

## Religious Education

### Curriculum Intent

**By the end of their secondary education, a student of Religious Education at Dixons McMillan will have:**

- Studied the key beliefs and values of world faiths and their influence upon individuals, communities and cultures. Students will know how to interpret, analyse and evaluate religious, philosophical and ethical concepts.
- Reflected critically and responsibly on their own spiritual, philosophical and ethical convictions. Students will understand and respect the commonality and diversity among world faiths and other beliefs.
- Developed the ability to think critically, evaluate and empathise by answering challenging questions that often, do not have a correct answer. Students will learn to disagree agreeably and understand that contrasting answers to the same question can be equally correct.

**In order to truly appreciate the subject and create deep schema, topics within Religious Education have been intelligently sequenced with the following rationale:**

- Influenced by the work of Mary Myatt in *The Curriculum Gallimaufry to Coherence* our curriculum has been sequenced to support students in developing mastery through building schema around religious belief and practice. This sequencing allows students to attach new knowledge to old knowledge and understand the significance and influence of key figures, beliefs and practices across different religions.
- Key Stage 3 begins with a study of the key beliefs and practices within Judaism, followed by Christianity and Islam. Sequencing the teaching of the Abrahamic religions in this way supports students in understanding the importance of God's covenant with Abraham/Ibrahim and the way this interaction influenced the Abrahamic religions. The beliefs and practices of Judaism can be traced through Christianity and Islam with students evaluating the key similarities and differences between the religions. The sequencing of Eastern religions is approached from a similar perspective with Hinduism acting as the foundation. Once the key beliefs of the religion are understood, students can examine how key beliefs from Hinduism influenced the formation of Buddhism and Sikhism.
- Key Stage 4 focusses on the AQA Religious Studies GCSE Specification A. From this specification, lessons are sequenced to allow students to examine the key beliefs and practices of Christianity and Islam, building on what they studied in Year 7. Students then study Religion & Life, Relationships & Families, Religion, Peace & Conflict and Religion, Crime and Punishment. In these units, students apply beliefs and teaching from Christianity and Islam to topics such as euthanasia, capital punishment and weapons of mass destruction.

**The Religious Education curriculum at Dixons McMillan has been influenced by:**

- The need to develop students' critical thinking. As our students enter the world of work and the Fourth Industrial Revolution, they face a highly automated and significantly altered jobs market. When the World Economic Forum meet in Davos to discuss the skills needed to be successful in this context, critical thinking and problem solving are highlighted as the two most valuable skills young people require to be successful. Religious Education is crucial to developing the ability to think critically by posing students questions that do not have correct or obvious answers and asking them to evaluate, often against their own points of view.
- The important role of knowledge of other religions and cultures in community cohesion. Our curriculum is taught from a secular perspective with no religion given special attention or emphasis. This is based on the beliefs of the Sikh leader Guru Nanak who taught religious tolerance based in the concept that all religions are different routes up the same mountain. By following this approach all students will have developed their knowledge of the six major world faiths by Year 8 in order to allow them to see that other beliefs and practices are not strange or wrong, just different.

**Our Religious Education curriculum ensures that social disadvantage is addressed through:**

- Exposing students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. By studying a wide range of world faiths and worldviews, it provides students with the knowledge and skills to flourish both within their own community and as members of a diverse and global society.
- Recognising that not all students will join with the same depth of religious understanding. To address this, Key Stage 3 focusses on the study of the six major world faiths with no assumed prior knowledge. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue. For example, exploring the contrasting beliefs and practices from within religions communities that students may belong to.
- Targeting disadvantaged students and those from identified underrepresented groups, to receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on.



**Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

- Influenced by David Didau's *What if everything you knew about education was wrong?* Religious Education develops long term memory through utilising spacing, interleaving, low stakes testing and reducing delay in feedback. Long term memory checks are used as low stakes tests to ensure students are tested on content covered in previous years. This is interleaved and spaced to ensure challenging key words and important information is taught then frequently tested so students can easily retrieve this information in exam conditions. In addition to this, each lesson begins with a do now activity focussed on short questions based on previous learning.
- Homework is completed in booklets in line with the school's marking policy. At Key Stage 3 evaluation is developed through the setting of questions where students must argue for and against a statement before giving a conclusion. In Key Stage 4 students complete exam questions based on a previous topics learning. This encourages students to revise a previously taught topic in order to be able to complete the frequently set questions.
- Students will be taught using booklets. This adheres to the Lemovian principle of 'everything in one place' (Lemov: 2021). All activities that students will complete, from marked work, Directed Independent Review Time (DIRT) work, to source and interpretation analysis will be done within a bespoke booklet

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe Religious Education can contribute to the personal development of students at Dixons McMillan through:**

- Providing opportunities for students within each scheme of work to discuss and critically reflect upon key questions of meaning and truth such as the origins of the universe, life after death and beliefs about God.
- Allowing students to consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices in Bradford and the wider community. The teacher will always make the class aware of the diversity as well as sensitivity to the questions and challenges that different views and cultures can present. By learning about a wide range of world faiths and world views, this will promote racial and interfaith harmony and respect for all, combat prejudice and discrimination and promote awareness of how interfaith cooperation can support the pursuit of the common good.
- Providing opportunities for social development. The RE curriculum allows students to investigate social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions. For example, when Y7 study Hinduism, they will consider how Hindus from all over the world may view the caste system, connections will be made on what other religions may believe.

**Further information can be found in:**

- AQA Religious Studies (Specification A) GCSE specification.
- Religious Education curriculum overview.
- Religious Education Long Term Plans.

