

Swindon Academy Religious Education Curriculum Map

By studying Religious Education at Swindon Academy, pupils leave school with a cumulatively sufficient understanding of the influence and significance of religious beliefs, and meaning and significance of religious practices. They also have a sound grasp of the global and internal complexity of the major world religions and non-religious worldviews. Our curriculum is sequenced so that students are able to 'picture the story of religion' and how significant ideas/ beliefs/ events have interplayed to evolve to the religious landscape we meet today.

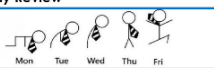
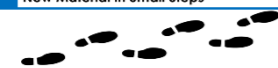

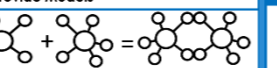

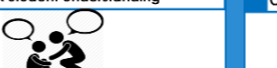

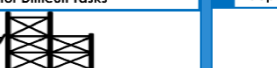


Apart from the substitutive content, the intent of our curriculum is that students who study it will become open minded towards, tolerant of, and comfortable with, people and communities of different faith backgrounds to themselves. We believe that it is through an understanding of the belief systems of others that these attributes will flourish. We give them the opportunity to develop personal knowledge about their own assumptions and values. We aim to develop reflective and inquiring minds. We enable students to know 'how to know' about religion so that they are equip to be truth seekers within the domain but moreover, in their world.

Our RE provision covers the main domains of a strong Religious education; understanding of believing, expressing and living. Our students gain an understanding of key beliefs and sources of authority and they explore questions about meaning, purpose and truth. They come to understand how beliefs and teachings influence the lives of believers. We look at forms of religious expression and religious identity and we explore questions about values. We engage them in inquiry about ultimate questions and give them the opportunity to develop their own beliefs. Our intention is that our RE curriculum empowers them with the knowledge they need to engage seriously with religions or worldviews in an informed, insightful way. We support them to make sense of religion and practices they encounter as active members of a multicultural society. We also help them understand how religions and worldviews have emerged and evolved, and what the current religious landscape is like today. We also believe our RE curriculum gives them an appetite and aptitude for dialogue by offering them space to consider other's view points and practice justifying and evidencing their own. We believe we are building strong voices that will carry their own in a respectful way. We know this empowers young people.

We use a mastery approach whereby lessons are learning cycles and content is reviewed and revisited throughout the units and terms, so that our knowledge bases are secured for most of our pupils before moving on. We also have designed a spiralling curriculum so that foundations for a strong understanding of religious beliefs, practices and attitudes are laid down in Year 7 and built upon over the course of our student's religious education.

We offer several visits to places of worship to further broaden and develop student knowledge and understanding. In Year 7 we go to the Gurdwara and a Church, in year 8 the Synagogue, in Year 9 and 10 we will visit a mosque and church.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> Do now quiz questions on the board 	<ul style="list-style-type: none"> Quotes given start sols/ lessons Practice developed points and PEELs before 12mQ 	<ul style="list-style-type: none"> Cold call Variety of Open and closed questions 	<ul style="list-style-type: none"> Teacher model visualiser Walking talking questions 	<ul style="list-style-type: none"> Use of visualizer good to great/ modelling Apply tasks every lesson Key words given to use in L9 answers I do , we do, you do 	<ul style="list-style-type: none"> Peer marking against L9 model answers Challenging individual students on knowledge and understanding whilst circulating Use of white boards 	<ul style="list-style-type: none"> Re testing questions that are not mastered- QLA Use of knowledge organisers and revision materials in prep to master content White board mastery 	<ul style="list-style-type: none"> Concept maps Sentence starters and paragraph prompts (writing frames) Key word lists and linking phrases 	<ul style="list-style-type: none"> Apply tasks/ Practice exam questions Knowledge organiser tests United Quizzing 	<ul style="list-style-type: none"> Quizzing Apply tasks/ Practice exam questions End of unit tests

