

St Michael's Church of England High School Curriculum Plan

RS



**The Aims of the Framework for Religious Education in Church of England Secondary
Schools and Academies**

The Framework for Religious Education in Church of England Secondary Schools and Academies for *RS* aims to ensure that all pupils are

- to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- to enable pupils to learn about other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- to develop understanding of religious faith as the search for and expression of truth;
- to contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.

The outcomes for pupils at the end of their education in church schools or academies are that they are able to:

- think theologically and reflect critically on ultimate questions;
- reflect critically on the truth claims within religions and beliefs;
- analyse, interpret and apply sacred texts, particularly the Bible;
- recognise that faith is commitment to a particular way of understanding and responding to God and the world;
- analyse and explain the varied nature and traditions of the Christian community; make a well-informed response to Christianity;
- respect those of all religions and beliefs in their search for meaning; reflect critically on shared and diverse beliefs and practices;

Teaching and learning about Christianity

The majority of teaching and learning time in church schools and academies in Religious Education should be spent in the study of Christianity. Understanding Christianity as a living religion is the foundation of pupils' Religious Education in schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Pupils will be enabled to deepen their understanding of God as encountered and taught by Christians.

Teaching and learning about world religions and world views

Church schools and academies have a duty to foster accurate and increasing understanding of world religions and world views. As a result, students will gain greater insight into the world and the society in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to building up harmonious relations within and between communities, promoting inclusion for all and combating prejudice. The principal aim for Religious Education sets out that all students should be enabled to explore and grow in the understanding of their own spiritual journey. Church schools and academies are organisations where God and faith are respected and this is frequently a reason why parents and carers of another faith or world view may seek a place for their child in such an establishment.

In accordance with the whole school policy, the Religious Studies department sees itself as being central and integral to the whole school ethos in promoting our school values. We aim to help each pupil achieve their full potential; academically, emotionally and socially and to provide a secure environment in which this process can take place.

The understanding of the vocabulary and language of Religious Studies underpins all of the work undertaken. All pupils are encouraged to develop a critical, reflective, and 'open minded' response to all aspects of the subject.

This will be done through:

- A delivery of Religious Studies which caters for the talents and abilities of all pupils.
- Promoting the qualities of determination, self-motivation and objective self-criticism.
- Promoting teamwork and a sense of place in the local, national and international community.
- Promoting a culture of high expectations and challenging pupils to achieve at the highest levels of attainment.
- Inspiring confidence and innovation by promoting resilience, experimentation and critical thinking skills.
- Creating opportunities for independent, group and collaborative class work.
- Providing a non-threatening environment in which pupils and staff value each other as individuals.
- Learning about Religions: to enable pupils to come to an understanding of religious beliefs and practices.
- Learning from Religions: to help students to develop positive attitudes, respect and sensitivity towards the ethical, moral, philosophical and social issues associated with religious beliefs.
- Encouraging students to examine, reflect upon and value the spiritual aspects of life.

In Religious Studies, students follow the Diocesan scheme of work (Illuminating Pathways) at KS3, beginning in Year 7 with an introduction to the Christian values and ethos of the school (Love, Forgiveness, Peace, Equality and Courage). Students then move on to study 5 further topics; Belonging, People of Faith, Where can Christianity be found in the world, The Resurrection of Jesus and Where do people find affirmation of faith? In year 8 students study Islam and the media, a module on justice called, "Is it fair?", Sacred Texts, Death and the Afterlife, and two final modules focusing on the Nature of God (Where is God? and What is God?) Students are provided with one knowledge organiser per half term which covers the fundamental retrieval of key religious vocabulary. In Year 9 students begin the year with a module looking at key Jewish beliefs before moving on to looking at the Holocaust. They then move on to two topics which explore the meaning of faith and service, before they look at a topic called What is good Stewardship and finally a module focusing on Conflict and its resolution.

At key stage 4, students study AQA GCSE Religious Studies A. Students will cover topics including Christian Beliefs and Practices, Muslim Beliefs and Practices (Paper 1), Peace & Conflict, Crime & Punishment, Religion and Life and Relationships & Families. Lessons are collaboratively planned to endure consistency across the Religious Studies curriculum. Knowledge organisers/key words are used for all KS4 topic areas and lesson begin with low stakes retrieval quizzes on the knowledge organiser.

