

Religious Education Curriculum Overview, 2021-22

<p>Why do we teach RE at Ark BDA?</p>	<p>As a Church of England High School, Religious Education will play a vital role in everyday school life. Our aim is to provide all pupils with a forum for discussion and debate on a range of religious matters, whatever their personal opinions or background. RE will inform and educate pupils on the key beliefs and teachings of the six major world religions, whilst also provoking challenging questions about meaning and purpose in life, ultimate reality, issues of right and wrong and what it means to be human. In RE, students learn about religions and worldviews in local, national and global contexts. They discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.</p>
<p>How do we deliver our Christian values in RE?</p>	<p>Burlington Danes Academy is proud of its Church of England status and throughout all key stages we promote the Christian ethos and values whilst engaging with all other world religions, spiritualities and worldviews.</p> <p>We lead students to live out our Christian values by:</p> <ul style="list-style-type: none"> • Aiming high: all pupils are challenged to explore a range of stimulating and difficult topics and ideas from Primary to Y13. They are taught to delve into a space of critical thinking where they can express well-balanced opinions, rooted in excellent subject knowledge and understanding about different worldviews. • Being brave: we encourage all pupils to confront controversial ideas and events; discussing them openly and frankly to explore beliefs, practices and ideas which can be controversial. Pupils explore the complex ways in which religions, denominations, communities and societies are linked, and to appreciate the diversity of all people's faiths and backgrounds. • Keep learning: reflecting on pupils' progress is a core tenet of the religious education curriculum at BDA. Pupils regularly and methodically revisit core knowledge and skills in order to ensure that they all have mastery over the build • Be kind: all students are aware that all topics, conversations and opinions are to be expressed sensitively. All are to responsibly treat others with respect.
<p>How do we build core skills and knowledge over time?</p>	<p>KS1&2: As a Christian school, BDPA follows the LDBS spiral curriculum, which introduces and revisits the six major religions (Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism) from Nursery to Year 6. Pupils are also taught through our assemblies on different religious festivals, as well as our weekly Christian Values Assembly. Units are sequenced in order to deepen pupil's understanding of different religious concepts and are timed in order to coincide with religious festivals for enrichment opportunities. In Key Stage 1, we believe learning should be enjoyable, motivational and provide a wealth of opportunities so that our students can be independent individuals who are empowered to fulfil their potential. Students will explore concepts such as 'I am unique' or questions such as 'What is the Noah story really about'. This enables them to think beyond their own experience and explore world religions as well as the big philosophy questions.</p> <p>KS3: Throughout years 7-9 we provide a curriculum that has a balanced representation of different world religions. In Year 7 students look at world religions in depth, often through historical narratives which can be applied to modern day living. Students are immersed in a Judeo-Christian historical exploration after learning the key skills needed to be a good theologian and finishing the year learning how to be independent and critical thinkers using philosophy as a platform. We believe that these challenging and 'higher' skills are necessary at a young age for an excellent foundation later on. In Year 8 students build upon their understanding of the how Christian values can impact social justice by looking at Moral Exemplars such as Martin Luther King and Malcolm X and then finish of looking at the Eastern religions such as Hinduism, Buddhism and Sikhism. This will give students the opportunity to have studied all major faiths within their first two years before preparing for GCSEs. Christianity is interspersed throughout the Key Stage 3 curriculum looking at Jesus, Christmas, Easter, Pilgrimage and the Sacraments. Year 9 students begin studying Islam beliefs and practices in preparation for their GCSEs which they will revisit and be examined on at the end of year 11, accounting for 25% of their GCSE grade.</p> <p>KS4: In Year 10, students study Christianity beliefs and practices. Year 11 students will study religious perspectives on philosophical, ethical and moral issues. Thus, the content learnt from year 9 to year 11 will make up three separate examinations leading to a full GCSE qualification taken at the end of Year 11. Students develop key skills in writing to time with a focus on explanation and evaluation. The results have consistently been of the highest in the academy, with staff who structure and scaffold work tailored for the appropriate set they teach. Students are monitored and have the opportunity to move between sets within two groups (sets 1-3 and sets 4-7) according to their end of term assessments. Homework is set regularly and will always be exam focused to thoroughly prepare them for the reality of their GCSE.</p>
<p>How does the study of RE prepare students for life beyond Ark BDA?</p>	<p>The study of Religion also known as Theology is a subject which was originally taught in medieval universities across Italy, Spain, France and England alongside the Arts, Law and Medicine. The skills that are found in this traditional academic subject are diverse and cross-curricular. Theology is effectively a systematic and rational 'study of God', embedding the skills of reasoning, analysis, historical interpretation, critical thinking and contextualisation which we do through the eyes of Christianity and Islam; it is therefore a subject that often best suits people of faith. It is a subject which universities highly regard as worthwhile due to its versatile nature even though it is often not a requirement for many degrees, it will sit alongside Science or RE A Levels well to show diversity or complement others such as History or English Literature. Cambridge University in particular considers Theology as a good subject for studying the Arts or Social Sciences. The course is made up of three exams at the end of each year.</p> <p>Philosophy & Ethics is a subject which is made up of the philosophy of religion (which is the love of human wisdom as it understands religion) and moral philosophy (which is systematically defending and recommending the concepts of right and wrong behaviour). This is applied in the form of arguments about the existence of God and an application to medical ethical issues. This subject is often suited for people of faith, agnostic or atheist which can create a healthy debate in class as students work through rational and logical propositions. The skills that are acquired from this subject are versatile in nature with students developing proficiency in analysis, evaluation and critical thinking. Universities value this subject highly as an academic discipline which finds its foundations on western Greek ideology. Students who study Psychology, Sciences, English Literature and History will find this complementary and also a useful addition to A Levels that are preparing students for a degree in Medicine.</p>

