



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>What does it mean to be a Muslim?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'The Prophet Muhammad', 'The Qur'an', 'Sources of Wisdom', 'The Five Pillars of Islam' and 'Salah'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of the second largest religion in the world, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p><u>What does it mean to be a Muslim?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'The Prophet Muhammad', 'The Qur'an', 'Sources of Wisdom', 'The Five Pillars of Islam' and 'Salah'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of the second largest religion in the world, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p><u>What does it mean to be a Buddhist?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Prince Siddhartha Gautama and his Journey becoming the Buddha', 'The Four Noble Truths', 'The Noble Eightfold Path', 'The Vihara', 'The Five Precepts', 'Wesak', 'The Life of a Buddhist Monk'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate</p>	<p><u>What does it mean to be a Buddhist?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Prince Siddhartha Gautama and his Journey becoming the Buddha', 'The Four Noble Truths', 'The Noble Eightfold Path', 'The Vihara', 'The Five Precepts', 'Wesak', 'The Life of a Buddhist Monk'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that will educate and counter</p>	<p><u>Religion in the World Today</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'The impact of Religion in the World Today', 'The Impact of Religion in British Society', 'Why we Should Study Religious Studies' and 'The Importance of Religious Studies'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To discourage a negative view of Religious Studies, students are introduced to a number of reasons as to why it is important for them. Students will</p>	<p><u>Inspirational Religious Leaders</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'The impact of Religion in the World Today', 'The Impact of Religion in British Society', 'Why we Should Study Religious Studies' and 'The Importance of Religious Studies'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To discourage a negative view of Religious Studies, students are introduced to a number of reasons as to why it is important for them. Students will</p>

			lessons that will educate and counter any misunderstandings they may encounter.	any misunderstandings they may encounter.	gain an appreciation as to how religion plays an important part to our culture.	gain an appreciation as to how religion plays an important part to our culture.
Assessment	To recall the beliefs, teachings, and practices within Islam (e.g., the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamophobia etc). Summative test paper	To recall the beliefs, teachings, and practices within Islam (e.g., the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamophobia etc). Summative test paper	Quiz used to explore content delivered throughout the theme of Buddhism. Quiz is to be a low stake review.	Quiz used to explore content delivered throughout the theme of Buddhism. Quiz is to be a low stake review.	1. Essay based on student views 2. Quiz used to explore content delivered throughout the theme of RITW	1. Essay on inspirational figure research (choose a leader to write about) 2. End of topic quiz to explore content delivered throughout the theme of IRL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>What does it mean to be a Sikh?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Guru Nanak', 'Guru Gobind Singh', 'Guru Granth Sahib', '5 K's', 'Waheguru', 'Gurdwara', 'The Importance of Sewa' and 'The Sikh Naming Ceremony'.</p>	<p><u>What does it mean to be a Sikh?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Guru Nanak', 'Guru Gobind Singh', 'Guru Granth Sahib', '5 K's', 'Waheguru', 'Gurdwara', 'The Importance of Sewa' and 'The Sikh Naming Ceremony'.</p>	<p><u>What does it mean to be a Hindu?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Beliefs and Practices within Hinduism', 'The Trimurti', 'Hindu Beliefs about Life After Death', 'The Role of the Pandit', 'Exterior Features of the Mandir', 'Puja in the Mandir', 'The</p>	<p><u>What does it mean to be a Hindu?</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'Beliefs and Practices within Hinduism', 'The Trimurti', 'Hindu Beliefs about Life After Death', 'The Role of the Pandit', 'Exterior Features of the Mandir', 'Puja in the Mandir', 'The</p>	<p><u>An Introduction to Christianity</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'How and why Christianity has become the largest religion in the world', 'How and why Christians use the Bible', 'Christian</p>	<p><u>An Introduction to Christianity</u></p> <p>Key knowledge explored: By the end of this unit students should be able to know about: 'How and why Christianity has become the largest religion in the world', 'How and why Christians use the Bible', 'Christian</p>



