

## Ian Ramsey CE Academy: RELIGIOUS EDUCATION Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.						How we teach the curriculum	What we expect from the curriculum
	What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u> . The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.						How we make learning memorable and how we support our pupils to remember it. How rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way and justify decisions around how and why it is being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?
YEAR 7	Setting		Designing		Planning		Delivering	
	<b>What: What is the Bible and what does it mean to belong?</b>	<b>What: What happens when faith and courage collide?</b>	<b>What: What does it mean to be a person of faith?</b>	<b>What: Did Jesus really rise from the dead?</b>	<b>What: Where in the world is Christianity</b>	<b>What: Where do people go to find affirmation of faith?</b>	The RE curriculum is designed around four core concepts: <ul style="list-style-type: none"><li>• Belief</li><li>• Authority</li><li>• Community</li><li>• Expression of Belief.</li></ul> Impact of belief is not a concept, but is an essential aspect intertwined through each of the concepts. By looking at the impact of belief, pupils develop deeper knowledge and understanding of religion. They address core concepts of Christian theology; the building blocks of faith for the Christian Church, including those that have been identified for study in the CoE materials: <b>Understanding Christianity</b> . Reference is made to concepts within each SoL, enabling pupils to clearly understand and explore the core concepts, and approach driven from an analysis of biblical <b>text</b> . The biblical text is appraised against the <b>impact</b> it has on believers and <b>connections</b> are made to Christian traditions and practices. The concepts are embedded throughout the 5-year curriculum and are each explicitly assessed twice within Year 7 to 9, developing the level of conceptual understanding as they progress through the curriculum.	
	<b>What:</b> Pupils will engage with core Christian concepts, before exploring expressions of identity and belonging linked to school community. It encourages pupils to evaluate the importance such beliefs and expressions have on the communities they belong to. <b>Assessment:</b> An evaluation of the core Christian concepts.	<b>What:</b> Revisit the impact of Jesus’ life and death on his followers. They evaluate and similarities and differences in lives of agents of change from other faith traditions, exploring the concept of what it means to be a hero. <b>Assessment:</b> Explanation of the heroic actions of Kolbe, Malala, or Desmond T Doss.	<b>What:</b> Knowledge of core beliefs, practices, and values of major world faiths is built on. Analysis and evaluation of perceptions, beliefs, and values of present-day society on the traditions of a faith group and how it is expressed. <b>Assessment:</b> Exploration of faith by considering ‘Faith is...’	<b>Why:</b> This unit of work builds on foundation knowledge and understanding of the Christian celebrations, core concepts of Easter, and personhood of Jesus.  <b>Assessment:</b> Analysis of the reasons Jesus died and the worth of the Turin Shroud.	<b>What:</b> Understanding of the Christian faith is built on, providing an opportunity to enable pupils to gain insight into the diversity of Christian denominations, their beliefs, and expressions of faith in Britain and the world. <b>Assessment:</b> Express core beliefs and key symbolism.	<b>What:</b> Pupils’ knowledge of pilgrimage in Christianity and other world faiths is developed, evaluating the importance of pilgrimage as an affirmation of faith, analysing differing experience pilgrims may have. <b>Assessment:</b> Pilgrimage, its importance and why pilgrims visit places.		
	<b>Why now:</b> Embeds the knowledge and skills required for further study, whilst also making it relevant for pupils.	<b>Why now:</b> Pupils investigate the impact beliefs have had on individuals, comparing this to other beliefs and actions.	<b>Why now:</b> Provide pupils the opportunity to review and build on prior learning of major world faiths.	<b>Why now:</b> Provides a basis to explain how the Christian faith influences and inspires believers today.	<b>Why now:</b> Providing pupils with a solid understanding of Christianity’s diverse nature.	<b>Why now:</b> Pupils explore how this is linked to the practice of pilgrimage, building on prior learning.		
YEAR 8	<b>What: How does society and the media portray Islam?</b>	<b>What: Is it fair?</b>	<b>What: How do religions respond to times of crisis?</b>	<b>What: Is death the end?</b>	<b>What: Where is God?</b>	<b>What: What is God?</b>	Reference is made to concepts within each SoL, enabling pupils to clearly understand and explore the core concepts, and approach driven from an analysis of biblical <b>text</b> . The biblical text is appraised against the <b>impact</b> it has on believers and <b>connections</b> are made to Christian traditions and practices. The concepts are embedded throughout the 5-year curriculum and are each explicitly assessed twice within Year 7 to 9, developing the level of conceptual understanding as they progress through the curriculum.	