Students who continue into the Sixth Form will study OCR Religious Studies which has three distinct modules- Philosophy, Ethics and Developments in Christian Thought.

- Topics taught to a high standard using a variety of learning styles.
- Consistency across lesson structure. Lessons begin with a low stakes retrieval quiz based on the knowledge organiser, quality explanation of lesson content and opportunities throughout the lesson to apply knowledge to exam style questions.
- High quality questioning to establish and develop understanding and to identify misconceptions.
- Key exam technique and skills development.
- Acquisition of a broad religious, ethical and philosophical vocabulary.
- Engagement with key religious beliefs and practices and how these apply to various themes, including relationships, crime and punishment, war and conflict and responses to the environment.
- Development of revision and exam techniques.
- Robust testing and assessment each term, with individual feedback for areas of improvement and strength. This includes a question level analysis so students are able to see exactly where they are succeeding and where they need to develop strategies for improvement.

Students are formally assessed once per term in all key stages. A whole class feedback sheet is completed by the class teacher and shared with the class and a question level analysis is also completed to identify areas for personalised intervention strategies to be implemented.

Students are provided with revision guides and wider reading in the form of religious and, ethical and philosophical articles to further develop vocabulary and to extend the learning. Analytical and evaluative techniques are used to assess student understanding and knowledge of key topics.

What are the Big Ideas in *Subject*?

What are the Big Ideas in RS?		
1. Continuity, Change and Diversity	2. Worlds and Beyond	3. A Good Life
This big idea reflects on continuity and diversity within and between religious and non-religious traditions.	This big idea reflects on the difficulty in expressing some of our deepest-held beliefs in everyday language.	This big idea reflects on the concerns religious and non-religious traditions have with striving towards living a morally good life.

What are the Big Ideas in RS?		
4. Making Sense of Life's Experiences	5. Influence, Community Culture and Power	6. The Big Picture
This big idea reflects on religious, spiritual and transformative experiences	This big idea reflects on the interactions between religious/non-religious worldviews and wider communities and cultures.	This big idea reflects on the 'grand narratives' put forward by religious and non-religious worldviews to explain how and why the world is as it is.

How are the Big Ideas developed through Key Stage 3			
Year 7	1. Continuity, Change and Diversity Evident in the various Christian traditions that have developed since the Great Commission and in the different customs and traditions which are seen in Christianity as a world faith.	2. Worlds and Beyond Evident in the unknowable nature of the afterlife and what experiences of the afterlife may be like	3. A Good Life Evident when students examine what it means to be a person of faith and the values and morality that go along with being a person of God
Year 7	4. Making Sense of Life's Experiences Evident when students look at the experiences that may affirm or influence their faith in God.	5. Influence, Community Culture and Power Evident when students examine the meaning of belonging and community and how being part of an organisation with shared beliefs can support individuals.	6. The Big Picture Through the examination of the Resurrection students will reflect on the nature of sin and free will and how this is important in regards to our behaviour.
Year 8	1. Continuity, Change and Diversity Examined in the various religious beliefs about the afterlife and how a person may continue to exist after death in some form, e.g. Heaven or Reincarnation	2. Worlds and Beyond Evident in the unknowable, mysterious and transcendent nature of God and the human need to express a belief in and response to Him	3. A Good Life Evident in the exploration of sacred writings and what they may have to say about living a good, moral or virtuous life
Year 8	4. Making Sense of Life's Experiences	5. Influence, Community Culture and Power	6. The Big Picture