<p>Implementation</p>	<p>In KS1, RE has 0.7 hours dedicated to it a week, as well as activities such as the nativity play. In KS2, RE has 1 hour dedicated to it a week. Within every unit of learning the following steps take place as part of the learning process: Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:</p> <ul style="list-style-type: none"> • Interpreting and analysing sacred texts • Using challenging and controversial questions • Extended pieces of writing • Discussion which continually asks 'Have we gone deep enough yet? • Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc) • Grapple with complex theological concepts, questions and issues <p>Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.</p> <p>Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.</p> <p>In year 7, 8 and 9 there are 2 lessons of RE each week. These year groups slightly less RE curriculum time as they master the basics in RE which sets the foundation for key stage 4. In year 10 and 11 they are lucky to have 3 lessons of RE. Finally, in year 12 and 13 there are 6 face to face lessons of RE per week. When students have free periods, they are required to study independently in the 6th form library. This style of timetable mirrors university and is therefore developing the independent study skills needed for students to be successful at university.</p> <p>BDA RE lessons are sequenced from foundational to more abstract and advanced topics which are within the GCSE course and demand both more preparation and personal maturity. For example, beginning with worship and prayer at BDA in Yr7, then beliefs and practices (which is a more familiar topic to our students which they already have a degree of background knowledge on) before progressing to matters of life and death such as abortion and euthanasia in the Autumn term of Year 11. BDA RE topics are grounded in key questions about the nature of religious belief and practice and ethical issues which are often linked to current and relevant issues affecting our students. The structuring of topics reflects the demands of the Eduqas and Edexcel specifications and our anticipation of misconceptions and of more subtle and abstract moral questions. Core knowledge is explicitly planned and clear in knowledge organisers and booklets, and homework focuses on learning key concepts and ideas. Regular retrieval is built into lessons to revisit and consolidate prior learning.</p>
<p>Impact</p>	<p>Pupils are assessed in a variety of ways. Pupils' self or peer mark their work every lesson with a green pen. Within the class we assess formatively to give students immediate feedback, so that pupils can improve, in books as well as fast feedback to a whole class after assessments. Based on research this is the most effective form of immediate feedback that allows students to make the most progress but has the least impact on teacher workload. In addition to this, we use summative assessments at the end of every term. This is to ensure that students are building on their knowledge each term. Finally, we do one final assessment at the end of the year. For year 7 this includes the topics they have learned that year. For year 8 it includes the topics learned in year 7 and 8, and so on.</p> <p>That said, the curriculum at BDA is driven by our curriculum intent as opposed to assessment models. We will know if students at BDA have met our curriculum intention if they are developing these key skills both academic and personal:</p> <p>a) Investigation - this includes:</p> <ul style="list-style-type: none"> • asking relevant questions; • knowing how to use a variety of sources in order to gather information; • knowing what may count as good evidence in understanding religion(s). <p>b) Interpretation - this includes:</p> <ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, poetry and symbolism; • the ability to interpret religious language; • the ability to suggest meanings of religious texts.

c) **Reflection** - this includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate question

d) **Empathy** - this includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

e) **Evaluation** - this includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) **Analysis** - this includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between the features of different religions.

g) **Synthesis** - this includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

h) **Application** - this includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

i) **Expression** - this includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

j) **Self-understanding** - this includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

LEARNING and THINKING SKILLS

RE can help pupils to:

- investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding;
- think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways;
- investigate, reflect on and evaluate important question of meaning;
- communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media;
- evaluate the place and significance of religion and belief in today's world, developing their own views, using reasoned and thoughtful arguments.