	<b>What:</b> Developing knowledge and understanding of the Islamic faith. Some pupils may have preconceived idea the Muslim faith; deepen pupils’ knowledge and awareness of the Islamic communities and their diverse nature within Britain and around the world. <b>Assessment:</b> Analysis of core religious teachings and evaluation arguments.	<b>What:</b> Build knowledge and understanding of sources of authority within Christianity, the impact on Christians today and examine how the teaching of Jesus challenges churches and communities respond to those in need and rejected by society. <b>Assessment:</b> The Golden Rule and comparing Christian teaching to other faiths.	<b>Why:</b> This unit of work builds on a foundation knowledge and understanding of sources of textual/written authority within Christianity. It encourages pupils to consider how texts are used in times of crisis.  <b>Assessment:</b> Evaluate the usefulness of the Bible in responding to a crisis.	<b>What:</b> Pupils deepen their knowledge of Christian faith and beliefs surrounding life after death. They gain further knowledge and insight into the diverse nature of belief, encouraging the critical evaluation of these beliefs compared to other faiths. <b>Assessment:</b> Letter to the council about faith burials and death rites.	<b>What:</b> Builds on the study of God’s existence, introducing an overview of the major theological and philosophical sources. They consider the questions and arguments that have, over time, shaped views, and opinions on both sides of the debate. <b>Assessment:</b> Evaluation of whether miracles prove the existence of God.	<b>What:</b> Pupils to analyse and investigate key Biblical and Liturgical texts, assessing the importance of the belief in the Trinity. Pupils will make links between the concept of the Trinity and the roles and actions of God demonstrated in the Biblical narrative. <b>Assessment:</b> Explain the Trinity, theology behind it and persons of the Trinity.		
	<b>Why now:</b> Building upon previous learning of Islam, and the theme of crisis.	<b>Why now:</b> Continuing study religious text, examining teaching and impact.	<b>Why now:</b> Following from studying different text, pupils focus on the Bible as a sacred text and its use by Christians.	<b>Why now:</b> Having explored how religious texts are used in time of crisis, pupils see teachings put into practice.	<b>Why now:</b> Revisit the arguments of God’s existence, delving into in more depth.	<b>Why now:</b> After looking at existence of God, this looks at Christian’s believe God is like.		
YEAR 9	<b>What: What does it mean to be Jewish?</b>	<b>What: How and why should we commemorate Holocaust?</b>	<b>What: Why are sacred texts important?</b>	<b>What: What does it mean to be a Christian?</b>	<b>What: What does it mean to be a Muslim?</b>			
	<b>What:</b> This build a knowledge and understanding of the Jewish faith.	<b>What:</b> Develop understanding of Jewish communities before WWII by investigating how they coped with extreme oppression and persecution and the significance of the Holocaust with the Jewish community.	<b>What:</b> Introducing the idea of sacred text and authority, looking at the importance of the text, how it is used and why. This builds on learning of the Bible as a sacred text.	<b>What:</b> Throughout the unit, pupils explore Christian beliefs, the Biblical text supporting the beliefs and the impact that these beliefs have had, and still have, on Christians today.	<b>What:</b> Throughout the units, pupils explore Muslim beliefs, the Qur’anic text supporting the beliefs and the impact that these beliefs have had and still have on Muslims today.			
	<b>Assessment:</b> Explain how covenants have influenced the Jewish people.	<b>Assessment:</b> Commemorating the Jewish experience of the Holocaust.	<b>Assessment:</b> Evaluation of the Qur’an as a sacred text.	<b>Assessment:</b> Examination style questions as a transition into GCSE.	<b>Assessment:</b> Examination style questions as a transition into GCSE.			
	<b>Why now:</b> This unit builds on prior learning as a foundation for the unit on holocaust education.	<b>Why now?</b> This unit is taught at this point to allow collaboration as a Holocaust Beacon School.	<b>Why now:</b> Establishes a foundation for GCSE and introduces pupils to the importance of the Sacred Texts.	<b>Why now:</b> To commence GCSE study and prepare pupils for the themes explored within the GCSE.				