Year 8

<p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>Caste System', 'The Four Aims of Life', 'Kumbh Mela'.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate</p>	<p>Caste System', 'The Four Aims of Life', 'Kumbh Mela'.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that</p>	<p>denominations' and 'The life of Jesus'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of the largest religion in the world and the main religious tradition of Great Britain, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>denominations' and 'The life of Jesus'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of the largest religion in the world and the main religious tradition of Great Britain, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>
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			lessons that will educate and counter any misunderstandings they may encounter.	will educate and counter any misunderstandings they may encounter.		
Assessment	Essay Assessment: How were the Sikhs initiated into the Khalsa? And Low stakes quiz towards end of half term	Endo of topic exam paper on Sikhism	To recall the beliefs, teachings and practices within Hinduism and demonstrate knowledge of the specialist terms learnt in this unit of work (e.g. specialist terms; the role of the pandit; the caste system; the mandir). Exam paper.	Endo of topic exam paper on Hinduism	1. Christian prayer exam question 2. Quiz used to explore content delivered throughout the theme of Christianity	1. Christian prayer exam question 2. Quiz used to explore content delivered throughout the theme of Christianity

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Christianity</u> Key knowledge explored: In this unit of work students will be able to specifically communicate and write about the beliefs and teachings linked to Christianity. They will demonstrate a detailed understanding of common and divergent beliefs and teachings within Christianity whilst covering the following topics: The nature of God: God as omnipotent, loving and	<u>Christianity</u> Key knowledge explored: In this unit of work students will be able to specifically communicate and write about the beliefs and teachings linked to Christianity. They will demonstrate a detailed understanding of common and divergent beliefs and teachings within Christianity whilst covering the following topics: The nature of God: God as omnipotent, loving and	<u>Judaism</u> Key knowledge explored: In this unit of work students will be able to specifically communicate and write about the beliefs and teachings linked to Judaism. They will demonstrate a detailed understanding of common and divergent beliefs and teachings within Judaism whilst covering the following topics: Diversity within Judaism, The Nature of God,	<u>Judaism</u> Key knowledge explored: In this unit of work students will be able to specifically communicate and write about the beliefs and teachings linked to Judaism. They will demonstrate a detailed understanding of common and divergent beliefs and teachings within Judaism whilst covering the following topics: Diversity within Judaism, The Nature of God,	<u>An Introduction to Humanism</u> Key knowledge explored: By the end of this unit students should be able to know about: 'What is Humanism?', 'Atheists, Agnostics and Humanists', 'The World Around Us', 'Humanism and Life', 'The One Life', 'Humanist Funerals', 'Miracles and Unusual Events', 'Humanist Ethics', 'Humanism in Society'.	<u>An Introduction to Humanism</u> Key knowledge explored: By the end of this unit students should be able to know about: 'What is Humanism?', 'Atheists, Agnostics and Humanists', 'The World Around Us', 'Humanism and Life', 'The One Life', 'Humanist Funerals', 'Miracles and Unusual Events', 'Humanist Ethics', 'Humanism in Society'.