PERSONAL and EMOTIONAL SKILLS

RE can help pupils to:

- identify their strengths and areas for improvement in their learning in RE be aware of both their own feelings and those of others, especially people from different faiths and beliefs;
- reflect on their experiences and how these might relate to their learning in RE;
- work both independently and collaboratively with others;
- demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas.

SOCIAL SKILLS

RE can help pupils to:

- listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs;
- show both empathy and critical awareness;
- consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.

Year Group	Key curriculum end point: Knowledge and skills	How does it link to future progression?
1	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	<p>Christianity:</p> <p>Why did Jesus teach the Lord's prayer as the way to pray? Year 2</p> <p>How does the symbol of light help us to understand the meaning of Christmas for Christians? Year 2</p> <p>What is the story of Noah really all about? Year 2</p> <p>Why do Christians make and keep promises before God? Year 2</p> <p>What is the Bible's Big Story? Year 3</p> <p>How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? Year 3</p> <p>How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Year 3</p> <p>Who is the most important person in the Easter story? Year 3</p> <p>Who is Jesus (I amstatements) Year 3</p> <p>How did belief in God affect the actions of people from the Old Testament? Year 4</p> <p>What are the beatitudes and what do they mean to Christians? Year 4</p> <p>Is the Christmas message of peace still relevant to today's world? Year 4</p> <p>Do fame and the Christian faith go together? Year 4</p> <p>What is Holy Communion and how does it build a Christian community? Year 4</p> <p>Why is liturgy important to many Christians? Year 4</p> <p>What do the miracles tell us about Jesus? Year 5</p> <p>How do art and music convey Christmas? Year 5</p> <p>What happens in churches during Lent, Holy Week and Easter Sunday? Year 5</p> <p>What might the journey of life and death look like from a Christian perspective? Year 6</p> <p>Should every Christian go on a pilgrimage? Year 6</p> <p>How would Christians advertise Christmas to show what Christmas means today? Year 6</p> <p>How does the Christian festival of Easter offer hope? Year 6</p> <p>How has the Christian message survived for over 2000 years? Year 6</p> <p>Judaism</p> <p>Why are they having a party? Year 2</p> <p>Islam</p> <p>How do the five pillars of Islam help a Muslim to show commitment to God -Allah? Year 2</p>
2	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To know about and understand Judaism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text. To know about and understand Islam as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	<p>Christianity:</p> <p>What is the Bible's Big Story? Year 3</p> <p>How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? Year 3</p> <p>How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Year 3</p> <p>Who is the most important person in the Easter story? Year 3</p> <p>Who is Jesus (I amstatements) Year 3</p> <p>How did belief in God affect the actions of people from the Old Testament? Year 4</p> <p>What are the beatitudes and what do they mean to Christians? Year 4</p> <p>Is the Christmas message of peace still relevant to today's world? Year 4</p> <p>Do fame and the Christian faith go together? Year 4</p> <p>What is Holy Communion and how does it build a Christian community? Year 4</p> <p>Why is liturgy important to many Christians? Year 4</p> <p>What do the miracles tell us about Jesus? Year 5</p> <p>How do art and music convey Christmas? Year 5</p> <p>What happens in churches during Lent, Holy Week and Easter Sunday? Year 5</p>