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Year 10 and Year 11	Setting		Designing		Planning		Delivering					
	<b>What: Christian Practices</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore different forms of worship and their significance: including liturgical, non-liturgical and informal, the use of the Bible, and private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.</li><li>Explore 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 eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.</li></ul>		<b>What: Relationships</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore how Christians and Muslims use religious teachings, and religious, philosophical, and ethical arguments, relating to the issues identified and their impact and influence in the modern world.</li><li>Pupils will explore issues relating to sex, marriage divorce (including contraception, sex before marriage and homosexual relationships), families and gender equality.</li></ul>		<b>What: Islamic Practices</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.</li><li>Explore the importance of the Shahadah: declaration of faith and its place in Muslim practice.</li><li>Explore the significance of Salah: including 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.</li><li>Explore the additional duties of Sawm, Zakah, Khums, Hajj, and Jihad.</li><li>Explore key 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.</li></ul>		<b>What: Religion and Life</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore how Christians and Muslims use religious teachings, and religious, philosophical, and ethical arguments, relating to the issues identified and their impact and influence in the modern world.</li><li>Pupils will explore issues relating to the origins and value of the universe, including creation stories/theories of creation and the issues relating to animal experimentation.</li><li>Exploration of issues relating to the origins and value of human life, including abortion, euthanasia, and life after death.</li></ul>		All Religious Education and core Christian concepts from the first three years of the curriculum continue to be addressed across each unit, aligned with the requirements of the GCSE specification and key skills of explanation, analysis and evaluation will be embedded within lessons as part of the learning process.		Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.	
	<b>Why now:</b> With an understanding of the core Christian practices pupils can then go onto explore how Christian beliefs and practices influence daily living and life choices.		<b>Why now:</b> With an understanding of different religious beliefs and practices, pupil can then explore the impact that these beliefs may have on daily living.		<b>Why now:</b> Building on the concepts studied within Islamic beliefs this unit underpins further study across the course with a recap of topics studied lower down the school in KS3.		<b>Why now:</b> This unit revisits much learnt in KS3, revisiting several core concepts and topics studied, allowing these to become embedded.		Lesson are structured in the form of enquiry questions, allowing pupils to see the progression in their learning both within and throughout different units. Pupils are taught in ability groupings and, whilst common resources are available to ensure consistency in content, delivery is tailored by class teachers meet the needs of individuals.		<b>Formative Assessment</b> This is used to provide information about what pupils know, understand and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"><li>Questioning</li><li>Effective teacher feedback (written and verbal)</li><li>Peer feedback</li><li>Pupil self-assessment</li></ul>	
	<b>What: Christian Practices (part 2)</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore 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.</li><li>Explore the role of the Church in the local community, including food banks and street pastors.</li><li>Explore 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 Catholic Agency for Overseas Development (CAFOD), Christian Aid, Tearfund.</li></ul>		<b>What: Peace and Conflict</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore how Christians and Muslims use religious teachings, and religious, philosophical, and ethical arguments, relating to the issues identified and their impact and influence in the modern world.</li><li>Pupils will explore issues relating to religion, violence, terrorism, and war (including pacifism and pacifist responses to war).</li><li>Exploration of issues relating to 21<sup>st</sup> Century conflicts, including the use of Weapons of Mass Destruction (nuclear weapons), victims of war and peace making in the 21<sup>st</sup> century.</li></ul>		<b>What: Crime and Punishment</b> <b>What:</b> <ul style="list-style-type: none"><li>Explore how Christians and Muslims use religious teachings, and religious, philosophical, and ethical arguments, relating to the issues identified and their impact and influence in the modern world.</li><li>Pupils will explore issues relating to religion, crime, and the causes of crime violence (including good and evil intentions and the reasons for crime).</li><li>Exploration of issues relating to religion and punishments, including the aims of punishment, corporal punishment, the death penalty, and forgiveness.</li></ul>		<b>What: Revision</b> <b>What:</b> Pupils will draw together knowledge, understanding and skills from the full course of study, providing an opportunity for pupils to show their breadth of understanding and the evaluative appreciation of interrelationships between different concepts, topic, beliefs, and practices within Religious Studies.		Kerboodle resources and key word tests are used as homework tasks as low stakes testing to ensure that pupils continuously recall and embed prior knowledge across the two-year GCSE course; peer assessed within class to highlight gaps in knowledge which are then addressed immediately for maximum impact.		<b>Summative Assessment</b> This is also used at key points in each year to evaluation pupils' achievement. These allow a holistic view of pupils' performance and support the identification of areas requiring additional focus to improve learning overall.	
	<b>Why now:</b> This topic links back to topics previously studied and allows key concepts to be embedded whilst introducing core concepts (forgiveness and reconciliation) needed for the final two units.		<b>Why now:</b> This topic builds on prior learning and is studied here to tie in with Remembrance Day, ensuring examples given can be contemporary (where appropriate).		<b>Why now:</b> As the final unit this allows for key terms and core concepts to be revisited within this unit to ensure that they are embedded.		<b>Why now:</b> The taught course and specification will have been covered; lesson time will be used for focused taught revision.					

