



Subject: RE/RPE	Components of [subject]  In RE we ask...  So that we can <i>understand why people experience the world differently and the impact this has on people's lives.</i>			'Core' knowledge <b>Specialist vocabulary</b> <b>Specialist beliefs</b> <b>Specialist practices</b> <b>Sources of wisdom</b> <b>Impact of belief on Individuals and society</b>	'Hinterland' knowledge <b>Sacred texts and religious stories</b> <b>Depictions of religion in the wider world</b> <b>Certain applications of RPE in the world</b> <b>Where RPE links to English, History, Art, Music</b> <b>Academy values and British values</b>
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
Autumn 1 <i>September - October</i>	<b>Introduction to RPE: What's the point and purpose?</b>  Students' awareness of world religions in this topic provides them with a basis of religious knowledge will allow them to access upcoming learning on world religions, beliefs and practices. In addition, skills of recall, description, discussion, evaluation,	<b>Identity: Who are we?</b>  After the year 7-summer term focus on Eastern Religions (Buddhism and Sikhism), students have the opportunity to study the topic of Identity from a less theological perspective for the first half of term 1 in year 8.	<b>'God': Does the idea of 'God' make sense in modern Britain?</b>  Students will know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, and students will know, understand and express common and divergent views and the basis for	<i>RPE builds Religious, Philosophical and Ethical vocabulary ('omni'-words, culture, identity) to allow them to understand what religious people believe and how this affects their practice and the impact these have on individuals in society. This provides students with a basis for RPE, considering varied KS2 experiences. Learning</i>	<i>Overall, knowledge in RPE provides students with steppingstones towards 'flexible knowledge'. This allows students to move to the 'place beyond' and give their learning more meaning. For example, flexible knowledge of 'omnipotence' enables students to consider why an omnipotent and omnibenevolent God</i>



	<p>application of knowledge, analysis and critical thinking are required for further, substantive knowledge development in Year 8 and 9. The purpose of this topic is to re-establish Students' confidence in RPE, its aims and importance in a broad and balanced curriculum. This topic also aims to provide Students with a bedrock of knowledge required to be successful in RPE, throughout KS3, and beyond.</p>	<p>This is a good time for students to think more deeply about who they and what has shaped their personal identities so far, through different lenses and different worldviews, while also developing empathy and respect for others.</p> <p>Elements of all the year 7 topics deal with religious and non-religious identity to some extent (Christian, Jewish, Buddhist and Sikh in particular), and students will be encouraged to apply this knowledge to the new concepts they will be introduced to here. The work on Prejudice and Discrimination links specifically to future year 8 topic 'Philosophy and Ethics'.</p>	<p>beliefs, teachings and practices within Christianity. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts. Students will consider a range of topics including that of the nature of God, creation, the figure of Jesus and beliefs in Great Britain. In Year 7 and Year 8, students will have considered the formation of a society as well as how religion fits into a society. Students will also have considered how religious belief might affect religious practice, as well as how religious belief and practice might have an impact within the religious community and pluralist community, in modern Britain. Students will also have considered what it might mean to live in modern Britain, and the implications that living in a pluralist society might have for religious believers and non-religious individuals. Students will also have considered how belief might affect practice, for example, in Philosophical and Ethical</p>	<p><i>about religions and beliefs then allows students to learn from individuals from the past as well as those around them in a pluralist, contemporary society. Understanding of key religious figures (Siddhartha Gautama, Guru Nanak, Jesus), including their historical and geographical context, ensure students know about origins of religion and belief. Knowledge in Year 7 deliberately allows students to engage in more meaningful learning throughout Year 8 and Year 9. For example, knowledge of the formation of society in Year 7 is synthesised further when considering the problem of Islamophobia in modern Britain in Year 9.</i></p>	<p><i>might allow evil in the world. Sacred texts and sources of wisdom provide students with a textual illustration of religions' responses to ethical problems. For example, knowledge about the story of Job in Christianity enables students to create links between the nature of God, the nature of belief and challenges to belief in the modern world. Close links with History, Geography and English (reformation, the Church, Holocaust) enable students to understand RPE as part of the wider curriculum as well as an integral cog of living in society.</i></p>
<p>Autumn 2 November - December</p>	<p><b>The Island: What is a society?</b></p> <p>Discussing the sacred through a religion-neutral approach. We are stranded on a desert island for a half term! During this time, students will look at ideas surrounding the sacred, ceremonies, symbols,</p>	<p><b>Judaism: What contributes to Jewish identity?</b></p> <p>Students should successfully be making links between what forms a society, why religions are part of society and also how different religions are important to different religious believers. For example, students will have knowledge on how a</p>			