		<p>What might the journey of life and death look like from a Christian perspective? Year 6 Should every Christian go on a pilgrimage? Year 6 How would Christians advertise Christmas to show what Christmas means today? Year 6 How does the Christian festival of Easter offer hope? Year 6 How has the Christian message survived for over 2000 years? Year 6</p> <p>Judaism What does it mean to be Jewish? Year 3</p>
3	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To know about and understand Judaism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text To know about and understand Buddhism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	<p>Christianity: How did belief in God affect the actions of people from the Old Testament? Year 4 What are the beatitudes and what do they mean to Christians? Year 4 Is the Christmas message of peace still relevant to today's world? Year 4 Do fame and the Christian faith go together? Year 4 What is Holy Communion and how does it build a Christian community? Year 4 Why is liturgy important to many Christians? Year 4 What do the miracles tell us about Jesus? Year 5 How do art and music convey Christmas? Year 5 What happens in churches during Lent, Holy Week and Easter Sunday? Year 5 What might the journey of life and death look like from a Christian perspective? Year 6 Should every Christian go on a pilgrimage? Year 6 How would Christians advertise Christmas to show what Christmas means today? Year 6 How does the Christian festival of Easter offer hope? Year 6 How has the Christian message survived for over 2000 years? Year 6</p> <p>Buddhism: What does it mean to be a Buddhist? Year 6</p>
4	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To know about and understand Hinduism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	<p>Christianity: What do the miracles tell us about Jesus? Year 5 How do art and music convey Christmas? Year 5 What happens in churches during Lent, Holy Week and Easter Sunday? Year 5 What might the journey of life and death look like from a Christian perspective? Year 6 Should every Christian go on a pilgrimage? Year 6 How would Christians advertise Christmas to show what Christmas means today? Year 6 How does the Christian festival of Easter offer hope? Year 6 How has the Christian message survived for over 2000 years? Year 6</p>
5	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To know about and understand Sikhism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	<p>Christianity: What might the journey of life and death look like from a Christian perspective? Year 6 Should every Christian go on a pilgrimage? Year 6 How would Christians advertise Christmas to show what Christmas means today? Year 6 How does the Christian festival of Easter offer hope? Year 6 How has the Christian message survived for over 2000 years? Year 6</p>
6	<ul style="list-style-type: none"> To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. To know about and understand Buddhism as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with religious text 	<p>By the end of Year 6, students will have studied and engaged with Christianity, Buddhism, Sikhism, Islam and Hinduism. This will give them the basic building blocks for further knowledge to be built upon.</p>

	<ul style="list-style-type: none"> To engage with challenging questions of meaning and purpose raised by human existence and experience. To explore their own religious, spiritual and philosophical ways of living, believing and thinking. 	
7	Year 7 lays the foundations for their time at BDA studying RE. They will have an understanding of their own world view and how this impacts the way they see the world. By the end of the year students will have a good grounding of the Abrahamic faiths, they will understand the complexities and diversity within religious traditions e.g multiple religious understandings of the origins of the world. Students will know how Judaism and Christianity interlink and they will explore where religion comes into conflict and why.	Students are given the foundations of the Abrahamic faiths. This is vital for Y9 where we study Christianity in depth and detail. Students are also introduced to how religion can cause conflict and the diversity of belief which will be brought into the AQA course in Y11.
8	Year 8s start off the year by looking at what makes a good person. They will look at history to identify those who may be considered moral. They will be introduced to critical thinking and being able to challenge their own way of thinking. Students will know why evil poses a problem of religious believers and the responses they make to scholars such as Rowe and Mackie. Year 8 students look at the drivers of Dharmic faith, they will have real insights into the discussions going on today about these faiths.	Students will be able to bring their knowledge of good and evil and moral exemplars to their GCSE Y11 study. Students will study theodicies in greater detail at Y11. Looking at the overview of sacraments in Spring relates to the work they do within Christian practices in Y10 which they complete in more depth and detail.
9	Y9 start off their GCSE. Students will have a grounded knowledge in Islamic belief and practices. Students will be able to articulate both verbally and written about what makes beliefs relevant to Muslims today. They will be able to evaluate and explain key beliefs and practices that may challenge their own way of thinking. Students will understand the variety of belief within Islam and be able to explain the differences within Islam and where conflict occurs and why. Students will have started their in depth study of Christianity and be able to describe key part of Christianity like the trinity, nature of God and origins of the world	Having an excellent grounding in Islam and Christian beliefs enables students to be able to apply this to global philosophical and ethical issues which are studied in Y10 and Y11.
10	Students look will be able to explain the roots of Christian theology and will be developing sophisticated thought around religion and the impact it has on Christians in real life. Students will know about key Christian practices such as pilgrimage and be able to make links between the beliefs and how they lay the foundations for a Christians actions. Students will know a variety of thought around key philosophical and ethical issues such as abortion or Euthanasia. They will know their own perspective on these issues and be able to identify where religion can cause conflict in an ever more secular society.	Students will use their knowledge of Christianity to apply this to the knowledge gained in the themes section of the paper. Students will continue to build on their explanation and evaluation skills.
11	Students will acknowledge the key issues within modern society. They will look at how society has changed and how religious beliefs can cause conflict within modern society. Students can articulate the value of human life and apply this topics such as the death penalty. Students are confident in the key skills that have been developed since Y7 in describing, explaining and evaluating.	GCSE prepares students with the core knowledge to go into A-level. Key topics such as abortion, death penalty and human rights links to ethics. The design argument and the beliefs about the creation of the world links to Philosophy. Islamic Belief and Practices lays the foundations for A-Level study of religion.
12	Skill: Students are introduced to key skills such as clarifying, exploring and assessing. Islam: Students will be experts in Pre-Islamic Arabia and the early Muslim community. They will have core knowledge of sacred texts and be able to analyse meaning and significance from Surah 1	Skills: Students will use these skills in Y13 but develop further to be able to make links between different areas of the course within their evaluation. Islam: Students will need to understand what the world was like at the time of Prophet Muhammad to understand the impact it had on early Islam and the Rashidun Caliphate. Student will need a solid foundation in Islamic beliefs to be able to apply this to the religious language and life and death unit in Philosophy.

