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 have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during 'Morning Mastery' and 'Prep' sessions.



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

- it 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. It is believed that this can only be done effectively through a knowledge-rich curriculum.
- it 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 Broadgreen and the wider community. The teacher will always make the class aware of the diversity of, as well as sensitivity to, questions and challenges that different views and cultures can present. By learning about a wide range of world faiths and views, this will promote racial, cultural and interfaith harmony and respect for the common human experience and condition shared by all. Therefore, students will be equipped to combat prejudice and discrimination and promote awareness of how interfaith, racial and inter-cultural cooperation can support the pursuit of the common good.
- it will provide opportunities for social development. 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.
- it 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.

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.

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 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 in middle peak. 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. This is explicitly made clear to students during careers week, in which their teacher will explain to them how studying RE could help them in their future careers.



- as part of their RE curriculum, students will acquire cross curricular skills such as the ability to analyse, problem solve, write and speak eloquently. These skills run throughout their secondary religious education. By giving students the opportunity to practise such skills it supports their pursuit of getting to university, thriving in a top job and having a great life.
- every cycle at middle and upper peak, there will be a 'careers spotlight', where students will explore a profession that is linked to that unit of work. For example, when students study the Y8 topic 'What do we do when life gets hard?' they will learn about careers in publishing.

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 RE specification is centred around two religions: Christianity and 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). 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 Dixons Broadgreen Academy will learn about a wide range of faiths and other worldviews. By the end of Y8, all students should have learnt about the six world religions in some form and they will have encountered and reflected upon ethical and philosophical views. By doing so, the RE curriculum is also following the requirements of the Liverpool Agreed Syllabus. In addition, students will study philosophy importantly because they will not have the opportunity to do this as part of their GCSE. By doing so, it means that students will be able to connect their learning to our key stage 5 curriculum offer and, for the majority who do not continue onto key stage 5 study of Philosophy, 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

Long Term Plan 2021/2022

	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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Introduction to Religious Education	What are my beliefs and values?	What are my religious beliefs and values?	What are the beliefs about God in the UK?	Why do religious people value hard work?	Why do religious people trust in the belief of life after death even if they cannot prove it?	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 the deities?	How do Hindus worship in the mandir?	How do Hindus worship at home?
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4 Data 2 Planning 2				
	What do Hindus believe about life after death?	What do Hindus believe about karma?	Is death the end?	Recap, revise and refine	Who are Muslims?	What does the Qur'an teach about God?	How do we make connections?	Are all Muslims the same?	What is the meaning of the afterlife?	What do Muslims believe about right or wrong?	What is Islamophobia and extremism?	What is the purpose of art in Islam?	Recap, revise and refine
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10 / Y12		Data 3 Planning 3		
	What is evil and suffering?	Why might evil and suffering cause some people to lose faith in God?	Where do Hindus believe that evil came from?	Where do Jews believe that evil came from?	How do Jews respond to the problem of evil and suffering?	What do Sikhs believe about God and how does this influence them when life gets hard?	Recap, revise and refine	Revision	Assessment	How do Sikhs respond to evil and suffering?	Can religions respond to the problem of evil and suffering?	Recap, revise and refine	Recap, revise and refine

Year 8 Religious Education

Long Term Plan 2021/2022

	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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Introduction to Christianity	What does the Bible say about God?	If God is Trinity, what does this mean for Christians?	Was Jesus the Messiah?	12-mark question "Does the world need saving?"	12-mark question "Does the world need saving?" + Feedback	What do the seven sayings tell Christians about Jesus?	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?		
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4 Data 2 Planning 2				
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10/Y12		Data 3 Planning 3		
							Revision	Revision	Assessment				

Year 9 Religious Education

Long Term Plan 2021/2022

	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 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1								Term 2				Data 1 Planning 1
	Orientation	Introduction to Christian Beliefs	Who are Christians?	What is God like?	Why does God allow us to suffer?	12-mark question – “The problem of evil proves there is no God”	How can God be one and the Trinity?	How do Christians view the story of creation differently?	How was Jesus active in creation?	What is the incarnation?	What is the significance of the crucifixion?	What is the resurrection and ascension? / What is the significance of the resurrection and ascension?	What is the resurrection and ascension? / What does the resurrection mean for Christians?
Cycle 2	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3						Term 4 Data 2 Planning 2				
	What is meant by the afterlife and judgement?	What does the Bible tell Christians about life after death?	Why do Christians need saving? / How can Christians be saved?	What was the role of Christ in salvation?	12-mark question practice / What are the important teachings in Christianity?	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs	Muslim Beliefs
Cycle 3	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
		Term 5						Term 6	Summer Exams Y7-10 / Y12		Data 3 Planning 3		
	Muslim Beliefs	Introduction to Christian practices / What do we understand by worship?	What do we understand by prayer?	What is the importance of sacraments? / What is the importance of holy communion?	Why do Christians go on pilgrimages?	Why are Christmas and Easter key times of the year?	The role of the Church in the local community	Revision	Assessment	The Church growth	The importance of the worldwide Church: reconciliation	The importance of the worldwide Church: persecution	The Church's response to worldwide poverty