



## CURRICULUM OVERVIEW

### Religious Studies, Philosophy and Ethics



A Lakelands RE student should be curious about the world in which they live, think critically about their ethical responsibilities and be tolerant of the cultures of others.

#### Lakelands Whole Academy Curriculum Intent:

Our aim is to provide a diverse, accessible, challenging and inspiring curriculum for the students of Lakelands, our core purpose to develop well-rounded, confident young people, with the integrity, resilience and high aspirations to thrive in the future. The curriculum is designed to provide them with the core knowledge they need to succeed in education, and to become successful members of society. We encourage them to be curious and open-minded, and develop the necessary critical, creative and problem-solving skills to be able to make a difference in their future lives. All students benefit from a culturally enriching curriculum that has depth, breadth and regular revisiting of knowledge to give them the confidence to succeed. It is a curriculum designed to encourage learners to step outside their comfort zone and embrace challenge. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables our young people to appreciate and participate in the full richness of the human experience.

#### Religious Studies, Philosophy and Ethics Curriculum Intent:

Lakelands students study a broad and ambitious curriculum, covering all 6 major world religions and debating contemporary issues in both Philosophy and Ethics. The curriculum is rich in skills and knowledge and is focused on understanding the beliefs and practices of faiths as well as exploring wider moral concepts. The curriculum is delivered in 4 parts each year: the study of 2 religions, a philosophical unit and ethical unit each year across the key stage. Through their study of RS, they will learn the significance of key concepts relevant to both their immediate lives and also as they develop into adults. These include faith, diversity, tolerance, the lens in which they view the world. They will also practice core skills, evaluation, debate and self-reflection. There is progression between Key Stage 3 and 4, as students strengthen key knowledge and skills over time that prepare them for the increased challenge and complexity of GCSE.

RS, Philosophy and Ethics is a subject that forms the bedrock of our understanding of the culture in which we live as well as the wider world around us. The content covered gives students the opportunity to explore issues at a local, national and international level from global faiths to faith in the UK, Humanism, philosophical debate and moral challenges. This range of content offers the opportunity to explore different peoples' perspectives on issues and events and think critically about the world in which they live. Our curriculum is carefully sequenced to give students a broad understanding of all aspects of faith and diversity of belief, as well as being able to make links to other societies, cultures and world events.

Our students are encouraged to be curious and independent learners, with the ability to make valid, reasoned, and evidenced judgements using transferable skills that can equally be applied to current day issues. They are provided with regular opportunities to develop their understanding and appreciation of important religious and ethical concepts such as end of life, if God exists, utilitarianism and stewardship of the planet. These concepts unlock the door for students to be able to ask leading questions, analyse information and convey their views in a methodical and structured way. These skills are honed and developed progressively through the curriculum to create lifelong thinkers, confident in communicating their views, both in writing and verbally.

At Keystage 3, we use the Shropshire agreed syllabus 2021 -2026 as a foundation of curriculum intent:

## Programme of Study and planning steps

### What do students gain from RE at this key stage?

Students should extend and deepen their knowledge and understanding of a range of religions and beliefs, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and beliefs in systematic ways. They should draw on a wide range of subject-specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and beliefs have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

#### Aims:

*The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

#### RE teaching and learning should enable pupils to ...

**A. make sense of a range of religious and non-religious beliefs**

**B. understand the impact and significance of religious and non-religious beliefs**

**C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied**

### End of key stage outcomes

#### More specifically students should be taught to:

<ul style="list-style-type: none"> <li>give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> </ul>	<ul style="list-style-type: none"> <li>give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> </ul>	<ul style="list-style-type: none"> <li>give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> </ul>
<ul style="list-style-type: none"> <li>taking account of context(s), explain how and why people use and make sense of texts/ sources of authority differently</li> </ul>	<ul style="list-style-type: none"> <li>show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> </ul>
<ul style="list-style-type: none"> <li>in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>		<ul style="list-style-type: none"> <li>respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul>

These general outcomes are related to specific content within the unit outlines on pp.95-112.