Term	Unit 1	Unit 2	3	Unit 3	Unit 4	6
Year 7	Origins of the Abrahamic faith: Genesis: union and separation from God/ Noah- divine punishment for iniquities Abraham and the covenant- his sacrifice and Abraham in Arabia Moses and the Exodus- building understanding to the establishment of Judaism Leviticus and laws for the Israelites/ Day of atonement ritual Jesus the rebel and Jesus Sacrifice The beginning of Islam and pre-Islamic Arabia	Judaism What do Jews believe? What are the Jewish scriptures? Orthodox and Reform Judaism The temple and the Synagogues Shabbat Peshach and Yom Kippur Anti Semitism	Assessment 1	Christianity The Nativity Jesus' ministry The sermon on the mount Crucifixion and mass Resurrection/ascension and easter/ baptism The council of Nicea and st Augustine- Nicene creed and original sin Apostolic succession/Protestantism and denominations Christianity today and the future/ Judaism today and the future	Islam Prophet Muhammed The Quran Hijra and conquest of mecca Muhammed- his night journey and radical nature of his final sermon Shia/ Sunni split and the global pattern The caliphates including the golden age of Abbasid caliphate 5 pillars Hajj in depth and exploration of logistics of hajj today Jihad Islam today- media portrayal/ anti Islamic sentiment in the west/ its richness and diversity	Assessment 2
Skills	Understanding symbolism and interpreting significance. Developing, extending and evidencing points. Developing personal knowledge	Ways of knowing- exploring and questioning presented doctrine	Review and reteach	Understanding complex internal plurality and global features Ways of knowing- exploring and questioning presented doctrine	Understanding global features	Review and reteach

Term	Unit 1	Unit 2	Unit 3	Unit 4	Assessment 2	Review and reteach
Year 8	Hinduism The search for origins 'Hinduism' as a 'religion' The caste system The Vedic period The Upanishads Alex the great and the Muaryan empire as influences on traditions/ revelation and tradition- richness of the tradition Example of deity worship and investigation into Hindu plurality through an ethnographic survey (productive expertise) Understanding of the self Karma/yoga and the self The divine presence	Buddhism: The Buddha- aestheticism and enlightenment 3 marks of existence Karma and Samsara Analysis of the 4 noble truths Puja and meditation Buddhist living: The 8fold path, 5 precepts	Sikhism: Guru Nanek. Beliefs about God in Sikhism, beliefs about the afterlife in Sikhism, the Mul Mantra, Sikh identity through the Khalsa, Sikh place of worship and Seva. The Rahit Maryada and Sikh attitudes to behaviour.	Philosophy of religion What are the criteria for a valid argument? God of classical theism Theism/Atheism and Agnosticism The design argument Evaluating the Design argument as proof of God Cosmological Argument including Kalam Evaluating the Cosmological Argument as proof of God The problem of evil and evaluating theodicies responding to problem of evil Religious experience and their value	Assessment 2	Review and reteach
Skills	Ways of knowing- ethnographic survey. Understanding complex internal plurality	Evaluation, justification, synthesis	Evaluation, justification , synthesis	Evaluation, justification , synthesis		

Links and connections								
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Term	Unit 1	Unit 2	Unit 3	Unit 4					
Year 9	Atheism The background to/ emergence of atheism Plato's cave and the concept of pursuit of truth Luther and the advent of biblical criticism/ challenging scripture and what it means for faith. Case study ways of knowing: Hermeneutical approach to genesis. The enlightenment / Hume What can we know? empiricism and truth and truth on basis of faith Evolution and relationship between science/religion- religious interpretations of Genesis Without God what is permitted? Nietzsche- how to live without religion Psychodynamic/sociological understandings of religion- Freud/Feuerbach/ Marx Militant atheism Humanism What is religion or non-religion?	Religion and world views: peace and conflict Exploration of some possible Humanist/Christian/Muslim and Hindu perspectives: Pacifism Peaceful and violent protest Just war theory War/ Weapons of mass destruction	Religion and world views: Equality Religion and equality: Positive and negative Racism and scripture: evolution of perceptions of race in scripture/ Christianity and its role in subjugation and emancipation Case study the fight for emancipation- violent and peaceful and the religion as inspiration Gender equality and scripture LGBTQ and scripture / religious organisations tackling anti lgbtq+ narrative posed by some religious communities Disability issues and religion	Application of ethical theories to matters of life and death Aquina's NML Evaluation of NML Fletcher's situation Ethics Evaluation of Situation Ethics Sanctity of life Vs Quality of life When life starts and application of NML and S.E to abortion Application of NML and S.E to euthanasia Animal Rights and application of NML and S.E	Teacher Assessment	Assessment 1	Review and reteach	Assessment 2	Review and reteach
Skills	Ways of knowing: case study Hermeneutical approach to Creation story- layers of meaning and aspects of interpretation.	Synthesis, Evaluation and justification; Logical chains of reasoning and counter argument structure Personal knowledge Understanding plurality and diversity	Synthesis, Evaluation and justification; Logical chains of reasoning and counter argument structure Personal knowledge	Synthesis, Evaluation and justification; Logical chains of reasoning and counter argument structure Personal knowledge Ways of knowing- how can we know what is truth?					
Links and connections									

At the end of KS4, Swindon Academy students taking GCSE RE will have mastered the knowledge and understanding to effectively apply critical thinking and reasoning to the evaluation strand of the GCSE specification. They will be able to describe practices and explain the significance of them. They will be able to use scriptural reference to evidence their claims. They will know that knowledge of religion has to be the driving factor in their responses. The topics covered are below.
 In core RE they will continue to learn about and from religion to consider their interactions with different faith communities and also important current global and existential issues.

