

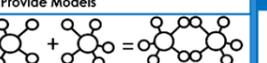
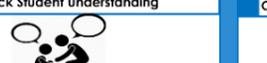
Swindon Academy Religious Education Curriculum Map 2020-21

By studying Religious Education at Swindon Academy, pupils leave school with a sound understanding of the main principles of most of the main religions practiced in the UK. The intent is that they 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 others that these attributes will develop.

Students transition to the Academy at varied points in their understanding of religion and its significance. Some feeder schools will have covered the core religious traditions, but the majority of Year 7 pupils arrive without a sound grasp of key religious beliefs and teachings, even in Christianity. This starting point has caused us to begin with the basic core principles and concepts from the major world religions. This gives pupils a secure foothold of knowledge and understanding to begin to grasp a synoptic overview of religion.

In KS3, students study key beliefs about God, sacred texts, some fundamental practices, and start to think about how beliefs and teachings influence the lives of believers. 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 Year 11 are laid down in Year 7 and built upon over each year of 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, 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"> • United quizzing • Do now recall quadrants or questions on the board 	<ul style="list-style-type: none"> • Quotes given start sols • 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 	<ul style="list-style-type: none"> • Peer marking against L9 model answers • Challenging individual students on knowledge and understanding whilst circulating 	<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 	<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"> • Practice exam questions • Knowledge organiser tests • United Quizzing 	<ul style="list-style-type: none"> • Quizzing • Practice exam questions

At the end of the first year of KS3 students will have covered Judeo- Christian foundations, 5 pillars of Islam, understanding of God and the afterlife in Hinduism, key beliefs and practices in Christianity and Islam, and fundamentals of Sikhism. They will have practiced explaining significance of belief, developing points, and referring to sacred texts to lay the foundations of skills required at GCSE and beyond.

By the end of the second year of KS3 students will have been able to begin to put knowledge of core beliefs into practice. They begin by covering the Buddhist philosophy, then look at the theme of revelation and begin to understand why believers have faith. Students are asked to develop critical thinking and are introduced to the A02 strand of the GCSE assessment. They move on to theological conundrums such as the problem of evil, and whether the cosmological or teleological argument can prove the existence of god, and lastly whether the afterlife is likely. They then begin to further apply key beliefs and teaching to ethical issues such as abortion, euthanasia, animal rights, and the environment.

Year 9 continue to build and deepen their understanding and focus in on the 2 major world religions, chosen because they also reflect the general community of the school. Students are further introduced to beliefs and practices and then ask to apply them to ethical issues that face young people and their communities today.

Term	1	2		3		3	4	5	6		6	
Year 7	Judeo Christian Foundations: Story of Abraham, Who was Moses, why is he important to believers? What is the celebration of the Passover all about? Who was Jesus? Why was he important? What were his main messages?		Teacher Assessment	5 pillars of Islam: What is Shaddah? What is Salah? What is Sawm? What is Zakah? What is Hajj?		Assessment 1	Festivals and Rites of Passage: Easter, Baptism, Holy Communion, Jumm'ah prayers, Muslim birth ceremonies.		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.		Assessment 2	Review and reteach
Skills	Understanding symbolism and interpreting significance. Developing, extending and evidencing points.			Understanding symbolism and interpreting significance. Developing, extending and evidencing points.			Understanding symbolism and interpreting significance. Developing, extending and evidencing points.		Understanding symbolism and interpreting significance. Developing, extending and evidencing points.			
	Hinduism: What do Hindus believe about God? Who and what are the Trimurti? What do they believe about the goddess? What does Hinduism believe about the afterlife?											

Term	1	2		3		4	5	6				
Year 8	Buddhism: The Buddha, the 4 noble truths, the 3 marks of existence, the self.		Teacher Assessment	Foundation Philosophy: Problem of evil Teleological argument Cosmological argument Likelihood of afterlife		Assessment 1	Sanctity of Human Life: Christian teachings on human life, application to abortion and euthanasia vs the hospice.		Anthropocentric World: Religious ideas about the value of the environment and animals. Secular ideas about the value of the environment and animals. Animal rights.		Assessment 2	Review and reteach
Skills	Evaluation			Evaluation			Evaluation		Evaluation			
Links and connections	Religious experiences of Moses, and Guru Nanek, concepts of reincarnation and karma			NDEs			Parable of Jesus		Genesis and the fall			
	Revelation: Through nature, through scripture, through visions and dreams, NDEs, whether these are proofs of God.											

Term	1	2		3		4	5	6				
Year 9	Islam: Tawhid, Shia/Sunni split, 99 names of Allah, 5 pillars revisited in detail, angels and akhira Forgiveness and repentance Christian teachings about forgiveness and repentance.		Teacher Assessment	Christian attitudes to forgiveness and crime and punishment/ justice/ human rights/ the death penalty.		Assessment 1	Christianity and Life Goals: Nature and purpose of life, evangelism and mission, religious ideals about the family and importance of the heterosexual ideal, and critical analysis of this position.		Global Issues and Religion: Christian beliefs and teachings about violence and pacifism applied to issues of war, terrorism, weapons of mass destruction, pacifism and- justice and non-violent protest. Application of evaluation skills through lots of practice.		Assessment 2	Review and reteach
Skills	Logical chains of reasoning and counter argument structure			Logical chains of reasoning and counter argument structure			Logical chains of reasoning and counter argument structure		Logical chains of reasoning and counter argument structure			
Links and connections	Five pillars, Easter story						Genesis and fall, baptism of Jesus, last supper		Covenant of Moses			

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.

Term	1	2	3	3	4	5	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 Review and reteach	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	British Identity part 1 Recap history of religion timeline Intro lesson demographic- stats? Map where are places of worship etc? Swindon? Introduce sol and pics start lesson 1 Hinduism Lesson 2 Hinduism - Dawali, other festivals? birth rites, marriage? Bindi- what is it? 2 lessons about Jews- Bar Mitzvah, Hannukah, Rosh Hashannah. Lesson 1 about Buddhist- practice? Meditation- wessak.		British Identity part 2 1 lesson about Christian identity Catholic - confirmation/ confession/cross. 2 lessons about Islam/ submission- Shahada- how important to them/prayer and jummah prayer. Hijab/niqab and Burka. 2 lessons about British Sikh- 5 ks Sikh wedding? Vaisaki? Other festivals.			Intermediate philosophy: Nature and possibility of miracles Mind body problem of consciousness Meta ethics- what is good? Utilitarianism		
Links and connections						Soul		

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	Conflict and religious contributions towards peace and conflicts Human Rights violations and religious responses to the issue Prejudice and discrimination and religious responses to it	Persecution and religious responses to it Migration and religious responses to it Charity and religious contributions and teachings	Religious fundamentalism Should religion dictate the law Islamophobia Female oppression and religious responses to it Transgender issues and religious responses Animal rights and the environment religious responses		

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 religious identity.	Christianity: Gender and sexuality, science, challenge of secularisation, migration and pluralism.	
	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	
	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach	Review and reteach

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