	<p>and Surah 2 for Muslims and their beliefs. Students will understand the beliefs and practices that are the corner stone for a practising Muslim.</p> <p>Philosophy:</p> <p>Students will explore some of the main philosophical issues and question about religion eg. Cosmological argument. Students will have analysed scholarly opinion on metaphysical questions. They will be able to explain and criticise viewpoints of contributing thinkers.</p>	<p>Philosophy: Students need to understand the advantages and disadvantages of empirical understanding to apply this to the Islam and Philosophy part of the course. Students can apply their knowledge of evil and its problems to the later parts of the Philosophy units in Y13.</p>
13	<p>Skills:</p> <p>Students will be able to make links between all areas of the course. Students will be able to confidently evaluate multiple thinkers and scholars and be able to back up their own belief with a school of thought or scholar.</p> <p>Islam: Students will understand the complexities and impact the Rashidun Caliphate has had on the entire Islamic world. Students will look at the changing face of Islam and the multiple perspectives on key issues such as Jihad, science and secularisation.</p> <p>Philosophy:</p> <p>Students will be able to articulate whether we can ever meaningfully discuss religion. Students will know what key thinkers say about religion and the impact the enlightenment period had on schools of thought within religion and philosophy.</p>	<p>Students will take the valuable evaluative skills into any humanities degree.</p> <p>Lots of philosophical and theological study will be studied in greater depth at University for example Wittgenstein in Philosophy.</p> <p>Students will be able to take their knowledge learnt to be great citizens of the world, ready to challenge their own belief and the belief of others.</p> <p>They will also be able to be empathetic towards others and these are valuable skills in all professions and any further study.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	I am unique	People who help us	Space	Fairy Tales	New life	Animals (Habitats)
Events/festivals	Poetry Day (Rhymes) Grandparents Day Diwali	Black History Month Halloween Bonfire night Remembrance Day Hanukkah Christmas	Chinese New Year Valentine's Day Mother's Day	World Book Day Easter St Patrick's Day	St George's Day	Queen's Birthday Eid Father's Day
Reception RE	Who Made The Wonderful World and Why?	Why Is Christmas Special For Christians?	How Did Jesus Rescue People?	What Is So Special About Easter?	Why Do Christians Believe Jesus Is Special?	Who Cares For This Special World?
Year 1 RE	What Is The Story Of Noah REALLY About?	Nativity Characters: Which Character Are You? Why Are You Important?	What Is It Like To Live As A Jew? Why Are They Having A Jewish Party?	Why Is Easter The Most Important Festival For Christians?	What Does It Mean To Be A Buddhist?	Why Do Christians Make And Keep Promises Before God? Record RE in books from Summer 1
Year 2 RE	What is God's rule for living? Core Christian belief: basis of Christian morality. Story of 10 commandments, Moses, etc. Importance/relevance today. Golden rule. Why are saints important to Christians? Qualities	Where is the light of Christmas? Christians' understanding of Jesus as light of the world, the Christingle, light in art to show Jesus as the light of God, the Wise Men being guided by a light, guiding lights in our lives. (CM)	What is the importance of Symbols, Beliefs and teaching in Hinduism? Diwali; Holi; sacred books; worship – in the home, in the Hindu Mandir; belief in 1 god.	How do Easter symbols help us to understand the meaning of Easter for christens? This unit covers the different Christian symbols linked to the Easter story, specifically focusing on the cross and water as	What does it mean to be a Muslim? The importance of Muhammad, of the Qur'an and how it is treated by Muslims. What stories teach about Muslim beliefs, Islamic practices (including prayer, birth rites and Islamic art), significance of the mosque and similarities and differences of worship and ideas	What do Sikhs believe? An introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments.

