

<p>R Real World</p> <p>E Engaging & Enriching</p> <p>S Skills for Life</p> <p>I Inclusive</p> <p>L Leadership</p> <p>I Independence</p> <p>E Encourages Reflection</p> <p>N Next Steps</p> <p>C Challenge</p> <p>E Ethics & Empathy</p>	KS2 National Curriculum	Unit	7	8	9	10	11	Next Steps
	Students should have studied:-	1	Why do we study RE?	What makes someone a prophet? <i>Who is Amos and Isaiah?</i>	Beliefs, identity and opinions – what do I believe, what do others believe Evidence of God - How do religious people know that God exists? Why do they believe? Spirituality, Art and music	Judaism:- The nature of God. Beliefs in life after death Messiah covenant	Relationships inc: Sex an contraception Nature of families Why marry Polygamy Divorce Same sex relationships Gender equality focus on Christianity and Islam	<p>KS5: <i>Students can study Theology, Philosophy & Ethics at A Level at Holy Cross</i></p> <p>Careers: As the subject dovetails with most other courses on the curriculum our students go on to study a variety of courses at university and enter a variety of different professions - psychology, law, medicine, health studies, politics and teaching to name but a few. Careers in education, research, law, journalism and the media, social and pastoral care, counselling, mediation and negotiation roles, government, prison services, project management training and</p>
	Christianity – creation/trinity/Good Friday/Pentecost	2	What are the world religions?- <i>Christianity</i> What are the world religions? <i>Judaism</i>	What are the Gospels? <i>Can they always be believed? How would Christians explain the inconsistencies within the Bible?</i>	Creation - <i>How was the world created according to Christians?</i>	Orthodox and Reform Synagogue Prayer and worship Shekinah	Religion and life inc; Origins of the universe Attitude to animals Sanctity of life including euthanasia an abortion Death and the after life focus on Christianity and Islam	
	Hinduism – what it means to be Hindu	3	What are the world religions? <i>Islam</i>	Why is Jesus so significant for Christians?	Suffering - <i>What is suffering and why do people suffer? What is the 'fall'? What is the story of Job? Love and forgiveness. How do religious believers respond to suffering? How should religious believers treat others? What do religions teach about forgiveness?</i>	Pikuach Nefesh Festivals Sources of authority Rites of passage/ceremonies Kashrut	God and revelation inc: What is God like? Teleological argument Cosmological argument General and special revelation Miracles and apparitions Suffering Enlightenment focus on Christianity and Islam	
	What festivals matters in Islam	4	What are the world religions? <i>Hinduism</i> What are the world religions? <i>Buddhism</i>	Why is Jesus so significant for Christians? Why is the last week of Jesus life so important for Christians? What happened? How do Christians respond in relation to prayer?	Muslim teenager: 5 pillars/mosque/Hajj - <i>What do Muslims believe? What are the impacts of different Muslim beliefs? How do they show these beliefs in their everyday lives? How do beliefs and teachings guide Muslims in responding to challenges of life in Britain today?</i>	Islam:- Concepts of God Risalah Life after death Ummah	Human Rights inc: Human rights and legislation Prejudice and discrimination Wealth and poverty Exploitation focus on Christianity and Islam	
Festivals and family life in Judaism								
Significant events in								

	Christianity/ Hinduism/ Islam and Humanism	5	What are the world religions? Sikhism (Equality)	Are prophets and leaders of worship always men? What is the fall? Are women equal? Have they ever been equal?	Jewish teenager: Brit Milah, bar mitzvah, Shabbat, Pesach. What do Jews believe? What are the impacts of different Jewish beliefs? How do they show these beliefs in their everyday lives? How are Jewish festivals celebrated? How do beliefs and teachings guide Jews in responding to challenges of life in Britain today?	Angels Sources of Authority Shia 6 Articles of faith Jihad	Revision	facilitation roles charity work, personnel and accountancy are all potential avenues for students studying RE/RS.
		6	What is the purpose of life? - What makes us happy?	How do I know right from wrong? Who would be an ideal modern-day prophet?	Death in Christianity, Muslim, Jewish, Hindu non-religious worldviews What is free will and predestination? How do different religious teachings demonstrate their beliefs and traditions about life after death?	Five pillars Eid ul Adha Eid ul Fitr Ashura		

Curriculum Map

Subject Intent: Our curriculum is based on the 2021 Bury Agreed Syllabus. Since 1944 all schools have been required to teach RE to all pupils on roll (except those withdrawn their parents)



by

RE and Personal Development – there is an emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own world views – their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils’ spiritual, moral, social and cultural development as well as important opportunities for exploring British values.

Our curriculum offers open, enquiring, exploratory RE suitable for pupils who have a religious faith of their own as well as for those who have no religious background.

Our curriculum has a clear teaching and learning approach whereby all student **‘make sense’** of religions and non-religious world views studied, **‘understand the impact’** of these beliefs in people’s lives and to **‘make connections’** in their own learning and with their wider experience of the world.

Our principal aim 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.