Each year at KS3 there are 4 units of study:

Year 7:

- 1) Understanding the world of faith and secularism including: What difference does it mean to be non-religious in Britain today? (from SACRE)
- 2) Christianity including the key unit question: What does it mean for Christians to believe in God? (from SACRE)
- 3) Philosophy and ethics unit with the focus on rights and responsibilities including, worldview and good, bad, right, wrong how do I decide? (from SACRE)
- 4) Islam including the key unit question What is good and what is challenging about being a Muslim teenager in Britain today? (from SACRE)

Year 8:

- 1) Judaism including the key unit question What is good and what is challenging about being a Jewish teenager in Britain today (optional question from SACRE)
- 2) Philosophy including the key unit question Should happiness be the purpose of life? (from SACRE)
- 3) Sikhism including the key unit question How are the Sikh teachings of equality and service put into practise today? (from SACRE)
- 4) Ethics including the key unit question Why is there suffering? Is there any good solutions? (from SACRE)

Year 9:

- 1) Hinduism including the key unit question Why don't Hindus want to be reincarnated and what do they do about it? (from SACRE)
- 2) Philosophy/ stewardship including the key unit question Should Christians be greener than everybody else? (from SACRE)
- 3) Buddhism including the key unit question The Buddha: how and why do his experiences and teachings have meaning for people today? (from SACRE)
- 4) Yad Vashem

**How the Religious Studies, Philosophy and Ethics curriculum links to our core Curriculum Principles:**

Lifelong Learning	Students are encouraged to be curious, independent, and critical thinkers – essential for lifelong learning.
Aspiration to succeed	Increasing challenge and complexity of knowledge/skills builds confidence and the aspiration to succeed. RS content challenges students to reflect on their world view, their decision making and being responsible and informed global citizens.
Knowledge building	Regular retrieval practice and interleaved learning is embedded in the curriculum delivery to enable learners to access higher-level skills and make connections between faiths.
Empathy for others	Values of compassion, tolerance, inclusion, and diversity are constant through the curriculum, strengthened by self-reflection, thought experiments and exposure to morally challenging issues.

## IMPLEMENTATION

### Year 7 Curriculum Implementation

In Year 7, our students follow 4 units that provide a uniform platform, regardless of feeder primaries, where they build a platform of core subject knowledge that will provide a strong foundation for a deeper understanding of the world around them and which they see in the media. It will challenge them to ask questions about the development of their own world view and how philosophical and religious belief has shaped the global society in which they live. They will learn and understand the fundamentals of the 2 largest world faiths leading to increased tolerance, inclusion and empathy with people they encounter throughout their lives. Applying new knowledge to ethical considerations will help them reflect on their own stance to challenging issues.

	Knowledge and skills	Assessment
1	<p>Unit 1: Understanding the world of faith and secularism Sept – Nov</p> <p>This unit introduces all students regardless of feeder primaries to the broad geographical spread of the major world religions and key aspects of religion such as symbols and key people. This unit also introduces students to the concepts of theism, agnosticism and atheist and how the UK population stands in relation to these concepts. Students are introduced to the idea of secularism, morality and spirituality and develop the idea that everyone has a worldview.</p>	Knowledge test
2	<p>Unit 2: Christianity Nov –Feb</p> <p>This unit introduces students to the first of the world’s major faiths and examines both the core beliefs and practices of the religion. The unit includes the core question from the SACRE What does it mean for Christians to believe in God? Students will examine core aspects of Christianity including the Trinity, the Bible, the conception, crucifixion and ascension and what the corresponding festivals are.</p>	Is Christmas still a religious festival? Extended writing
3	<p>Unit 3: Philosophy and ethics with the focus on rights and responsibilities Feb –May</p> <p>One of the core aspects of Christianity and non faith worldviews are the concepts of tolerance, human rights, justice and equality. These underpinning concepts are explored in this unit. The corresponding SACRE unit is good, bad, right or wrong how do you decide? In this unit students identify all the factors that influence their worldview, how people make decisions and then debate a variety of issues, including testing on animals, human rights, refugees and moral dilemmas.</p>	Philosophical arguments: good, bad right or wrong? Balanced argument extended writing
4	<p>Unit 4: Islam May -July</p> <p>This unit explores the main beliefs, traditions and practices of Islam, the second largest global religion and one that students have misconceptions about, in part down to media and living in a rural area. It was chosen that Islam is studied in year 7 as it provides a good contrast to Christianity and allows students to make parallels between both religions. This is useful for students as they can start to identify similarities between religion, thus challenging an us and them narrative.</p>	Islam knowledge test