	that make a saint, All Saints Day. What is the story of our school name? Story behind the school, background, traditions, ritual, history, relevance of saint to school community today.		What does it mean to be a Hindu? Key beliefs of Hinduism and how these are applied to daily life for some Hindus. Key practices and how values and ideals influence and underpin behavior and attitude.	symbols of forgiveness and new life.	about Allah (God) between Islam and other faiths. What is the best way for a Muslim to show commitment to God (Allah)? The importance of the following: The Shahadah: Call to faith, Salah (The role prayer plays in a Muslim's life), Zakat (giving to charity), Hajj (the importance of pilgrimage, Eid-ul-Fitr and Eid-ul-Adha).	What does it mean to be a Sikh? What it means to belong to a community; the key teachings of Sikhism; the Gurdwara and Guru Granth Sahib and what it means to be a Sikh and its link to Islam.
Year 3 RE	What is the Bible's 'big story' and what does it reveal about having belief in God? Children will be exploring the metanarrative of the Bible (one plot which is made up of these key parts: God, Creation, The Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God) and how Christians have shown faith in the past and continue to show faith today.	Why is Remembrance important? Children will be answering why is it important to remember those who have fallen. They will also be considering how remembering helps the cause of peace. How did advent and Epiphany show us what Christmas is really like? This unit teaches the children about Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus. It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of Epiphany about Jesus' life.	What does it mean to be a Jew? The importance of the Covenant, of the Shema and how it is treated by Jews. Children will be learning about the different promises that the Jewish people made to God.	How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? Children will be discovering what Jesus taught his followers and how we can relate Jesus' teachings to our own values and attitudes. Who is the most important person in the Easter story? Children will be focussing on the 4 main questions of the Easter Story: 1 – Why did Judas betray Jesus? 2 – What does Peter's denial say about the challenges of Christian faith? 3 – Why were there women at the crucifixion of Jesus? 4 – Who is the most important person in the Gospel accounts of Holy Week and why?	What does it mean to be Buddhist? Children will be exploring who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Children will be introduced to Buddhist virtues and beliefs using stories that Buddha told.	Who is Jesus Pupils will be learning about how Jesus described himself through symbolism. They will also be discovering; The 7 "I am..." statements of Jesus and their meanings to Christians; How the "I am..." statements relate to the personal lives of Christians; Creation of an "I am..." statement by each pupil for Jesus;
Year 4RE	How did belief in God affect the actions of people from the Old Testament? 6 sessions	What are the beatitudes and what do they mean to Christians? 2 sessions What do Christians mean by peace at Christmas? 4 sessions	What is the best way for a Muslim to show commitment to God (Allah)?	Do fame and Christian faith go together? 2 sessions How does Holy Communion build a Christian community? 4 sessions	What do Sikhs Believe?	How did belief in God affect the actions of people from the Old Testament?
Year 5	What do the miracles of Jesus teach?	What can we learn from wisdom? How do art and music convey Christmas?	What does it mean to be a Sikh? What it means to belong to a community;	The contemporary Anglican Church What happens in church at Easter?	What does it mean to be a Hindu? Key beliefs of Hinduism and how these are applied to	Understanding faith in our community over time