	Evident when looking at the transformative experience of life after death and what that might mean for a person's body/soul.	Evident when students look at Islam and how it is portrayed in the media. The relationship between Islam and Christianity and wider British society.	Evident when students look at who and what God is and their relationship with this God. Why the world is the way it is if God is responsible for its creation.
Year 9	1.Continuity, Change and Diversity Particularly evident in the module on Difference and Diversity within faith communities when students will explore the differences between Christian (Roman Catholic, Anglican, Evangelical) and Muslim (Sunni, Shi'a) groups	2. Worlds and Beyond Evident when students explore the meaning of faith and how it can be found in hidden places where it is difficult to express.	3. A Good Life Evident when exploring the nature of 'being called' or living a life of service to God or a particular way of life.
Year 9	4. Making Sense of Life's Experiences Particularly evident when exploring the experiences of the Jewish people who lived through the Holocaust and how that may have impacted their belief in God and the purpose of being put through such a devastating and horrific ordeal.	5. Influence, Community Culture and Power Evident when looking at how Christians and those with no religious beliefs respond to environmental challenges and how this will impact future generations.	6. The Big Picture Evident when looking at the nature of conflict around the world and examining whether conflict is necessary or justifiable in particular situations, or whether it is possible for all people to coexist in a peaceful world.

What topics are used to explore these ideas?			
	Autumn Term	Spring Term	Summer Term
Year 7	Values / What does it mean to belong?	Person of Faith/ Where in the world is Christianity?	Did Jesus rise from the dead?/ Affirmation of faith
Year 8	Islam in the media/ Is it Fair?	Sacred Texts/ Is death the end?	Where is God?/What is God?
Year 9	Should we commemorate the Holocaust? Is faith hidden?	What does it mean to be called?/ What does it mean to be a good Steward?	Difference and diversity within faith communities/ Can conflict ever be justified?

How are the Big Ideas developed through Key Stage 4

Year 10	1. Continuity, Change and Diversity Evident in studying the split between Sunni and Shi'a Islam and the diversity of beliefs and practices in the Christian traditions.	2. Worlds and Beyond Evident when looking at forms of worship and the believer's connection with the Holy Spirit and the unknowable nature of God when studying the attributes of God.	3. A Good Life Evident when looking at Zakah in Islam and the concept of charitable giving or tithing in Christianity. Concern for the poor and weak within society and the idea that God is on the side of the oppressed.
Year 10	4. Making Sense of Life's Experiences Evident when looking at death and how Christians and Muslims make sense of this life experience. How resurrection is seen as the next stage in life and how a person lives their life will influence where they go after death.	5. Influence, Community Culture and Power Evident when looking at the importance of community within different faith groups. Particularly seen within the Ummah or Muslim community and how all people are looked after and protected within that community	6. The Big Picture Evident when looking at sin and the origins of sin. How human free will is ultimately the cause of sin and sinful behaviour. Students will examine the consequences of having free will.
Year 11	1. Continuity, Change and Diversity Evident when looking at the different ways the Christian tradition will approach such issues as abortion, euthanasia, the death penalty and the use of violent protest.	2. Worlds and Beyond Evident when approaching the topics involving the sanctity of life. How this is expressed by Christians in a variety of ways, ultimately concluding with very different conclusions.	3. A Good Life Evident in all the themes covered in Year 11. The variety of approaches are all attempts by various Christians/Muslims to live a life that is pleasing to God and that follows his will
Year 11	4. Making Sense of Life's Experiences Evident in religious approaches to issues such as end of life care and children born with severe disabilities. The value and sacredness of life.	5. Influence, Community Culture and Power Evident within each theme as students study the variety of Christian/ Muslim and non-religious responses to each topic. How these can often be very different, but also how on particular issues (such as the environment) most people are in agreement.	6. The Big Picture Evident when students approach the origins of life and the universe and the place each individual and community has within it.

	Autumn Term	Spring Term	Summer Term
Year 10	Islam Beliefs and Practices	Islam Practices and Christian Beliefs	Christian Beliefs and Christian Practices
Year 11	Relationships and Families and Crime and Punishment	Crime and Punishment and Peace and Conflict	Religion and Life