**Cross-curricular links in Year 7: Geography, Art, Science, PSHE, Citizenship, History, Languages, English**

**Careers:** We look at skills and jobs which will benefit from these skills (e.g. police) and also how understanding of global issues would help with global business, etc. – how RS helps with job market.

## Year 8 Curriculum Implementation

In Year 8, our students make progress and build on their existing knowledge from year 7 to revisit all the disciplines of RE, Philosophy and Ethics and add another layer of deeper knowledge. Judaism builds on core Christian and Islamic knowledge and students will develop a deeper understanding of the core Abrahamic faiths. This will be contrasted with new knowledge of Dharmic faiths and students will evaluate a different religious tradition. This will be further challenged when students will examine a range of issues like the sanctity of life and concepts such as fairness and equality from multiple religious views, both Dharmic and Abrahamic and compare and contrast the similarities and differences between different religious viewpoints. Students will also evaluate ethical considerations from a humanist stance further broadening their understanding of a range of moral viewpoints.

	Knowledge and skills	Assessment
1	<p>Unit 1: Judaism Sept – Nov</p> <p>Judaism is optional on the Shropshire SACRE. However we have chosen to teach it as we believe that students that are exposed to a wider variety of religious and cultural ideas have a greater depth and complexity of understanding . To fully understand and ask complex questions about Christianity students have to understand Judaism. In addition when students study Yad Vashem and the Holocaust in year 9 they have a greater understanding if they understand the religions and culture of the Jewish people. Students will study the foundations of the religion, including the difference between Orthodox and secular Jews, key people, festivals and key beliefs.</p>	Judaism knowledge test
2	<p>Unit 2: Philosophy. Is happiness the purpose of life? Nov –Feb</p> <p>In this unit students debate what purpose means in life and how different religions might view purpose. This builds upon religious and non religious viewpoint learnt in year 7. Students also define happiness –is this spiritual, moral, emotional, fulfilment? Etc and use resources from the secular charity : Action For Happiness. Is spiritual happiness preferable to physical or earthly happiness?</p>	Is spiritual happiness preferable to physical or earthly happiness? Extended writing
3	<p>Unit 3: Sikhism Feb – May</p> <p>In this unit students study all aspects of Sikhism and link them to the central principles of equality and service. Students learn about the life of Guru Nanak, explore how Sikhs practically put their faith into action to show the principles of equality and service, e.g in the Gurdwara, Sewa, Langar. Students look at what it means to be Sik today in Britain and challenges young Sikhs face, for example debate over the 5 Ks.</p>	Sikhism general knowledge test and GCSE style question linked to theme of equality
4	<p>Unit 4: Ethics. Why is there suffering? May – July</p> <p>Building upon ethical issues discussed in year 7 this unit focuses on the concept of suffering. Students contrast 4 different approaches to suffering: Old Testament for example Genesis and Job ( behave well and trust God), New Testament ( follow Jesus), Buddhist (stop wanting what you cannot have) and Humanist( problems are not equal e.g. First world suffering) Students evaluate each of the arguments and then offer a solution for suffering</p>	Evaluation of the 4 main approaches and a conclusion offering a solution

**Cross-curricular links in Year 8: Science, History, Geography, English, PSHE, Citizenship,**

**Careers: We discuss the practicalities of wearing a kalpan and a turban in different jobs, etc.**

## Year 9 Curriculum Implementation

In Year 9, our students progress from year 7 and 8 and build on their prior knowledge of religions, philosophy and ethics to critically evaluate religion, philosophy and ethics from a wider global perspective. They will explore what they believe are core components of faith and evaluate if Buddhism is a faith or a lifestyle. Globally they will evaluate the impact of newer philosophical ideas of the twentieth century such as speciesism and apply new knowledge to global ethical issues figuring out their viewpoints on issues that will impact their lives. Yad Vashem is covered to coincide with the History curriculum and builds on their knowledge of Judaism from year 8.