	<p>rules and government from this religion-neutral approach.</p>	<p>society is formed from The Island topic, in Year 7, have an understanding of what members of Eastern religions believe and how their beliefs influence their practice and Students would also have considered, at the beginning of Year 8, the idea of identity, what forms a person’s identity and what it means to have an identity in society, especially through the idea of religion. Students will use this idea of belief in religion and how religion could influence practice and have an impact in many aspects of a community, to consider how certain beliefs might affect their attitudes and approaches to different ideas. Students will combine their knowledge of religion and belief with Philosophy and Ethics. Students will consider how, for example, a monotheistic religion might respond to themes of good and evil, justice, morality and truth. Students will consider how there might be similarities and/ or differences between, and within, religious beliefs, as well as why these similarities and/ or differences might exist, connecting beliefs, in relation to a Philosophical</p>	<p>situations, such as when considering ideas of morality, right and wrong, good and bad, life and death and the afterlife. Students will begin to compare how different religions respond to different Philosophical and Ethical themes.</p>		
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		and/ or Ethical themes. and then evaluating what impact such beliefs might have on an individual’s practice.			
<p>Spring 1 <i>January - February</i></p>	<p><b>Heroes: How do people put their faith into Action?</b></p> <p>Students will look at people who have stood up for their faith and fought for their religion. After considering each person, students will be given real-life examples of faith in action and will evaluate whether they were right to put their faith in action.</p>	<p><b>Good and Evil: What causes ordinary people to do appalling things?</b></p> <p>This topic allows Students to consider the idea of good and evil, from a religious perspective. This links in with previous topics, such as considering Judaism and Eastern Religions. This topic also allows them to consider the idea of society, linking with a previous topic of The Island, considering how good and evil might contribute to a functioning society. This topic will link to consider War, Peace and Justice, the ethics of War and Life and Death.</p>	<p><b>Relationships: What issues are raised between relationships and religion in modern Britain?</b></p> <p>Learning about the way society is structured in Year 7 ('The Island'), Personal Identity and Morality in year 8 will all prepare students for the big issues dealt with in the topic of Relationships; again, this requires students to show maturity and respect for others. Their understanding of Britain as a pluralist society from last term’s topic should help them put the work into context. Students will look at the nature of families in society, the purpose of marriage and why it is important in society, sexual relationships, the nature of the different types of sexual relationships and issues of equality in terms of gender prejudice and discrimination. This topic will also consider attitudes towards these</p>		
<p>Spring 2 <i>March - April</i></p>	<p><b>Jesus: Was he just an ordinary man?</b></p> <p>Links to future year 8 topic 'Identity' where Christian and Jewish Identity are explored. Jesus also provides an excellent example of a 'Good' person with traits which can be used as examples in the 'Good'.</p>	<p><b>War, Peace and Justice: Is war ever just?</b></p> <p>This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation</p>			



	<p>Students will begin to reflect on the meaning of Christian values, British values and the Academy values they are developing as individuals over the course of their education. They will begin to recognise what these look like in action through looking at key historical/religious figures, their actions, and the impact these have on individuals and society.</p>	<p>(an idea from Prof Ted Cattle, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative skills using different dimensions of the topic.</p>	<p>areas from both Christian and non-religious perspectives.</p>		
<p>Summer 1 <i>April - May</i></p>	<p><b>Buddhism: Is it the religion of happiness?</b></p> <p>Students will be introduced to Buddhism and then will have to demonstrate their subject knowledge in the form of a project-based-learning task. A complex question/situation/issue will be presented to students and they will have to use their creativity and investigative skills to produce a response to this</p>	<p><b>Philosophy and Ethics: What does it mean to be a young philosopher?</b></p> <p>P4C allows students to exercise higher-level thinking skills by considering a variety of philosophical and ethical questions. Students will be taught how to hold a successful, and respectful discussion to ensure they have the bedrock for P4C. A story, picture, question or statement may be read to the students and a ‘community of enquiry’</p>	<p><b>Islamophobia: How can tolerance be promoted in modern Britain?</b></p> <p>This topics leads on from other topics about both Monotheistic and Polytheistic religions. From considering these previously, Students will be able to compare Islam with other religions. This topic also allows for Students to compare beliefs with other religions. Students will know and understand that Islam is one of a diverse range of religious</p>		