<p><u>Year 9</u></p>	<p>just, and the problem of evil and suffering; the oneness of God and the Trinity: Father, Son, and Holy Spirit.</p> <p>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</p> <p>Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven, and hell.</p> <p>Beliefs and teachings about: the incarnation and Jesus as the Son of God; the crucifixion, resurrection, and ascension; sin, including original sin; the means of salvation, including law, grace and Spirit; the role of Christ in salvation including the idea of atonement.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students</p>	<p>just, and the problem of evil and suffering; the oneness of God and the Trinity: Father, Son, and Holy Spirit.</p> <p>Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).</p> <p>Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven, and hell.</p> <p>Beliefs and teachings about: the incarnation and Jesus as the Son of God; the crucifixion, resurrection, and ascension; sin, including original sin; the means of salvation, including law, grace and Spirit; the role of Christ in salvation including the idea of atonement.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students</p>	<p>Covenants within Judaism, sources of Wisdom and Authority, Abraham and the Promised Land, The Messiah and the Messianic Age, Jewish Attitudes Towards Mitzvot, Pikauch Nefesh and Key Moral Principles in Judaism.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to</p>	<p>Covenants within Judaism, sources of Wisdom and Authority, Abraham and the Promised Land, The Messiah and the Messianic Age, Jewish Attitudes Towards Mitzvot, Pikauch Nefesh and Key Moral Principles in Judaism.</p> <p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Students arrive to Ridgeway with a</p>	<p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Prior to this unit of work, students are taught the beliefs and teachings of a broad range of world religions including Islam, Buddhism, Hinduism and Sikhism. Although we live in a multicultural society, it is also really important that students understand that 52% of British society is non-religious. The study of</p>	<p>Skills developed: Throughout this unit of work and through formal and informal assessments, students will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Prior to this unit of work, students are taught the beliefs and teachings of a broad range of world religions including Islam, Buddhism, Hinduism and Sikhism. Although we live in a multicultural society, it is also really important that students understand that 52% of British society is non-</p>
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	<p>will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Due to Christianity being the largest religion in the world and the main religious tradition of Great Britain, students will build on their previous topic in Year 8 which was an 'Introduction to Christianity'. This topic includes 'Beliefs and Teachings' that link to previously studied belief systems such as Buddhism, Islam, Sikhism and Hinduism.</p>	<p>will have the opportunity to focus on the development of the following skills: recall/retrieval of basic facts and information; subject specific terminology; the opportunity to describe, explain, and identify within their written work. Whilst showing understanding, and the ability to contrast and evaluate.</p> <p>Linking learning: Due to Christianity being the largest religion in the world and the main religious tradition of Great Britain, students will build on their previous topic in Year 8 which was an 'Introduction to Christianity'. This topic includes 'Beliefs and Teachings' that link to previously studied belief systems such as Buddhism, Islam, Sikhism and Hinduism.</p>	<p>Ridgeway with a mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>mix of experience of studying Religious Studies. To encourage a greater understanding of one of the 'big six' religions, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>Humanism at KS3, enables students to get a more accurate reflection of British society and understand how our beliefs and values are gradually being influenced by modern humanist thinking.</p>	<p>religious. The study of Humanism at KS3, enables students to get a more accurate reflection of British society and understand how our beliefs and values are gradually being influenced by modern humanist thinking.</p>
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Assessment	Extended essay task on beliefs and teaching in Christianity	GCSE style exam paper taken from an actual exam paper which will test student skills.	To recall the beliefs, teachings and practices within Judaism and demonstrate knowledge of the specialist terms learnt in this unit of work.	GCSE style exam paper taken from an actual exam paper which will test student skills.	In class quick quizzes and feedback. Student research and group talk on their choice of topic in this module.	GCSE style exam paper taken from an actual exam paper which will test student skills.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>An Introduction to Philosophy</u>	<u>An Introduction to Philosophy</u>	<u>Relationships and Families</u>	<u>Relationships and Families</u>	<u>Religion, Peace and Conflict</u>	<u>Religion, Peace and Conflict</u>
	<p>Key knowledge explored: By the end of this unit students should be able to know about: 'What is philosophy and Socrates', 'Plato', 'Aristotle', 'William Paley', Karl Marx' and 'Jeremy Bentham'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Studley with a mix of experience of studying Religious Studies. To encourage a</p>	<p>Key knowledge explored: By the end of this unit students should be able to know about: 'What is philosophy and Socrates', 'Plato', 'Aristotle', 'William Paley', Karl Marx' and 'Jeremy Bentham'.</p> <p>Skills developed: Thinking about religion and belief, Enquiring, investigating and interpreting Reflecting, evaluating and communicating.</p> <p>Linking learning: Students arrive to Studley with a mix of experience of studying Religious Studies. To encourage a</p>	<p>Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs.</p> <p>Students will cover: 'Human Sexuality', 'Sexual Relationships', 'Family Planning', 'Marriage', 'Divorce',</p>	<p>Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent practices within and between religions or beliefs. Students will cover: 'Human Sexuality', 'Sexual Relationships', 'Family Planning', 'Marriage', 'Divorce', 'Nature of Families', 'Purpose of Families', 'Gender Equality'.</p>	<p>Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'Violent Protest and Terrorism', 'Reasons for War', 'Nuclear War and Weapons of Mass</p>	<p>Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'Violent Protest and Terrorism', 'Reasons for War', 'Nuclear War and</p>