	Knowledge and skills	Assessment
1	Unit 1: Hinduism Sept – Nov Why don't Hindus want to be reincarnated. Hinduism is optional in the Shropshire SCARE but we believe that it is important that given the central role of India in global politics and economics that students have a broad knowledge of Hinduism. Within some British cities as well there is tension between Hindu and Muslim communities and it is important students understand the tensions that exist. The KS2 curriculum has a focus on Hindu stories so this layer of the picture in year 9 will add a deeper depth of understanding. Students learn the concepts of samsara, karma and moksha. They evaluate contrasting aspects of Hinduism to western cultures such as vegetarianism, Ahimsa and dharma and decide how being a young Hindu is in Britain today. The proposition that being Hindu is the best path to protect the environment is a platform for the subsequent unit.	Hinduism knowledge test
2	Unit 2: Philosophy and stewardship. Should Christians be greener than anyone else? Nov –Feb The starting point for this unit is the depth of knowledge students have built up over the last 2 years about contrasting ideas about creation. Students compare Genesis 1 and 2 to the Big Bang and discuss how the 2 are not mutually exclusive. This unit focuses on the theme of stewardship and how the creation story place emphasis on humans as stewards. Students decide what weight a Christian should give to the creation story and if there is a religious obligation to be green.	Humanity school report
3	Unit 3: Buddhism Feb –May This unit focuses on one key person the Buddha and how actions and examples have given meaning and how they are relevant today. Students learn about the Buddha, the 4 noble truths and the noble eightfold path. Students have a go at mindfulness and meditation and examine if Buddhism was an early form of humanism. Students evaluate if Buddhism is a religion, worldview or lifestyle.	Buddhism knowledge test
4	Unit 4: Yad Vashem May – July Building on year 8 knowledge of Judaism and challenging anti –semitic tropes this unit focuses on rehumanising the Holocaust and helping students see that the figure of 6 million as 6 million people with lives, hopes, futures, communities, families and individuality. Through the unit students learn about pre Jewish life, individual stories like Anne Frank and challenging misconceptions surrounding Jewish resistance. This unit coincides with the History department teaching WW2 so that students can understand the Eurocentric and global context of the Holocaust.	Holocaust museum exhibit

**Cross-curricular links in Year 9: History, Geography, PSHE, Citizenship, Science, English**

**Careers: Guest Speaker – humanist neurosurgeon – how his views impact his job.**

**Year 10 Curriculum Implementation – Full course GCSE**

In Year 10, our students build on their strong and broad KS3 subject knowledge and skills and follow the AQA RS Route A Syllabus.

In Year 10, students focus on Christianity as their first examined religion. This was chosen as it reflects the main religion in Ellesmere and the main religion of the students attending Lakelands Academy. Christianity is diverse, with its religious traditions and beliefs and is also the main religion in Great Britain today.

The second religion studied in Year 10 is Islam. This was chosen over others as we at Lakelands Academy feel that a significant depth of knowledge of Islam will most benefit our students for the future – in a global age, it is necessary for students to understand the top 2 major world religions.

