



## **Religious Education Curriculum Summary and Overview:**

### ***Intent:***

Religious education has a unique place within our curriculum offer at Sir Tom Finney Community High School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

At the heart of our RE curriculum is the quest to understand what it is 'to be human'. Within a safe space we encourage students to develop communication skills including reflection, dialogue and debate. By learning about, and from, religion we explore concepts of self and self-awareness, respect, tolerance and diversity, as well as exploring beliefs and values.

Through our Religious Education curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

### ***Implementation:***

Legal requirements for Religious Education:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998) Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus reflects the fact that 'religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

At STFCH we ensure that we comply with the legal requirements by following the Lancashire Agreed Syllabus for Religious Education 2021 as a basis with adaptations based upon the varying additional needs of our students.

The delivery of Religious Education is generally organised in broadly 'ability based' groupings across KS3 & KS4 which allows work to be differentiated with access to staffing ratios that offer small group and individual 1:1 support when needed. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Learning is delivered weekly and follows a long-term cycle of thematic half-termly topics. Highly skilled teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and we track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

### ***Impact:***

Religious Education at Sir Tom Finney High School develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

It also encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

As well as enhancing pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

## (KS3) 3 Year RE Long-Term Overview – (“What does it mean to be human?”)

Key Stage 3 (Y7, Y8 & Y9)	Year A (2022/23 & 2025/26)	Year B (2023/24 & 2026/27)	Year C (2021/22 & 2024/25)
Autumn 1 (Why are some things special?)	<b>Special times:</b> <ul style="list-style-type: none"> <li>How and why do we celebrate?</li> <li>What times are special to different people and why?</li> </ul>	<b>Special stories:</b> <ul style="list-style-type: none"> <li>Why are some stories special?</li> <li>What special messages can we learn from stories?</li> </ul>	<b>Special places:</b> <ul style="list-style-type: none"> <li>What buildings and places are special to different people?</li> <li>What is special about our world?</li> </ul>
Autumn 2 (Christianity)	<b>Christianity (Jesus):</b> <ul style="list-style-type: none"> <li>Why is Jesus special to Christians?</li> <li>The nativity story</li> <li>Beliefs about Jesus as God incarnate</li> <li>Christmas.</li> </ul>	<b>Christianity (Jesus):</b> <ul style="list-style-type: none"> <li>Why do Christians say Jesus is the ‘Light of the World’?</li> <li>Jesus as the light of the world</li> <li>Symbolism of light</li> <li>Advent and Christmas.</li> </ul>	<b>Christianity (God):</b> <ul style="list-style-type: none"> <li>Does how we treat the world matter?</li> <li>Creation</li> <li>Care for the planet</li> <li>Harvest.</li> </ul>
Spring 1 (World Faith)	<b>Islam:</b> <ul style="list-style-type: none"> <li>How might beliefs about creation affect the way people treat the world?</li> <li>God as creator</li> <li>Care for the planet.</li> </ul>	<b>Judaism:</b> <ul style="list-style-type: none"> <li>Why might some people put their trust in God?</li> <li>God’s promises to Noah &amp; Abraham (trusting in God).</li> <li>What aspects of life really matter</li> <li>Moses, Ten Commandments &amp; The Sabbath.</li> </ul>	<b>Hindu Dharma:</b> <ul style="list-style-type: none"> <li>What do Hindus believe about God?</li> <li>One God in many forms</li> <li>God in all things</li> <li>Expressing ideas about God.</li> </ul>
Spring 2 (Christianity)	<b>Christianity (Church):</b> <ul style="list-style-type: none"> <li>What unites the Christian community?</li> <li>Worship</li> <li>The church</li> <li>Use of symbols</li> <li>Priest, Vicar, Minister</li> <li>Stories from the Old Testament.</li> </ul>	<b>Christianity (God):</b> <ul style="list-style-type: none"> <li>Why do Christians say that God is a ‘Father’?</li> <li>God the Father</li> <li>Prayer</li> <li>Holy Spirit</li> <li>Christian Values.</li> </ul>	<b>Christianity (Church):</b> <ul style="list-style-type: none"> <li>How might some people show that they ‘belong’ to God?</li> <li>Baptism</li> <li>Belonging.</li> <li>Easter, Lent and Fasting</li> <li>Shrove Tuesday, Ash Wednesday, Holy Week.</li> </ul>
Summer 1 (World Faith)	<b>Hindu Dharma:</b> <ul style="list-style-type: none"> <li>How might people express their devotion?</li> <li>Devotion</li> <li>Worship in the home and temple.</li> </ul>	<b>Buddhism &amp; Sikhism:</b> <ul style="list-style-type: none"> <li>What’s it like to be a Buddhist?</li> <li>What is it like to be a Sikh</li> <li>Festivals.</li> </ul>	<b>Islam:</b> <ul style="list-style-type: none"> <li>Why do Muslims believe it is important to obey God?</li> <li>Submission, gratitude and prayer.</li> </ul>
Summer 2 (Personal Meaning and Shared Values)	<b>Humanism:</b> <ul style="list-style-type: none"> <li>Respect, dignity, reasoning</li> <li>Prominent philosophers including Aristotle, Plato Galileo, Newton</li> <li>Human experiences and feelings.</li> </ul>	<b>Belief in action:</b> <ul style="list-style-type: none"> <li>Human rights, fairness, social justice, fair trade, equality</li> <li>The world around us</li> <li>Traditions from other countries.</li> </ul>	<b>Spirituality:</b> <ul style="list-style-type: none"> <li>Mindfulness, worship, wonder, praise, thanks, concern, joy and sadness</li> <li>Inspirational people</li> <li>Personal choice.</li> </ul>