Term	1	2	3	3	4	5 and 6	6	
Year 10 GCSE	Islam Beliefs and Practices: Tawhid, revelation and Muhammed, 5 holy books, Shia/Sunni split and differences, imamate Ashura, Eid ul Fitr, Eid ul Adha, Jihad, 10 obligatory acts, 5 pillars, Akhira, angels, God's mercy and omnipotence.		Christian beliefs: Monotheism, trinity, resurrection, ascension, crucifixion Origins of evil	Assessment 1	Christian Practices: Pilgrimage, Eucharist, Sacraments including baptism and Eucharist, lord's prayer, worship, mission, evangelism, aid.	Religion and Life: Christian attitudes to use of animals as food, for vivisection and intensive animal farming, the environment and the destruction of it. Christian attitudes to science including the big bang and evolution.	Assessment 2	Review and reteach
Links and connections	Abraham, Moses, the Bible, religious experiences, Mikail and Jibril, problem of evil.		Easter story Genesis		Story of Easter, Infant birth ceremonies and communion	Genesis		

Year 10 Core	Meta Ethics: Meta ethics- what is good? An exploration and critical analysis of how and whether we can 'know' what is good. Utilitarianism Divine command theory Intuitionism	Current local and global issues and the contribution of religion and world views Human rights: Free speech and the death penalty Evil spirits and possession / mental illness/ conversion therapies Religious persecution Migration		Current local and global issues and the contribution of religion and world views Religion and the law Circumcision Use of animals and the environment Medical technologies Contraception and sex before marriage	An applied approach: British Identity: How do we/ can we know what believer believes? Ways of knowing in RE. Students' synthesise what they have learnt about religious/non-religious beliefs and practices with the goal of applying it to determine ways in which a British Hindu, Jew, Christian, Muslim, Sikh and Humanist's faith or belief system may be lived in British society and how their faith or belief system can be honoured in the work place. They look at understanding diverse patterns of religious identity and articulate ways to avoid religious discrimination in the workplace.
Links and connections Skills	Ways of knowing- how do we know what is good?	Plurality and diversity/ global features Personal knowledge			Ways of knowing- analysis of relevant data / in-depth interviews/ survey data analysis- comment on reliability/validity of the survey Understanding internal plurality

Term	1	2	3	4	5
Year 11 GCSE	Peace and Conflict: Christian attitudes to war and peace, weapons of mass destruction and nuclear weapons and proliferation. Pacifism and non-violent protest, terrorism and holy war, Christian peace keeping efforts and other responses to war.	Crime and Punishment: Cause and nature of crime including hate crime. Types of punishment, theories of punishment and Christian attitudes towards them. The death penalty, corporal punishment and community service.	Relationships and the Family: Sex outside marriage, homosexuality, marriage, divorce and remarriage, polygamy and extended families, women and sexism, role of women in the church role and purpose of the family. Recapping and reviewing all done so far through practice questions.		Revision and past paper practice to embed knowledge and apply skills
Links and connections	Parables of Jesus	Parable of Jesus	Genesis		
Year 11 core					

At the end of KS5 Religious education, a Swindon Academy student will have a secure knowledge of Christian ethics and philosophy. They will have covered core themes in philosophy such as existence of God, religious language, problem of evil, miracles, theory of mind, and religious experiences. Ethics philosophers are covered such as Kant, Bentham, Ross. Issues such as conscience, self, death and afterlife, free will and determinism are explored. They will have developed sophisticated reasoning skills and will be able to critically evaluate arguments. We teach AQA Religious studies specification.

Term	1	2	3	4	5	6
Year 12	Existence of God: Teleological/ontological/cosmological. Problem of evil. Religious experiences.	Ethical theories Application of ethical theories.	Christianity: Wisdom and authority God Self death afterlife.	Good conduct and key moral principles. Expressions of religious identity.	Christianity: Gender and sexuality, science, challenge of secularisation, migration and pluralism.	
	Assessment 1 Review and reteach	Assessment 2 Review and reteach	Assessment 3 Review and reteach	Assessment 4 Review and reteach	Assessment 5 Review and reteach	

Term	1		2		3		4		5	
Year 13	Religious language Miracles Self, death, afterlife	Mock 1	Meta ethics Free will moral responsibility Conscience Kant	Mock 2	Dialogues Christianity and Ethics	Mock 3	Dialogues philosophy and Christianity	Mock 4	Revision and past paper practice to embed knowledge and apply skills	