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<p>The first unit of the year 10 study is Christianity. This was chosen as it reflects the religious makeup of both the school and the area and has strong foundations from KS3. This is a natural transition from KS3 to KS4. In the first half term the focus is on belief followed in the second half term by practices. This is the recommend approach of the exam board. In this unit students by examining in depth the beliefs of Christianity can develop their own SMSC values and the democratic foundation of the culture in which they live. The topics covered are:</p> <p>Christianity. Beliefs and teaching. The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation. Beliefs and teachings about the incarnation and Jesus as the Son of God, the crucifixion, resurrection and ascension, the concept of sin, including original sin, the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.</p>	<p>Past questions both self, peer and teacher assessed.</p>
2	<p>The second unit of work is sequential from the first unit. Beliefs are taught first as they provide the platform to extend knowledge and form the basis of how people express their faith. There is a strong focus on faith is action and the following topics are developed in depth. Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible and private worship. Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.</p> <p>The role and meaning of the sacraments: the meaning of sacrament the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. The role of the church in the local and worldwide community The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p> <p>This unit provides lots of opportunities for students to see the living religion. For example students have the opportunity to see and feel a rosary bead, make a Christingle and as the unit coincides with the Christain celebration of Christmas evaluate its place as a religious festival in modern society. This is revisiting a year 8 theme from an assessment which provided a p[platform to this topic.</p>	<p>Past question: both self, peer and teacher assessed</p>

3	<p>It has been decided to teach the second religion: Islam, sequentially as it follows the same structure as Christianity and therefore provides a repetitive structure for learning. Student security of format will allow new knowledge to be imbedded. As some of the language and terminology is complex being able to make synoptic links to Christianity will help students understand and progress. Like Christianity beliefs are taught first to provide a strong platform for learning in the next unit about practises. The subjects covered are required by the specification and include: The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority, Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books: Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance.</p>	<p>Past questions, self, peer and teacher assessed</p> <p>Year 10 mock exam –including both Christianity and Islam past questions. This will allow for more useful data about where students have strengths or knowledge gaps in the religions. The religions are necessary for year 11 comparison topics so this will allow accurate assessment of understanding going into year 11.</p>
4	<p>In unit 4 Islamic practices are evaluated and how Muslims are learnt. This builds on strong KS3 foundations where the practices of Islam are both distinct in year7 but also peppered throughout discussions and work at KS3. Both in the RE curriculum and also personal development curriculum. The topics learnt include: Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Studying Jihad will allow students to understand Islam better and challenge the often wide held misconception of Jihad in the Western world. Thus this was improve and deepen students' understanding of the world and Islamophobia. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	<p>Past questions, self, peer and teacher assessed</p>
<p><b>Cross-curricular links in Year 10: Core RE , History, Geography, Art</b></p>		
<p><b>Careers: Christian practices – charity jobs / jobs in charity sector</b></p>		

**Year 10 Curriculum Implementation – Statutory requirement**

In Year 10, students have a broad RE curriculum that builds upon their knowledge and skills developed at KS3. The KS4 RE requirement is delivered in 2 x PM registrations per week, following the programme of study outlined below. The RS department has created a pupil workbook and lesson resources that allows for parity across all the form groups at Key Stage 4. Additional assemblies throughout the year focus on key global religious festivals, concepts and people. Collective worship and the personal development curriculum, delivered during AM registrations also supplement this. Students at Key Stage 4 receive their statutory RE provision by following the AQA GCSE Short Course Theme A syllabus, which comprises:

Unit 1: Families and Relationships (Sept-Feb)

Unit 2: Christianity (Feb-July)

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<p>Theme A –Families and relationships Sept –Feb</p> <p>This has been chosen as the first unit to study in year 10 as it is the concept that students are familiar with. Everyone lives in some form of family setting so it allows for students to compare Christianity and Islam (the skill assessed in the examination) within a familiar topic. Once students are confident comparing religions the other units then build on this skill following more complex topic content. The following topics are compared, contrasted and evaluated with the unit: Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality The nature of families, including: the role of parents and children, extended families and the nuclear family. The purpose of families, including: procreation stability and the protection of children, educating children in a faith.</p> <p>Contemporary family issues including: same-sex parents and polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.</p> <p>This has strong curriculum links with PSHE and RSE curriculums. Although RE evaluates these topics from 2 different religious perspective and not a morality perspective –by reinforcing message about making health choices, issues of sexuality and families, students will evaluate their own SMSC values and also those of the society in which they live. Understanding that other cultures do not always share the same family values as Britain will allow students to discuss FBV and enable them to be active global citizens who are tolerant and respectful of the choices of others but also challenge prejudice and discrimination.</p>	
2	<p>The second unit of the year 10 study is Christianity. This was chosen as it reflects the religious makeup of both the school and the area and has strong foundations from KS3. This is a natural transition from KS3 to KS4. In the first half term the focus is on belief followed in the second half term by practices. This is the recommend approach of the exam board. In this unit students by examining in depth the beliefs of Christianity can develop their own SMSC values and the democratic foundation of the culture in which they live. The topics covered are:</p> <p>Christianity. Beliefs and teaching. The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation. Beliefs and teachings about the incarnation and Jesus as the Son of God, the crucifixion, resurrection and ascension, the concept of sin, including original sin, the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.</p>	

