



William Edwards School Religious Education Department Curriculum Journey

The purpose of the curriculum:

- To contribute dynamically to the education by provoking challenging question about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- To learn about and from religions and worldviews in local, national and global contexts to discover, explore and consider different answers to these questions. This is done using SACRE agreed syllabus and Thurrock agreed syllabus, giving a broad overview in the time allocated.
- To equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- To develop pupils aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, we well as develop responses of their own.

Careers

Aid worker, Health Practitioner, Teacher, Police Officer, Law Practitioner, Counsellor, Journalist, Researcher, Archivist, Chaplain, Mediator, Youth Worker

University Study

Religious Studies, Theology, Philosophy, Travel and Tourism, Health and Social Care, Education, Uniformed Public Services, Law, History, Occupational Therapy

What does KS5 look like?

Philosophy of religion, Ethics of religion, Study of Christianity, The dialogue between philosophy of religion and religion, The dialogue between ethical studies and religion. This is done through two exam papers with a mix of compulsory and optional questions.

KS5

Revision for final GCSE examinations in May and June

Religion, Human Rights and Social Injustice – Christian concepts of human rights and social injustice, prejudice and discrimination in relation to women and homosexuals, freedom of religious expression, respecting the rights of others, social justice,, wealth and poverty

Assessment 5 question exam practice paper on Theme

Assessment 5 question exam practice paper on Theme

Year 11 Christmas Mock

Religion, Crime and Punishment
Christian concepts of crime and punishment, good and evil, reasons for crime, criminals, different types of crime, aims of punishment, prison, corporal punishment, community service, forgiveness and capital punishment

Assessment 5 question exam practice paper on Theme

Religion, Peace and Conflict – Development of Christian concepts of peace and conflict, forgiveness reconciliation, protests, Terrorism, war, WMDs, just war, holy war, victims of war and pacifism

Assessment 5 question exam practice paper on Theme

Students are given a choice of themes to pick from. Depending on their preferences.

YEAR 11

Assessment 5 question exam practice paper on Hindu Practices

Hindu Practices – Development of knowledge of Hindu practices about worship, festivals, representations of God, pilgrimage, yoga, the environment and charity

Assessment 5 question exam practice paper on Hindu Beliefs

Hindu Beliefs – Development of knowledge of Hindu beliefs about Gods and Goddesses, cosmology, nature of humanity, freewill and suffering and duty

Assessment 5 question exam practice paper on Christian Practices

Religion and Human Life – Development of the relationship between religion and scientific explanations for creation, the value of the world and responsibility to protect it, use and abuse of the environment, animals, the sanctity and quality of life and attitudes to death and the afterlife.

Assessment 5 question exam practice paper on Christian Beliefs

Christian Beliefs – Development of key beliefs on the Nature of God, creation, the afterlife and the person of Jesus

GT, Links to KS3
Development of Christian beliefs about God, creation, the afterlife and Jesus from Year 7 and 8. Development of Christian practices links to themes of pilgrimage and festivals in KS3

CORE YEAR 10 RE:
Religion , Crime and Punishment
Reasons for crime, Christian attitudes to law breakers, aims of punishment, suffering, treatment of criminals, forgiveness, the death penalty.
Religion human rights and social justice
Prejudice and discrimination, religious freedom, disability and race, wealth, poverty, exploitation, charity.

YEAR 10

How do our beliefs shape our actions? – Why is there suffering in the world? Ideas of immortality. Miracles. Why did Marx compare religion to a drug? Are the new atheists right about faith? Is a 'Holy War' justified? What do people in the UK believe?

Does God exist?– The allegory of the cave, Plato. Arguments for the existence of God. Does God make sense?

How do we make moral decisions?
What are ethics? What is the sanctity of life? Designer babies. Abortion and Human Rights. Euthanasia. The banality of evil. Has religion passed its sell by date?

What does belonging to a religion mean?–What daily religious life would you choose? Moral codes of a Christian, moral code of a Jew, moral codes of a Muslim, Moral codes of a Hindu, Moral codes of a Sikh. Different beliefs of afterlife.

YEAR 9

Assessment 4 – Does religion cause more problems than solve it?

Assessment 3 – You cannot prove the existence of God. Discuss.

Assessment 2 Does religion still have a place in the world?

Assessment 1– Religions agrees about more things than they disagree about. Evaluate this statement.

GT, Links to simple beliefs about Hinduism in KS2 and KS4. Constant developing of reasons for beliefs.

How does a belief in Karma affect how Hindus live their lives? Hindus around the world and influences in the UK. Hindu beliefs. Brahman. Texts and scriptures. Places of worship. Religious symbols. Religious festivals.

What is the best way for a Sikh to show commitment to God–Sikhs around the world and influences in the UK. Sikh beliefs. The Gurus. Texts and Scriptures. Places of worship. Religious symbols. Religious festivals.

Is Buddhism a religion or a way of life? – Buddhists around the world and influences in the UK. Buddhists beliefs. The Buddha. Texts and Scriptures. Places of Worship. Religious symbols. Religious festivals/

GT, Links to how people express faith in what they believe in KS2. Developing higher level thinking skills

Assessment 4 – In the absence of a holy text, how do we know right from wrong?

What makes us Human? – Humanists around the world and influences in the UK. Humanist beliefs. How is Humanist worship different? Other worldviews. Humanist symbols. Humanist symbols.

YEAR 8

Why is Mecca so important to Muslims? –Islam in the world and influences in the UK. Islamic beliefs. Muhammed. The Qur'an. Places of worship. Religious symbols. Religious festivals.

How do Jewish people practice their beliefs? –Judaism in the world and influences in the UK. Jewish beliefs. Abraham and Moses. The Torah and Jewish pleaces of Worship. Religious symbols. Religious festivals.

GT, Links to simple beliefs about Judaism in KS2 develops their understanding of Judaism

What do Christian beliefs teach about the Nature of God? – Christianity in the world and influences in the UK. Different denominations, Christian beliefs about the trinity. Parables and miracles. Death and Atonement. The Bible and Gospels. Places of Worship and religious symbols. Religious festivals.

Links to beliefs about God from KS2 and Christian Beliefs in KS4

Introduction to Why do we study religion?
What do religious teaching and authorities share? , why is religion important in the world today?

Introduction to Why do we study religion?
–What is religion? where did religion start? What is religious symbolism?

YEAR 7

Assessment 1 – Religion is a force for good in the world. Discuss

Assessment 2 – Easter is more important than Christmas. Discuss

Assessment 3– Why is Pesach important for Jewish people.

How people express and practice what they believe?

What people believe

Simple beliefs about Hinduism

What does KS2 look like?

Simple beliefs about Judaism

Simple beliefs about Islam

Simple beliefs about Christianity for example belief in God, importance of the bible and Jesus as the Son of God.

Begin your KS2 Religious Education curriculum and develop a lifelong love of learning

KS2 PRIMARY SCHOOL

Apply for a place at WES

Attend WES Transition week. Opportunity for students to create a presentation on what they would do if they were God. This can cover all faiths therefore being inclusive. Get them thinking about religion and philosophy.

We will speak to you and your Primary schools to find out what topics you have covered

Golden Threads

Religion in our World

Religious Beliefs

Religious symbols

Religious teachings and scriptures

Religious buildings and places of worship

Religious celebrations and festivals