**References:**

- **World Economic Forum**, *Top 10 Skills of tomorrow*. <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>
- **Myatt, Mary (2018)**, 'The Curriculum Gallimaufry to Coherence', John Catt Educational Limited.
- **Didau, David (2019)**, 'What if everything you knew about education was wrong?', Crown House Publishing Limited.
- **Soskil, Michael, (2018)**, 'Teaching in the Fourth Industrial Revolution', Routledge.

## Curriculum Overview – Religious Education

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Y7 through to Y11 in order to equip scholars with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building schema.

	Knowledge, skills and understanding to be gained at each stage		
	Cycle 1	Cycle 2	Cycle 3
Year 7	<p><b>Judaism</b> In this unit, students begin their learning of the Abrahamic religions by focussing on Judaism. Students learn key beliefs and practices within Judaism, in addition to the history of the religion and the importance of covenants and monotheism.</p> <p><b>Christianity</b> In this unit, students build on their knowledge of Judaism by focussing on the beliefs and practices of Christianity. Students examine Jesus’ mission, its impact and the similarities and differences with Christianity and other Abrahamic religions.</p>	<p><b>Islam</b> In this unit, students build on their learning of monotheism and covenant by focussing on Islam. Students examine the beliefs and practices of Islam by studying the Five Pillars of Islam and the impact of Muhammad (PBUH).</p> <p><b>Hinduism</b> In this unit, students begin their learning of eastern religions by focussing on Hinduism. Students examine the beliefs and practices of Hinduism to both better understand the religion, and its influence of other eastern religions.</p>	<p><b>Buddhism</b> In this unit, students build on their knowledge of eastern religions by examining the beliefs and practices of Buddhism. Students examine the life and teachings of Siddhartha Gautama and his impact on the lives of Buddhists.</p> <p><b>Sikhism</b> In this unit, students build on their knowledge of eastern religions by examining the beliefs and practices of Sikhism. Students focus on the influence of the gurus on concepts such as tolerance and respect.</p>
CEAIG	Education, journalism, healthcare, management, legal work, PR, sales, marketing.		
Year 8	<p><b>World Religions</b> In this unit students will build on their knowledge of eastern and Abrahamic religions by drawing comparisons with other religions and world views. Amongst others, students will focus on humanism, Confucianism and Zoroastrianism.</p> <p><b>Good and Evil</b> In this unit, students apply their knowledge of Abrahamic and eastern religions to the concept of good and evil. Students examine moral issues, responsibility for evil and responses to evil.</p>	<p><b>Human Rights and Social Justice</b> In this unit, students apply their knowledge religious beliefs to the concepts of human rights and social justice. This allows students to examine religious and secular responses to human rights, sexism, racism and tolerance.</p> <p><b>Ethics and moral issues</b> In this unit, students apply their knowledge religious beliefs to the concepts of ethics and moral issues. This allows students to examine religious and secular responses to punishment, euthanasia and capital punishment.</p>	<p><b>God and revelation</b> In this unit, students are encouraged to develop their philosophical thinking. This allows students to examine religious and secular responses to miracles, arguments for the existence of God and revelation.</p>
CEAIG	Education, journalism, healthcare, management, legal work, PR, sales, marketing.		



<b>Year 9</b>	<p><b>Muslim Beliefs</b></p> <p>In this unit, students undertake an in-depth study of the beliefs that underpin the religion of Islam. Students focus on the key beliefs of Sunni and Shia Islam and the key similarities and differences between them.</p>	<p><b>Christian Beliefs</b></p> <p>In this unit, students undertake an in-depth study of the beliefs that underpin the religion of Christianity. Students focus on the key beliefs about Jesus as well as the similarities and differences between denominations.</p>	<p><b>Muslim Practices</b></p> <p>In this unit, students build on their knowledge of key beliefs in Islam to examine how these beliefs influence the practices of Muslims today. Students focus on practices such as prayer, fasting and pilgrimage.</p>
<b>CEAIG</b>	Education, journalism, healthcare, management, legal work, PR, sales, marketing.		
<b>Year 10</b>	<p><b>Christian Practices</b></p> <p>In this unit, students build on their knowledge of key beliefs in Christianity to examine how these beliefs influence the practices of Christians today. Students focus on practices such as prayer, sacraments and pilgrimage.</p>	<p><b>Religion, peace and conflict</b></p> <p>In this unit, students apply their knowledge of the beliefs and practices of Islam and Christianity to issues relating to peace and conflict. Students will examine religious and secular responses to war, terrorism and weapons of mass destruction.</p>	<p><b>Religion and Life</b></p> <p>In this unit, students apply their knowledge of the beliefs and practices of Islam and Christianity to issues relating to life. Students will examine religious and secular responses to abortion, euthanasia and life after death.</p>
<b>CEAIG</b>	Education, journalism, healthcare, management, legal work, PR, sales, marketing.		
<b>Year 11</b>	<p><b>Religion, crime and punishment</b></p> <p>In this unit, students apply their knowledge of the beliefs and practices of Islam and Christianity to issues relating to crime and punishment. Students will examine religious and secular responses to capital punishment, prisons and treatment of criminals.</p>	<p><b>Relationships and Families</b></p> <p>In this unit, students apply their knowledge of the beliefs and practices of Islam and Christianity to issues relating to relationships and families. Students will examine religious and secular responses to marriage, divorce and gender equality.</p>	<p><b>Revision</b></p> <p>During this part of the course, students are given the opportunity to revise all GCSE units covered since Year 9. This will be achieved through a combination of low stakes testing, content recap and exam question practice.</p>
<b>CEAIG</b>	Education, journalism, healthcare, management, legal work, PR, sales, marketing.		