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Pre Year 7						
This course should be studied in primary school as per the basic curriculum requirements set out by the DfE				Interventions/support in place: Foundation lessons built into Year 7, drawing on primary school resources.		
Year 7						
Focus	Origin of thought/Origin of Belief		Evolution of Abraham		Developing Dharma	
Sequencing	Origin of thought begins with pupils studying 'What philosophy is for?' This will include how philosophy works and break this into four main branches of Philosophy. Pupils will then study three early thinkers and apply their knowledge on the main branches. The origin of belief will look at the psychological need for believing. This will look at key questions; Why does religion exist? Are we all religious? Are spirits real? This will move from a philosophical lens to a theological lens.		The evolution of Abraham will cover religions in a chronological order. Pupils will study Judaism; including covenants, becoming Abraham and the exodus. Pupils will then study Christianity; Jesus was a Jew, monotheism and the trinity and the old and new testament. Finally pupils will study Islam and look at Ibrahim and Ishmael. They will then look at the Messiah to Prophets.		Developing Dharma will continue to be covered in a chronological way with Hinduism; this will study the philosophical branches of Dharma. The elements and rituals. Moving on to Buddhism studying beliefs linked to Dharma and Dukka. Asking key questions 'Can we live a detached life?' and 'Is it wrong to be happy?' Finally Sikhism will cover Dharma in action, ensuring pupils apply previous knowledge.	
Formal Assessment	Each KS3 RE topic ends in a two-part knowledge and skills assessment. Part one focuses on key foundational knowledge; whilst the second part assesses application of that knowledge through key skills such as interpretation of religion texts, essay writing, evaluation, and analysis.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 8						
Focus	'Life is nasty, brutish and short'		The man, the myth, the legend		Knowing God	
Sequencing	Pupils will study key philosophers including Hobbes and the social contract. Deontology based on the rightness and wrongness of actions before they happen to see whether one should carry out the action. Plato and form of the 'good', leading to utopian outlooks with perfectionist and hedonist views.  Evil and suffering will be studied, looking at key ideas around 'Is death the end?' and near death experience.		The focus here will be on the prophecy of the Messiah. This will cover who Jesus was, this will go into detail about Jesus as the son of God, the trinity. It will study Jesus as a Prophet, linking to Islam.		Knowing God will look at the religious experience (William James and the God helmet). Saul's conversion and St Bernadette's visions. Sufism will be studied, and linked to the personal experience of God.	
Formal Assessment	Each KS3 RE topic ends in a two-part knowledge and skills assessment. Part one focuses on key foundational knowledge; whilst the second part assesses application of that knowledge through key skills such as interpretation of religion texts, essay writing, evaluation, and analysis.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 9	
Qualification	<b>AQA GCSE Religious Studies A</b>

Focus	Rules and rebels		Religion in the 21 <sup>st</sup> Century			'On Wednesdays we smash patriarchy'
Sequencing	This focus will begin with the Commandments, moving on to Shariah law. The Pope will be studied. Following this will be living vs written authority. Pupils will then study key figures including MLK, Malcolm X, Malala, Wiesel and Quang Duc.		Pupils will study Medical ethics to begin with, moving on to peace, conflict and terrorism. Relationships and marriage will be studied with a 21 <sup>st</sup> century understanding. Humanism and the rise of secularism. Next will be creation and Science, blasphemy and LBGTQ+ as themes for religion in the 21 <sup>st</sup> century.			Pupils will study Ester and Ruth, Martha Nussbaum, Simone De Beauvoir, the Oxford 4, Harriet Martineau, Mary Wollstonecraft and Julian of Norwich. This will be studied as a system of society in which men hold the power, it will include challenging the patriarchy as a foundation of the society and Government that we have in modern times.
Formal Assessment	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment:  Formative exam practice throughout. Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Formative exam practice throughout.		Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Formative exam practice throughout.			Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Formative exam practice throughout.
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet to include exam practice.						
<b>Year 10</b>						
Qualification	AQA GCSE Religious Studies A					
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
Focus	Religion and Life	Islam (Beliefs and Teachings)	Peace and Conflict	Christianity (Practices)	Human Rights and Social Justice (Thematic Study)	
Sequencing	Religion and life include mature thematic material including abortion and euthanasia which pupils can now study and discuss effectively. The topic starts with questions about the universe and moves on to animal rights and the question of what happens in the afterlife. Skills should now be mastered, comparison and evaluation should now be understood efficiently.	We study Beliefs and teachings first as these are the ideas that underpin religious practices, leading to an opportunity to review beliefs during practices modules and to have laid foundation of knowledge to better understand the meaning of religious practices when we teach those later in the course. An understanding of beliefs and teachings will also support and develop understanding of	Pupils will study the reasons why war would occur, and debate if war is ever the answer to disagreements or conflict. Just and Holy war will be studied a long with modern day examples.	Given the foundation provided by the beliefs and teachings topics, religious practices are now more easily understood and evaluated.	Third ethics unit. Delivered at a time when the maturity of the themes can be best appreciated. Discusses issues of human rights abuses, forced marriage, and social inequality.	