**Cross-curricular links in Y10: Core RE, History, Geography, Art, Biology**

**Careers: Discussions of how knowledge may help in public service careers like the Police, Teaching, Healthcare; Warfare unit – links to careers in the military (role of chaplain as a choice within the armed services); Charities section – working within a global v local charity and career opportunities within the civil service**

**Year 11 Curriculum Implementation –GCSE Full course**

In Year 11, our students build on their religious understanding of Christianity and Islam developed in year 10 to apply knowledge of these religions to 4 ethical strands of the AQA RE theme A course. The 4 units studied in year 11 are:

A – Religion and families

D – Religion, peace and conflict

E –Religion, Crime and Punishment

F – Religion, human rights and social justice

These units were chosen as they make cross curricular connections with the GCSE History course, build on ethical issues studied at KS3 and also the ones that most interest the students following student voice choice.

During the course of year 11 there is also built into the course interleaved revision. Once a fortnight students will halt the year 11 curriculum and do a masterclass revision session on a year 10 topic. This will help imbed core knowledge, recall and key language.

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<p>Theme A –Families and relationships (Sept – Nov)</p> <p>This has been chosen as the first unit to study in year 11 as it is the concept that students are familiar with. Everyone lives in some form of family setting so it allows for students to compare Christianity and Islam (the skill assessed in the examination) within a familiar topic. Once students are confident comparing religions the other units then build on this skill following more complex topic content. The following topics are compared, contrasted and evaluated with the unit: Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.</p> <p>Families and gender equality The nature of families, including: the role of parents and children, extended families and the nuclear family. The purpose of families, including: procreation stability and the protection of children, educating children in a faith.</p> <p>Contemporary family issues including: same-sex parents and polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.</p> <p>This has strong curriculum links with PSHE and RSE curriculums. Although RE evaluates these topics from 2 different religious perspective and not a morality perspective –by reinforcing message about making health choices, issues of sexuality and families, students will evaluate their own SMSC values and also those of the society in which they live. Understanding that other cultures do not always share the same family values as Britain will allow students to discuss FBV and enable them to be active global citizens who are tolerant and respectful of the choices of others but also challenge prejudice and discrimination.</p>	Past questions: self, peer and teacher assessed

2	<p>Religion, violence, terrorism and War (Nov -Jan)</p> <p>The meaning and significance of:  peace  justice  forgiveness  reconciliation.  Violence, including violent protest.  Terrorism.  Reasons for war, including greed, self-defence and retaliation.  The just war theory, including the criteria for a just war.  Holy war.  Pacifism.  Religion and belief in 21 st century conflict  Religion and belief as a cause of war and violence in the contemporary world.  Nuclear weapons, including nuclear deterrence.  The use of weapons of mass destruction.  Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.  Religious responses to the victims of war including the work of one present day religious organisation</p>	<p>Past questions including self, peer and teacher assessed</p> <p>Year 11 mock exam</p>
3	<p>Religion, crime and the causes of crime (Jan -March)</p> <p>Good and evil intentions and actions, including whether it can ever be good to cause suffering.  Reasons for crime, including:  poverty and upbringing  mental illness and addiction  greed and hate  opposition to an unjust law.  Views about people who break the law for these reasons.  Views about different types of crime, including hate crimes, theft and murder.  Religion and punishment  The aims of punishment, including:  retribution  deterrence  reformation.  The treatment of criminals, including: prison  corporal punishment  community service.  Forgiveness.  The death penalty.</p>	<p>Past questions, self, peer and teacher assessed</p>

	Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	
4	<p>Human rights (March – May)</p> <p>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</p> <p>Issues of equality, freedom of religion and belief including freedom of religious expression.</p> <p>Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.</p> <p>Social justice.</p> <p>Racial prejudice and discrimination.</p> <p>Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</p> <p>Wealth and poverty</p> <p>Wealth, including:</p> <ul style="list-style-type: none"> <li>the right attitude to wealth</li> <li>the uses of wealth.</li> </ul> <p>The responsibilities of wealth, including the duty to tackle poverty and its causes.</p> <p>Exploitation of the poor including issues relating to:</p> <ul style="list-style-type: none"> <li>fair pay</li> <li>excessive interest on loans</li> <li>people-trafficking.</li> </ul> <p>The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</p> <p>Charity, including issues related to giving money to the poor.</p>	Past questions, self, peer and teacher assessed

**Cross-curricular links in Y11: History, Biology, English, Geography, MFL, PSHE, RSE**

**Careers: Ethics – jobs in Science and Ethics – science jobs needing an ethical background.**

**Year 11 Curriculum Implementation – Statutory requirement from Sept 2025**

For the year 2024-2025, students in Year 11 will follow the Year 10 statutory curriculum, with it being the first year of implementation. The Year 11 curriculum builds on, and sequentially follows, the year 10 statutory requirement, as it is the second set of units from the AQA GCSE Short Course Route A. This year, students complete the Islam and War and Peace units. We have structured these units in Year 11 as a number of Year 11 students will have studied Islam in Year 10 GCSE Full Course and can support and provide points of clarification for peers, if needed. This is also good, inter-leaved revision for the Full Course students.

The course is structured as follows:

Unit 3: Islam (Sept-Feb)

Unit 4: War and Peace (Feb-May)

	<b>Knowledge and skills</b>	<b>Assessment</b>
1	<p>Beliefs and teachings Key Beliefs The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur’an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika’il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books: Qur’an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance.</p> <p>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer. Duties and festivals Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi’a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	Student workbook
2	<p>The meaning and significance of:</p> <ul style="list-style-type: none"> <li>peace</li> <li>justice</li> <li>forgiveness</li> <li>reconciliation.</li> </ul> <p>Violence, including violent protest.</p> <p>Terrorism.</p>	Students workbook

<p>Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Pacifism. Religion and belief in 21 st century conflict Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation</p>	
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**Cross-curricular links in Y10: Core RE, History, Geography, Art, Biology**

### IMPACT OF THE RS CURRICULUM

Progress is measured within lessons, through low stakes testing and cold calling and over terms, years, and key stages via summative and cumulative testing. Homework is used to consolidate learning and regular retrieval practice in lessons ensures progress over time. Immediate feedback plays a crucial role in determining and resolving misconceptions in understanding and application. Marking of written texts and assessments by the teacher provides students with more detailed feedback. Proficiency is achieved through regular opportunities to practice questions that test knowledge, debate conflicting opinions, religions and complete practice examination questions. Engagement in RS will be evident in a healthy uptake for GCSE, and again on to higher education. Students will be inspired to take part in visits to sites that demonstrate faith in actions like Birmingham Mosque and take part in discussion with non-faith groups like the Humanists. The real world understanding of RS is a core aim of the curriculum. The diverse and knowledge rich curriculum should develop confident and articulate linguists who want to discover more about the world around them.

### WIDER CURRICULUM OFFER

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum.