Key Stage 5

A level RS

Exam board: OCR

Paper 1: Philosophy

Paper 2: Ethics

Paper 3: Developments in Christian Thought

How are the Big Ideas developed through Key Stage 5

Year 12	1. Continuity, Change and Diversity Evident in the variety of Christian responses to the nature of sin or the person of Jesus Christ; Messiah, Son of God, prophet, teacher or liberator?	2. Worlds and Beyond Evident in the study of Plato and Aristotle and the nature of Ultimate Reality. Does reality exist through the senses (empirical knowledge) or through reason?	3. A Good Life Evident within the study of Situation Ethics and the concept that all ethical actions must consider the desired end, the means available, the motive for acting and the foreseeable consequences. All moral and ethical actions must be carried out with Agape love.
Year 12	4. Making Sense of Life's Experiences Evident in the study of religious experiences and the transformative effect of God's action upon the life of the person who has had the experience.	5. Influence, Community Culture and Power Evident in the discussions and debates between religious and non-religious people concerning the legitimacy of euthanasia and whether it should be legalised or not.	6. The Big Picture Evident in the debates around the problem of evil and suffering. Does it suggest God does not exist, or is it the cause of human free will or is it used by God for a particular purpose?
Year 13	1. Continuity, Change and Diversity Evident in Christian responses to other faiths and the three clear strands of response, including exclusivism, inclusivism and pluralism.	2. Worlds and Beyond Evident in the nature of God and the mystical and unknowable nature of his attributes. What Aquinas refers to as the mystery of God	3. A Good Life Evident in the study of the conscience and how it is used to inform decisions which are in line with the will of God and considers how we treat others.
Year 13	4. Making Sense of Life's Experiences Evident in examining Liberation Theology and the position of the poor within society. The idea of the 'God of the oppressed' and the 'preferential option for the poor'.	5. Influence, Community Culture and Power Evident when examining a patriarchal society and how systems have been created to keep power in the hands of men, while women have been placed in a position of subjugation.	6. The Big Picture Evident when looking at Meta Ethics and what is good and evil. Are these concepts absolutes or are they subjective? Do they come from a higher being or are they simply a result of an emotive response?

Teaching Schedule

	Autumn Term	Spring Term	Summer Term
Year 12	Ancient Greek Influences/Soul, Mind and Body/Natural Law/ Situation Ethics/ Augustine/ Death and the Afterlife	Arguments for God's existence based on observation/Arguments for God's existence based on reason/Kantian Ethics/Utilitarianism/Knowledge of God's existence/ The person of Jesus Christ	Religious Experience/The problem of Evil/ Euthanasia/Business Ethics/Christian moral principles/ Christian moral action
Year 13	The nature or attributes of God/ Meta-Ethics/ Religious Pluralism and theology/ Religious Pluralism and society	Religious Language/Conscience/Gender and Society/Gender and Theology	Religious Language: Twentieth century perspectives/Sexual Ethics/ The challenge of secularism/Liberation Theology and Marx

Subject Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Values	What does it mean to belong?	Person of Faith	Where in the world is Christianity?	Did Jesus rise from the dead?	Affirmation of faith
Enhanced Learning opportunities		Visit to a local church or Liverpool Cathedral		Visiting speaker from Open Doors		
Year 8	Islam in the media	Is it Fair?	Sacred Texts	Is death the end?	Where is God?	What is God?
Enhanced Learning opportunities	Visit to a local Mosque					
Year 9	Should we commemorate the Holocaust?	Is faith hidden?	What does it mean to be called?	What does it mean to be a good Steward?	Difference and diversity within faith communities	Can conflict ever be justified?
Enhanced Learning opportunities	Visit to a local synagogue or the Manchester Jewish Museum. Opportunity for cross curricular links with the History Dept.			Cross curricular opportunity to develop links with the Art and Geography dept.	Visiting speaker to talk about their personal Christian/religious journey or A Living Library event with a guests from a variety of faith groups	
Year 10	Islam Beliefs and Practices	Islam Beliefs and Practices	Islam Practices and Christian Beliefs	Christian Beliefs	Christian Beliefs and Christian Practices	Christian Practices
Enhanced Learning opportunities			Guest speaker(s) from the Muslim faith			Guest speaker(s) from the Christian faith
Year 11	Relationships and Families and Crime and Punishment	Crime and Punishment	Crime and Punishment and Peace and Conflict	Peace and Conflict	Religion and Life	Revision and exam preparation

**Enhanced Learning
opportunities**

Question time panel of
Christians from a variety of
backgrounds and
denominations