			The key teachings of Sikhism; The Gurdwara & Guru Granth Sahib; What is means to be a Sikh and its link to Islam.		daily life for some Hindus. Key practices and how values and ideals influence and underpin behaviour and attitude.	
Year 6	The journey of life and death	Remembrance: Storytelling How would Christians advertise Christmas to show what Christmas mean today?	Should every Christian go on a pilgrimage? How has the Christian message survived for 2000 years?	What do the monastic traditions within Christianity show us about living in a community? How does the Christian festival of Easter show Hope?	How has the Christian message survived for over 2000 years?	Rules and Responsibilities- who decides?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Intro to RE	Intro to RE	Judaism	Jesus	Pilgrimage	Religion and Conflict
	Key question	What is RE like at BDA	What are the Origins of the Universe?	Why are covenants important to the Jewish people?	What did Jesus do?	Is pilgrimage still relevant today?	Does religion do more harm than good?
	Content	<ul style="list-style-type: none"> Introduction World religions Symbols Religion and prayer at BDA Fables Stories as symbols The Good Samaritan 	<ul style="list-style-type: none"> Origins of the Universe Genesis 2-3 Christian Stewardship Islamic creation story Hindu creation story Science and religion 	<ul style="list-style-type: none"> The covenant with Abraham Abraham's sacrifice The covenant with Noah The covenant with Moses Pesach Jewish persecution Brit Milah Sabbath Tower of Babel King David The Temple The Synagogue . 	<ul style="list-style-type: none"> The Incarnation of Jesus The Baptism of Jesus The parables of Jesus The miracles of Jesus Holy Week The last supper Crucifixion Salvation and Atonement Resurrection and Acension 	<ul style="list-style-type: none"> What is a pilgrimage? Christian pilgrimage Islamic pilgrimage Jewish pilgrimage Hindu pilgrimage Buddhist pilgrimage: Bodh Gaya 	<ul style="list-style-type: none"> Types of war Thomas Aquinas The Just War Theory Holy War Pacifism Justice Spirited Arts competition end of term NATRE project
Year 8	Topic	Moral Exemplars	Good and Evil	Sacraments	Hinduism	Buddhism	Sikhism
	Key question	How do Malcolm X and Marti Luther King provide good moral examples?	What is the nature of good and evil?	Why are the sacraments important to Christians?	What are the fundamental beliefs and practices in Hinduism?	What are the fundamental beliefs and practices in Buddhism?	What are the fundamental beliefs and practices in Sikhism?
	Content	<ul style="list-style-type: none"> Moral Exemplars The Jim Crow Laws MLK Malcolm X Comparison Malcolm X and racism The Nation of Islam 	<ul style="list-style-type: none"> The Nature of Good and Evil The fall of Lucifer Fall of humanity Story of Job Ireneaus and soul making St Augustine 	<ul style="list-style-type: none"> Introduction to the sacraments Baptism Eucharist Confirmation Reconciliation Anointing of the sick Marriage 	<ul style="list-style-type: none"> What is Hinduism Hindu God's & Goddesses Holy Books Places of Worship Key concepts Festivals Yoga 	<ul style="list-style-type: none"> Buddha's early life Four sights and the Middle Way Enlightenment Four Noble Truths The Eightfold Path Samsara and Karma The 5 precepts 	<ul style="list-style-type: none"> Life of the Guru Guru's teachings Gurdwara and equality The Khalsa and the 5 K's Festivals The importance of Sewa as a selfless act of giving.

		<ul style="list-style-type: none"> Traditional Islam approach to racism Malcolm X reformed Modern Day examples of people who fight racism 	<ul style="list-style-type: none"> Free will defence 	<ul style="list-style-type: none"> Holy Orders Comparison of the sacraments 		<ul style="list-style-type: none"> Meditation Comparison to Hinduism 	
Year 9	Topic	Introduction to Islam	Beliefs of Islam	Five Pillars of Islam	Five Pillars of Islam	The Nature of God	Jesus
	Key question	What are the fundamental beliefs that underline a Muslims life?	What are the fundamental beliefs that underline a Muslims life?	How does a Muslim live their life?	How does a Muslim celebrate festivals?	What are the fundamental beliefs that underline a Christian's life?	Who is Jesus and why is he important to Christians?
	Content	<ul style="list-style-type: none"> The rightly Guided Caliphs Sunni and Shia Divide The Nature of Allah (Tawhid) Shia interpretation & Adalat Revelation, Fitrah, Hanif & Taqwa Prophet hood (Risalah) Past prophets Muhammad as the seal of the prophets Community in Medina 	<ul style="list-style-type: none"> Angels (Malaikah) Difference in Sunni/Shia Beliefs for Angels and Freewill Akhirah Al Qadr Free Will Heaven Hell Foundations of Faith Usul-al Din (Shia principles of faith) Holy Books 	<ul style="list-style-type: none"> Shahadah Salah Why is Salah important Zakah Islamic views about money Sawm Hajj Hajj - influence Ten Obligatory Acts Comparison of Sunni/Shia belief Eid Why are festivals important 	<ul style="list-style-type: none"> Jihad Great Jihad Lesser Jihad Festivals Eid – ul – Adha Eid – ul- Fitr Ashura The Night of Power 	<ul style="list-style-type: none"> The nature of God Evil & suffering Responses The Trinity Creation Biblical Creation and interpretations of Genesis 	<ul style="list-style-type: none"> Jesus Incarnation Incarnation Crucifixion Resurrection and Ascension Salvation and Atonement Eschatological beliefs
Year 10	Topic	Christian Beliefs	Christian Practices	Life and Death	Life and Death	Human Rights	Human rights
	Key question	What are the central beliefs of Christians?	How should a Christian live their life?	How should religious believers treat the world, their lives and the lives of others?	What is a religious believer's attitude towards the afterlife and how humans get there?	How do religious believers support human rights?	How do religious believers respond to inequality around the world?
	Content	<ul style="list-style-type: none"> Jesus In the Bible Sin and Original Sin Crucifixion Resurrection Ascension Atonement Salvation Pentecost and the Holy Spirit The Afterlife Eschatological Beliefs Judgement Heaven and Hell 	<ul style="list-style-type: none"> Forms of Worship Liturgical, Informal and Worship The nature and importance of Prayer Quakers and Evangelists Sacraments Baptism Eucharist Christmas Easter Pilgrimages (Lourdes) Pilgrimages Evangelism Church Growth 	<ul style="list-style-type: none"> The creation of the universe from a religious and scientific perspective Design argument Science and religion Christian stewardship Muslim stewardship The origin and value of human life Sanctity and Quality of life Christian attitudes towards sanctity of life 	<ul style="list-style-type: none"> Religious and non-religious attitudes towards euthanasia Beliefs about death and the afterlife Religious and non-religious attitudes towards afterlife Christian attitudes to judgement, heaven and hell Muslim attitudes to judgement, heaven and hell 	<ul style="list-style-type: none"> Human rights and social justice Personal conviction – Martin Luther King and Malala Yusefzai Censorship Freedom of religious expression and extremism Christian and Muslim attitudes 	<ul style="list-style-type: none"> Prejudice and discrimination Religious attitudes towards prejudice and discrimination Racial prejudice Christian and Muslim attitudes Wealth and poverty