#### Personal Development within the RS curriculum

Personal Development	Having a depth of knowledge about a diversity of faiths and secular views will make Lakelands students more tolerant, empathetic and understanding of the global world they are a part of. Many of the global issues students will need to grapple with are rooted in religious conflict, lack of understanding or intolerance to people. Lakelands students having studied an RS course with breadth and depth will be better equipped to navigate their futures.
SMSC	Spiritual and moral development is at the heart of the RS curriculum. Throughout both KS3 and KS4 students have multiple opportunities to compare the 6 major global faiths and where they sit on spiritual and moral issues. Ethical and philosophical debate throughout both key stages allows students to see where their personal view aligns both in a religious and secular sense. Integral to RS is engaging with the culture of others. Faith can be at the heart of cultures so learning about a faith therefore involves engaging with other cultures. For example when learning about Hinduism in Year 9 students will have to understand the caste system and dharma. This is integral to the culture of India. Through RS education students learn about the food, festivals and pilgrimage sites of other cultures.
British Values	Students can explore individual liberty, which is part of British values, through a study of authentic texts, audio and video. Studying RS gives numerous opportunities to explore individual liberty as a concept that applies in different ways in different countries. The core values of mutual respect are promoted in the RS classroom to encourage participation by all. Everyone is supported to engage and speak up. Most students face challenges when speaking about their opinions and personal viewpoints, especially if they hold religious views. RS classrooms are tolerant and inclusive of the religious viewpoint of everyone. All verbal participation is celebrated and supported by peers. Classroom debates take place which allow all opinions to be heard in a respectful way and gives the opportunity for students to learn about democracy. The study of RS promotes and encourages an appreciation of different faiths, beliefs and ways of life. Students learn about aspects of different cultures - food, music, entertainment, festivals and traditions. KS3 and KS4 resources promote lifestyles beyond Europe.
Extracurricular & Enrichment	Birmingham Mosque visit – year 10 Humanist Society resources used throughout both KS3 and KS4 Humanist Society speaker –if available Jewish Society speaker –if available

Holocaust Education Trust resources used yr9  
Various charity resources used throughout all key stages  
AI business leaders visiting to discuss ethical implication of AI

#### **Careers in the RS curriculum**

RS, Philosophy and Ethics promote inter-disciplinary skills such as critical thinking and wider knowledge of the world, to evaluate situations from religious and non-religious standpoints. This encourages our pupils to become informed and tolerant young people, qualities that are relevant and necessary going into the world of work. Studying RS will allow students to work with a global and diverse range of people in all sectors of the workforce.

#### **Cultural Capital in the RS curriculum**

*The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement*

Culture is an integral part of RS. At Lakelands the RS curriculum introduces to a wide variety of diverse cultures that include Jewish culture, Sikh cultures, secular culture, Islamic cultures, Christian cultures which include festivals, traditions surrounding birth, marriage and death. The philosophical and ethical units tackle emerging cultures such as the increasing impact of environmentalism and artificial intelligence. Studying the creative arts of other cultures such as Islamic calligraphy and Hindu rangoli will allow students to reflect on their own cultural achievements.

#### **SEND in the RS curriculum**

The RS curriculum is designed to be inclusive and accessible, ensuring that students with Special Educational Needs are supported through differentiated teaching, clear scaffolding, and a variety of learning approaches. Content is broken into manageable steps, with key beliefs, practices, and ethical concepts revisited to strengthen understanding and long-term retention. Visual resources such as symbols, artefacts, storyboards, and video clips help students engage with abstract ideas, while structured discussions and guided questioning support the development of reflection and enquiry skills. Opportunities for dialogue, creative expression, written responses, and role-play activities allow students to demonstrate their understanding in different ways, promoting confidence and engagement. Adaptations such as simplified texts, targeted support, and explicit vocabulary instruction ensure that all learners can access and succeed in the RS curriculum.

#### **Safeguarding in the RS curriculum**

The RS curriculum promotes safeguarding by exploring beliefs, values, and ethical teachings that highlight issues such as rights, equality, justice, respect, and the consequences of harm, prejudice, and discrimination. Through the study of diverse religions, worldviews, and moral frameworks, students are encouraged to reflect on ethical questions, consider how different communities promote care and protection, and understand the importance of compassion and responsibility. Discussions around topics such as human dignity, forgiveness, conflict, and community support help students recognise how individuals and societies can work to keep people safe. This supports the development of critical thinking, empathy, and an awareness of their own rights and responsibilities, empowering students to stay safe, make informed choices, and seek help when needed.