**Curriculum Mapping 2022-23 Subject: RE Curriculum Leader (s) DLA**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** | Empathy – understanding others views  ICT skills (desktop publishing) Communication – listening and discussing ideas in small groups and class  Understanding and using sources introduction  Making inferences from Sources  Understanding nature origin and purpose of sources | Empathy – understanding others views and summarising these views Communication – listening and discussing ideas in small groups and class  Understanding and using sources introduction  Making inferences from Sources  Understanding nature origin and purpose of sources Understanding nature origin and purposes of source to making judgements about their reliability | Empathy – understanding other views and being able to give counter arguments against.  Communication – listening and discussing ideas in small groups and class  Understanding and using sources introduction  Making inferences from Sources  Understanding nature origin and purpose of sources Understanding nature origin and purpose of sources to making judgements about their reliability and usefulness |  |  |  |  |
| **Knowledge & Understanding**  **Key Topics per half Term** | **T1/2 – An introduction to RE**  What is RE?  What are the different world religions? The Eight Aspects of Religions The founding fathers of world religions  **T3/4 – Focus on two world religions Islam and Christianity**  Religious texts – The Bible and the Quran Religious festivals – Ramadan, Eid, Easter and Christmas Religious rites of passage – Christian Baptism, Muslim and Christian weddings  **T5/6 Modern Pilgrimage sites** The purpose of pilgrimages: Mecca, Lourdes, Jerusalem, Varansi, Amritsar | **T1/T2 - Crime and Punishment. Religious attitudes to dealing with crime and punishments**  The meaning of right and wrong Youth crime and Jamie Bulger case Different religious attitudes towards justice and why it is important  The moral considerations of capital punishment Different religious views towards capital punishment  **T3/T4 – Suffering. Why do we suffer?  Natural vs Manmade suffering**  What is suffering? Christian views What does Buddha teach us?  How and why do we stop suffering?  Can one person ease other’s suffering?  **T5/T6 – Belief in God – Why do people hold different religious beliefs and how does this impact on their behaviour?**  The impact of religious upbringing Religious experiences and miracles Unanswered prayers  Christian and Islamic attitudes towards peace and conflict.  Religious leaders and peace and conflict | **T1/T2 – Matters of Life and Death**  Christian attitudes to life and death Abortion Euthanasia  **T3/T4 – Marriage and the family** Christian attitude towards marriage and divorce Sex before marriage What is a family? Attitudes towards homosexuality  **T5/T6 – Religion and Human Rights** Animal Rights and religious attitudes The importance of freedom of expression and religious attitudes Immigration and social cohesion – community and religion Religion and gender Religions and social justice |  |  |  |  |
| **Common Assessment of Progress and Performance**  **(CAPP)** | **DLA 1: What is religion?**  Focus on two world religions – Islam and Christianity   1. Places of worship – the mosque and church 2. Religious expectations –   10 commandments and the 5 pillars of Islam  **DLA 2: A pamphlet for a Year 6 child outlining a particular religious festival**  **DLA 3: Why do places of pilgrimage play such an important role in people’s faith?** | **DLA 1: ‘The death penalty is a fair way of dealing with criminals’. How far do you agree?**  **DLA 2: The parable of the Good Samaritan and the impact it may have on Christian behaviour**  Or **Do you think it is true that one person can help ease the suffering of others?  DLA 3: Is religion always the cause of conflict?** | **DLA 1: Do you think abortion should be accepted by everybody in society?**  Or  **‘Euthanasia should not be allowed under any conditions in a Christian society’ – Agree/disagree  DLA 2: ‘In the past 50 years society has become more accepting of different types of families and family life. This has only had positive consequences’ – How far do you agree?**  **DLA 3: Religion and Human Rights Assessment** |  |  |  |  |
| **Wider Curriculum including extra-curricular opportunities**  **e.g SMSC ,Careers and Employability , Literacy and Numeracy** | SMSC  Spelling of Key Terms  Careers – Health support, well-being, roles of religious people within the church | SMSC  Spelling of Key Terms  Careers – Health support, well-being, roles of religious people within the church | SMSC  Spelling of Key Terms  Careers – Health support, well-being, roles of religious people within the church |  |  |  |  |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** | Allowing yourself to consider both sides of an argument  Not being judgmental when considering other thoughts and opinions  Challenges to overcome – putting themselves | Allowing yourself to consider both sides of an argument  Not being judgmental when considering other thoughts and opinions  Challenges to overcome – putting themselves | Allowing yourself to consider both sides of an argument  Not being judgmental when considering other thoughts and opinions  Challenges to overcome – putting themselves |  |  |  |  |

**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school