## (KS4) 2 Year RE Long-Term Overview – (“What does it mean to be human?”)

Key Stage 4 (Y10 & Y11)	Year A (2021/22, 2023/24 & 2025/26)	Year B (2022/23, 2024/25 & 2026/27)
Autumn 1 (Big Questions)	<ul style="list-style-type: none"> <li>• What do people say about God?</li> <li>• Who should we follow?</li> <li>• Where do we find guidance about how to live our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we respond to the things that really matter?</li> <li>• How should we live our lives?</li> <li>• Is life like a journey?</li> </ul>
Autumn 2 (Christianity)	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• How (and why) have some people served God?</li> <li>• Prophets, service to God, inspirational people.</li> <li>• What do we mean by a miracle?</li> <li>• Miracles of Jesus, pilgrimage.</li> <li>• How do Christians mark the ‘turning points’ on the journey of life?</li> <li>• Christian rites of passage, denominational differences.</li> </ul>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• How and why might Christians use the Bible?</li> <li>• Christian life – guided by wisdom, teachings and authority.</li> <li>• What does it mean to be a disciple of Jesus?</li> <li>• Discipleship, following the example of Jesus, helping others.</li> <li>• How do people decide what to believe?</li> <li>• The Trinity, use of symbols and metaphors, The Worldwide Church.</li> </ul>
Spring 1 (World Faith)	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Why is the Prophet Muhammad an example for Muslims?</li> <li>• Prophets</li> <li>• Why is the Qur’an so important to Muslims?</li> </ul>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Why do Muslims fast during Ramadan?</li> <li>• The Five Pillars of Islam</li> <li>• What is Hajj and why is it important to Muslims?</li> </ul>
Spring 2 (Christianity)	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Why is it sometimes difficult to do the right thing?</li> <li>• Sin, Adam and Eve’s disobedience, temptation and morality.</li> <li>• Why do Christians believe Good Friday is ‘good’?</li> <li>• Holy Week, The Eucharist, denominational differences.</li> <li>• What does ‘love your neighbour’ really mean?</li> <li>• Parables.</li> </ul>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• If life is like a journey, what’s the destination?</li> <li>• Salvation and Forgiveness.</li> <li>• Is sacrifice an important part of religious life?</li> <li>• Jesus in the wilderness, Lent, Sacrifice.</li> <li>• What do Christians mean by the ‘Holy Spirit’?</li> <li>• Gifts of the spirit, Pentecost.</li> </ul>
Summer 1 (World Faith)	<p><b>Hindu Dharma:</b></p> <ul style="list-style-type: none"> <li>• What might a Hindu learn through celebrating Diwali?</li> <li>• Vishnu. Rama and Sita.</li> <li>• Is there one journey or many?</li> <li>• Reincarnation, Karma, the 4 ashramas.</li> </ul>	<p><b>Hindu Dharma:</b></p> <ul style="list-style-type: none"> <li>• Why is family an important part of Hindu life?</li> <li>• Religious duty, Hindu scriptures (the Ramayana),</li> <li>• Raksha Bandhan. Holi.</li> <li>• What might Hindus learn from stories about Krishna?</li> </ul>
Summer 2 (Personal Meaning and Shared Values)	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• How do Sikhs express their beliefs and values?</li> <li>• The 5 Ks, Equality, the Gurdwara.</li> <li>• Why are the Gurus important to Sikhs?</li> <li>• Guru Nanak, The 10 gurus, Baisakhi.</li> </ul>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Do people need laws to guide them?</li> <li>• The Torah, the synagogue.</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• What do we mean by a ‘good life’?</li> <li>• The Buddha, The Four Noble Truths, The Eightfold path.</li> </ul>