			<ul style="list-style-type: none"> • Tear fund • The Ecumenical Movement • The Worldwide Council of Church • Persecution of Christians Past and Present • marriage 	<ul style="list-style-type: none"> • Religious and non-religious attitudes towards abortion 			
Year 11	Topic	Good and Evil	Good and Evil	Human Rights	REVISION		
	Key question	What impacts the way that religious believers make moral decisions?	What impacts the way that religious believers make moral decisions?	How do religious believers support human rights?			
	Content	<ul style="list-style-type: none"> • Morality and crime • Aims of punishment and Justice • Christian/Muslim attitudes towards punishment and justice • Prison reformers • Death penalty 	<ul style="list-style-type: none"> • Christian attitudes towards death penalty • Muslim attitudes towards death penalty • Christian and Muslim attitudes towards forgiveness • Suffering (holocaust) • Examples of suffering • Christian attitudes towards free will 	<ul style="list-style-type: none"> • Human rights and social justice • Personal conviction – Martin Luther King and Malala Yusefzai • Censorship • Freedom of religious expression and extremism • Prejudice and discrimination • Religious attitudes towards prejudice and discrimination • Racial prejudice • Christian and Muslim attitudes • Wealth and poverty • Christian and Muslim attitudes 	<ul style="list-style-type: none"> • Islam beliefs • Islam practices • Christianity beliefs • Christianity practices • Issues of relationships • Issues of life and death • Issues of good and evil • Issues of Human Rights 		
Year 12	Topic	Religion: Pre-Islamic Arabia Philosophy: Teleological argument Ethics: Utilitarianism	Religion: Life of the Prophet Philosophy: Cosmological argument Ethics: Situation ethics	Religion: Six Beliefs Philosophy: Ontological argument Ethics: Natural Moral law	Religion: The Five Pillars Philosophy: The Problem of Evil Ethics: War and peace	Religion: The Ummah Philosophy: Religious Experience Ethics: Sexual Ethics	Religion: Anthology – Surah 1 and 2 Philosophy: Anthology Ethics: Environmental issues and equality
Year 13	Topic	Religion: Rightly guided caliphs, Shia and Sunni Islam Philosophy: Religious Language Ethics: Ethical language	Religion: Sufism, Islam and Science Philosophy: Atheism and Postmodernism Ethics: Meta-ethics	Religion: Jihad and Anthology Philosophy: The relationship between mind and body Ethics: Relationship between religion and morality	Religion: Pluralism and Secularization Philosophy: Religion and Science Ethics: Comparative study of Kant and Aristotle	Religion: Gender in Islam and Anthology Philosophy: Revision Ethics: Issues in medical ethics	