<p><u>Year 10</u></p>	<p>greater understanding of world views, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>greater understanding of world views, students are introduced to KS3 appropriate lessons that will educate and counter any misunderstandings they may encounter.</p>	<p>‘Nature of Families’, ‘Purpose of Families’, ‘Gender Equality’.</p> <p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting views in a multi-cultural society.</p>	<p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting views in a multi-cultural society.</p>	<p>Destruction’, ‘The Just War Theory’, ‘Holy War and Religion as a Cause of Violence’, Pacifism and Peace-making’ and ‘Christian Responses to Victims of War’.</p> <p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting</p>	<p>Weapons of Mass Destruction’, ‘The Just War Theory’, ‘Holy War and Religion as a Cause of Violence’, Pacifism and Peace-making’ and ‘Christian Responses to Victims of War’.</p> <p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the</p>



					views in a multi-cultural society.	academic year to understand contrasting views in a multi-cultural society.
Assessment	In class quick quizzes and feedback Student research and group talk on their choice of topic in this module.	In class quick quizzes and feedback Student research and group talk on their choice of topic in this module.	Create a brochure of relationships and families in a religion of your choice. Present this to the class,	Class debate on religious views on families and religion Peer assessed and include a write up	In class quick quizzes and feedback	Group presentation / poster on points in "key knowledge" above. Peer assessed

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Religion and Life</u> Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'The Origins of the Universe',	<u>Religion and Life</u> Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'The Origins of the Universe',	<u>Crime and Punishment</u> Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'Crime and Punishment',	<u>Crime and Punishment</u> Key knowledge explored: Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority. Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs. Students will cover: 'Crime and Punishment', 'Reasons for Crime', Christian		



<u>Year 11</u>	<p>'The Value of the World', 'The Use and Abuse of the Planet', 'Pollution', 'The Use and Abuse of Animals', 'The Origins of Human Life', 'Abortion', 'Euthanasia', 'Death and the Afterlife'.</p>	<p>'The Value of the World', 'The Use and Abuse of the Planet', 'Pollution', 'The Use and Abuse of Animals', 'The Origins of Human Life', 'Abortion', 'Euthanasia', 'Death and the Afterlife'.</p>	<p>'Reasons for Crime', Christian Attitudes to Lawbreakers and Different Types of Crime', 'Three Aims of Punishment', 'Christian Attitudes to Suffering and Causing Suffering to Others', 'Christian Attitudes to the treatment of Criminals - Prison, corporal Punishment and Community Service', 'Forgiveness' and 'The Death Penalty'.</p>	<p>Attitudes to Lawbreakers and Different Types of Crime', 'Three Aims of Punishment', 'Christian Attitudes to Suffering and Causing Suffering to Others', 'Christian Attitudes to the treatment of Criminals - Prison, corporal Punishment and Community Service', 'Forgiveness' and 'The Death Penalty'.</p>	
	<p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand</p>	<p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting</p>	<p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the</p>	<p>Skills developed: Students are to be taught how to construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.</p> <p>Linking learning: During KS3 students are taught religious beliefs from Hinduism, Sikhism, Christianity, Buddhism, Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the</p>	



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	contrasting views in a multi-cultural society.	views in a multi-cultural society.	Humanism and Islam. Christianity is the main religious tradition of Great Britain and therefore the focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting views in a multi-cultural society.	focus for KS4, but other religious views are expressed throughout the academic year to understand contrasting views in a multi-cultural society.		
Assessment	In class quick quizzes and feedback	In class quick quizzes and feedback	In class quick quizzes and feedback	In class quick quizzes and feedback		