		religious viewpoints in ethical debates.			
<b>Formal Assessment</b>	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.
<b>Year 11 Sequencing</b>	<p><u>Islam Practices</u> This topic includes the key ways that a Muslim practices their faith. It ensures the five pillars are covered in detail and analyses how festivals are celebrated and why. The topic shows how key prophets are celebrated in the faith and how Muslims show their appreciation and gratitude. This topic will strongly link to Islam beliefs, and that will be the explanation for the practices. This will build on from KS3 content, about the Big 6 religious faiths.</p>	<p><u>Relationships and Families</u> The topics on the course alternate between the study of religions topics of Paper 1 and the Thematic studies topics of Paper 2. This is to offer the variety of the course to the student experience by alternating between the theologically based beliefs, teachings and practices components and the ethical issues components. It also ensures that students are building the knowledge and skills for each exam paper in every academic year. Relationships and families is the first topic because the start of year 9 is a good time to return to, review and develop students' understanding of ethical issues concerning marriage, divorce, families, gender equality, sexual relationships and sexuality. It is at a time when students' mental and physical development will be opening to a more mature understanding of these issues and offer an opportunity to ask or deal with related emerging questions. It links with the PSHE curriculum and comprises some of the most accessible ethical debates. Most year 9's will have ideas and thoughts on these issues from their own experience and this is the opportunity to engage students and highlight the relevance of the subject to student lives.</p>	<p><u>Exam Practice</u> Exam practice is key to ensuring that pupils can answer 1,2,4,5 and 12 mark questions effectively with structure and quality. Pupils will start with the content they studied at the start of the course, and practice key questions using the skills they should now be close to mastering.</p>		

Post Year 11	
<p>Further Education/training in:</p> <ul style="list-style-type: none"> <li>Philosophy A Level</li> <li>Sociology A Level</li> <li>Social Ethics A Level</li> <li>Psychology A Level</li> <li>Public Services BTEC Level 3</li> <li>Health and Social Care BTEC Level 3</li> </ul> <p>All above courses are available across East Norfolk and Lowestoft Sixth Form Colleges</p> <p>Degree Level study in:</p> <ul style="list-style-type: none"> <li>Theology</li> <li>Philosophy</li> <li>Classics</li> <li>Psychology</li> </ul>	<p>Employment in:</p> <p>Character and Culture teaches and develops skills that are transferable into every career, most notably through its explicit careers education programme. However, it does have more specific links to a number of careers, notably:</p> <ul style="list-style-type: none"> <li>Charity Work</li> <li>Education/Academia</li> <li>Psychologist</li> <li>Sociologist</li> <li>Social Work</li> <li>Religious Work</li> <li>Local and National Government</li> <li>Police</li> <li>Human Rights</li> </ul>

### Cultural Capital:

By design, the curriculum is aimed at boosting the cultural capital of our students. The RSHE content of the curriculum looks to address the divide in ‘embodied culture’ such as personal hygiene, etiquette, linguistic form and other behaviours considered legitimate in society. Introducing them to the work of the great philosophers, applying the theories of philosophy to the founding principles of religion, and gaining a deep understanding of the theology that underpins religion is education often associated with ‘high society’. Visits to places of worship, museums and theatres go even further in developing the ‘objectified culture’ that has traditionally been out of reach for those with a lower socio-economic status. Research shows that the amount of cultural capital

## ***Progression Grid 2024-25: Religious Education***

someone has, has a huge impact on educational attainment (institutionalised capital) across the entire curriculum, which directly impacts positions in the labour market. It is the purpose of Character and Culture to equip students with the cultural capital required to have the opportunity of being upwardly mobile members of society and cultivate aspirations of achieving a higher social status.

The list of people of cultural significance to the subject span many disciplines, as is its role in developing cultural capital, is not limited to:

Socrates  
Plato  
Epictetus  
Diogenes  
Epicurus  
Aristotle  
Thomas Aquinas

Moses  
God (Elohim) (Allah)  
Jesus  
Muhammad  
Adam  
Eve (Hawwa)  
David

Bathsheba  
Amos  
Ninian Smart  
Jibril  
Isaac