	question/situation/issue.	discussion will stem from there.	traditions and beliefs in Great Britain. In this topic, students will consider a range of topics, including that of the nature of Allah, the importance of Prophets and Angels in Islam, beliefs surrounding the afterlife and consider some of the most important foundations in a Muslim's faith. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts.		
<p>Summer 2 June - July</p>	<p><b>Sikhism: Is it the religion of equality?</b></p> <p>From considering the role of women in Sikhism and the purpose of the Langar, to understanding the Sikh response to prejudice and discrimination, students will explore whether Sikhism and equality are closely linked, or not.</p>	<p><b>Life and Death: Is there an afterlife?</b></p> <p>Students will be looking at the ideas of life and death from both religious and non-religious views. They will be questioning whether a belief in life after death is reasonable or unreasonable and ensuring any perspective they argue is well-reasoned and justified.</p>			
<p><b>How is student progress assessed?</b>  <i>Lessons will begin with low-stakes quizzing ('do now') task, with the purpose of a daily review of previous knowledge. As these tasks are used over time, students' ability to 'forget' knowledge becomes lessened ('forgetting curve' (Ebbinghaus, 1913)). In lessons, questioning is purposeful and targeted, tailored to students' individual learning needs, using data to inform this questioning. Understanding is frequently checked in lessons, not only to ensure students' understanding of tasks, but also to check students' understanding of knowledge. Responses will then, consequently, inform further planning.</i></p> <p><i>In every Year, students will sit one knowledge assessment at the end of every Term. This gives objective data of students' substantive knowledge and, as these are used Term after Term, and Year after Year, this enables staff to track knowledge being learnt and whether knowledge has moved from working memory to long-term memory. For example, the end-of-Term knowledge assessment in Year 8, Term 2 will contain previously learnt knowledge from Year 7 and Year 8 combined, as well as including the most-recently learnt knowledge.</i></p>			<p><b>Opportunities</b></p> <p><b>Trips and visits</b></p> <ul style="list-style-type: none"> <li>• Cambridge Buddhist Centre/ Ipswich Gurdwara (Year 7)</li> <li>• Cambridge Eco Mosque/ Cambridge University Seminar (Year 9)</li> </ul> <p><b>Enrichment</b></p> <ul style="list-style-type: none"> <li>• Philosophy Leaders (SAA)</li> <li>• Rock Solid (SAA)</li> <li>• CU (NA)</li> <li>• YfC visits (NA)</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• PPTs</li> <li>• Lesson resources</li> <li>• Knowledge Organisers</li> </ul> <p><b>Recommended resources</b></p> <ul style="list-style-type: none"> <li>• Collins KS3 world religions series</li> </ul>	



### **Rationale:**

The rationale for the curriculum in Year 7 ensures that students are introduced to a range of religions as well as ethical and philosophical themes. Students are introduced to ways of structuring and writing arguments, either for or against a statement, before being taught the skills of producing arguments that may not be their own perspective. Students are introduced to some of the main world religions to demonstrate to them that they are citizens in a global, diverse world.

The rationale for the curriculum in Year 8 builds upon the skills of argumentation learnt in Year 7 and also introduces students to a more complex way of writing arguments and responses to statements, which also echo a GCSE-style. Students will also question why religion is in society, through a religion-neutral topic, giving students an awareness, not of the beliefs and teachings of X religion, but rather, the function of religion in a society. Issues of prejudice and discrimination, along with Islamophobia, are covered in Year 8, allowing students to see issues that some people have with the range of diverse beliefs in contemporary, British society.

The rationale for the curriculum in Year 9 will also introduce students to a philosophical/ ethical issue of relationships and students will consider and apply attitudes towards relationships from both Christian and non-religious perspectives. The key words that students will be learning in Year 9 will be subject-specific, specialised, tier 3 vocabulary.

### **Materials to read:**

<https://thedignityofthethingblog.wordpress.com/2018/04/07/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-a-curriculum-as-narrative/>

<https://teacherhead.com/2019/09/27/signposting-the-hinterland-practical-ways-to-enrich-your-core-curriculum/>

<https://achemicalorthodoxy.wordpress.com/2019/02/01/core-and-hinterland-whats-what-and-why-it-matters/>

<https://impact.chartered.college/article/taking-curriculum-seriously/>