

# Curriculum Intent Framework



<b>Subject:</b>	<b>Religious Education</b>
<b>Subject Curriculum Vision:</b>	At the Bishops' High we want pupils to explore different religious faiths and worldviews and we consistently promote a love of learning about these. Through lessons that allow students to explore the deeper significance of belonging to a faith, students are well-equipped for living in a multi-cultural society. We hope that students are able to be tolerant and respectful of beliefs that differ to their own. Religious Education helps our students to grow personally and spiritually.

## Core Subject Principles:

<b>Dignity and Respect</b>	Through varied schemes of learning, our students are able to develop a sense of dignity and pride in themselves and to then treat others in that same manner. Through work which spans from actually going out and volunteering in the local community to understanding the impact of faith on the lives of believers, our students are aware of the impact that they make on the lives of others. Respect forms a vital role in Religious Education. We encourage students to foster the quality of respect through learning about other beliefs and cultures. Students have the opportunity to ask questions about faith and worldviews in a constructive and inquisitive manner. Students are asked to think deeply about why belief is so important to people and compare it to beliefs that they hold dear to themselves.
<b>Wisdom, Knowledge and Skills</b>	Students are given the opportunity to build upon their learning from previous years and consider the value of religious belief and worldviews. We seek to develop pupils' ability to look deeper than what they see in the media about other faiths. Students are taught to make judgements based on knowledge and refrain from judging if they do not have this knowledge. Students are given opportunities throughout the curriculum to ask 'big questions' about life and beyond. Over their school life, students build upon their previous knowledge and revisit content and concepts in order to secure a deep understanding. Gaining knowledge starts with learning basic information and moves to later evaluating faith and worldviews. Students are given the opportunities to acquire a variety of learning skills as well as personal skills that encourage students to strive to achieve their best possible outcomes.
<b>Hope and Aspiration</b>	Through our lessons and Schemes of Learning we embed a culture of hope. Students consider what hope they can give to others and how communities can inspire others to bring about hope. Within their learning, students are guided to keep a positive and optimistic mindset even when they find the work challenging. Our students are reminded that they are all able to achieve beyond their expectations. As a department, we place great focus on showing how target grades do not make a student who they are, but their determination to succeed to a level that they can be proud of. Teachers in the department are passionate about supporting students to achieve and see beyond their 7-year journey and aspire to achieve for their futures, including the world of work. Our schemes of learning truly prepare students for living life in all its fullness.
<b>Extra-Curricular</b>	Students have access to a range of opportunities across their Bishops' journey. There are visits to places of worship, opportunities to engage with social action projects in the local community and a trip to Rome to be taken in 2024.

### KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Introduction to RE and the Indian/semitic traditions  Does God exist?	What does it mean to belong?  What does it mean to be a person of faith?	Where in the world is Christianity?	Did Jesus really rise from the dead?	Where do people go to find affirmation of faith?	What happens when faith and courage collide?  (Archbishop of York Award)
<b>Year 8</b>	Is it fair?	Do sacred texts enable individuals and groups to support faith and respond in times of crisis?	Where in the world is Islam?	What does it mean to be a good steward in the 21 <sup>st</sup> Century?	Is death the end?	Where is God?
<b>Year 9</b>	How visible are religious beliefs and worldviews?	Do sacred texts enable individuals and groups to support faith and respond in times of crisis?	Where in the world is Islam?	Where is God?	Can conflict ever be justified?	What is the impact of difference and diversity on faith communities?

## KS4

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	GCSE Relationships & families	GCSE Finish relationships & families Start human rights & social justice	GCSE Finish relationships & families Start Christian beliefs & teachings	GCSE Finish Christian beliefs & teachings	GCSE Revision  External GCSE examinations in May	PHSCE and careers content
<b>Year 11</b>	GCSE Religion, peace and conflict (Non-examined)	GCSE Religion, peace and conflict (Non-examined)	GCSE God and revelation (Non-examined)	GCSE God and revelation (Non-examined)	GCSE God and revelation (Non-examined)	Exams

## KS5

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 12</b>	Design argument Ontological argument  Self, Death and the Afterlife The meaning and purpose of life	Cosmological argument Problem of evil  The Concept of God Language and its limitations in describing God	Religious experience Natural Moral Law  Good moral conduct and key moral principles  Sanctity of Life, Environment and Just War Theory	Situation Ethics Virtue Ethics Applied ethics  Sources of Wisdom and Authority  Religious Expression: Holy Communion	Applying ethical issues     Religious Expression: Baptism and Mission	PPEs Work experience
<b>Year 13</b>	Natural Moral Law  Sanctity of Life, Environment and Just War Theory	Situation Ethics  Sources of Wisdom and Authority	Virtue Ethics Applied ethics  Religious Expression: Holy Communion	Applying ethical issues  Religious Expression: Baptism and Mission	Exams	Exams