

Pre Year 7						
This course should be studied in primary school as per the basic curriculum requirements set out by the DfE				Interventions/support in place: Foundation lessons built into Year 7, drawing on primary school resources.		
Year 7						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	
Focus	What is Philosophy?	Philosophical Skills	Philosophy of Religion/ Existence of God	Religions of the World	Is Hinduism one faith or many?	
Sequencing	Introduction to philosophical thought and application. To form the basis of deeper and more meaningful discussion throughout Religious Education.	Builds on the philosophies discussed in Topic 1 and applies them to issues such as fate, justice, distribution of resources, identity, and morality.	Opportunity to apply philosophical thought to the foundations of theology. What is its purpose? Is it necessary? Ultimately, does a God exist?	Introductory unit exploring the origins of the worlds 'big six' religions. This creates the foundations for further exploration of these religions throughout KS3.	Chronologically the oldest of the religions studied. Allows for acquiring knowledge of theological evolution. Philosophy of religion allows for informed discussion.	
Formal Assessment	Each KS3 RE topic ends in a two-part knowledge and skills assessment. Part one focuses on key foundational knowledge; whilst the second part assesses application of that knowledge through key skills such as interpretation of religion texts, essay writing, evaluation, and analysis.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 8						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Focus	What makes me human?	Judaism	Global Ethics	Is Buddhism a Religion?	Big Story: New Testament	Applied Ethics
Sequencing	A philosophical unit of work exploring identity, morality, ethics, and ultimately concluding on what makes humans, human. Draws on the philosophy studied in Year 7.	Chronological. Allows deeper understanding of the religion based on the wider context of the scripture, having studied the Old Testament in Year 7 (2020).	Links to the thematic studies of the GCSE. Explores the origins of Racism, Sexism, Injustice, Homophobia and Nationalism.	Chronological. Allows for the explicit application and recap of knowledge from topic 4 of Year 7 to a new religion.	Chronological. Builds on Topic 8 of Year 7 and Topic 2 of Year 8. Allows for comparison and reflection. Develops skills and lays foundation for study of Christianity in Year 9.	Again, links to the thematic studies of the GCSE. Explores the ethics of Animal Rights, Gene Therapy, the Death Penalty, Nature and Environment.
Formal Assessment	Each KS3 RE topic ends in a two-part knowledge and skills assessment. Part one focuses on key foundational knowledge; whilst the second part assesses application of that knowledge through key skills such as interpretation of religion texts, essay writing, evaluation, and analysis.					
Homework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school home learning booklet						

Year 9		
Qualification	AQA GCSE Religious Studies A	
	Topic 1	Topic 2
Focus	Relationships and Families (Thematic Study)	Christianity (Beliefs and Teachings)
		Religion, Crime and Punishment (Thematic Study)

Sequencing	<p>The topics on the course alternate between the study of religions topics of Paper 1 and the Thematic studies topics of Paper 2. This is to offer the variety of the course to the student experience by alternating between the theologically based beliefs, teachings and practices components and the ethical issues components. It also ensures that students are building the knowledge and skills for each exam paper in every academic year.</p> <p>Relationships and families is the first topic because the start of year 9 is a good time to return to, review and develop students' understanding of ethical issues concerning marriage, divorce, families, gender equality, sexual relationships and sexuality. It is at a time when students' mental and physical development will be opening to a more mature understanding of these issues and offer an opportunity to ask or deal with related emerging questions. It links with the PSHE curriculum and comprises some of the most accessible ethical debates. Most year 9's will have ideas and thoughts on these issues from their own experience and this is the opportunity to engage students and highlight the relevance of the subject to student lives.</p>		<p>The course requires the study of TWO world religions. Christianity is chosen as the traditional religion of the nation and the requirement of the national curriculum, whilst Islam is chosen as it is the second largest world religion and second largest religion of the student body. This will develop understanding and empathy and reduce misunderstanding and intolerance. It is the first time Islam has been studied in any depth, allowing time for the study of other world religions in year 7 and 8 and plenty of opportunity to study Islam in years 9,10 and 11.</p> <p>We study Beliefs and teachings before practices, as these are the ideas that underpin religious practices, leading to an opportunity to review beliefs during practices modules and to have laid foundation of knowledge to better understand the meaning of religious practices when we teach those later in the course. An understanding of beliefs and teachings will also support and develop understanding of religious viewpoints in ethical debates.</p> <p>The Christianity Beliefs and teachings module includes learning about the nature of God, beliefs about creation, the incarnation, crucifixion and resurrection of Jesus, heaven and hell and sin and salvation.</p>		<p>The second ethics unit is the final topic of the year. We believe it to be set appropriately for the age and development of the students. Students should now have the maturity to draw on experience or related news items to inform debate and ideas, whilst also the maturity to be challenged and deal with the more complex ethical and religious questions the topics will raise. It is an engaging topic which will once again highlight the relevance to student lives.</p> <p>Crime and punishment includes learning about the causes of crime, aims of punishment, attitudes to suffering, treatment of criminals, forgiveness and attitudes to the death penalty.</p>	
Formal Assessment	<p>Mid-point short answer exam style assessment. End of topic 12-mark essay assessment:  Formative exam practice throughout.</p>		<p>Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Formative exam practice throughout.</p>		<p>Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Formative exam practice throughout.</p>	
Homework	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Whole school home learning booklet to include exam practice.						
<b>Year 10</b>						
Qualification	<b>AQA GCSE Religious Studies A</b>					
	<b>Topic 1</b>		<b>Topic 2</b>		<b>Topic 3</b>	<b>Topic 4</b>
Focus	Religion, Crime and Punishment (Thematic Study)		Islam (Beliefs and Teachings)		Human Rights and Social Justice (Thematic Study)	Christianity (Practices)
Sequencing	<p>The second ethics unit. We believe it to be set appropriately for the age and development of the students. Students should now have the maturity to draw on experience or related news items to inform debate and ideas, whilst also the maturity to be challenged and deal with the more complex ethical and religious questions the topics will raise. It is an engaging topic which will once again highlight the relevance to student lives.</p> <p>Crime and punishment includes learning about the causes of crime, aims of punishment, attitudes to suffering, treatment of criminals, forgiveness and attitudes to the death penalty.</p>		<p>We study Beliefs and teachings first as these are the ideas that underpin religious practices, leading to an opportunity to review beliefs during practices modules and to have laid foundation of knowledge to better understand the meaning of religious practices when we teach those later in the course. An understanding of beliefs and teachings will also support and develop understanding of religious viewpoints in ethical debates.</p>		<p>Third ethics unit. Delivered at a time when the maturity of the themes can be best appreciated. Discusses issues of human rights abuses, forced marriage, and social inequality.</p>	<p>Given the foundation provided by the beliefs and teachings topics, religious practices are now more easily understood and evaluated.</p>

<b>Formal Assessment</b>	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.	Mid-point short answer exam style assessment. End of topic 12-mark essay assessment.  Other formative exam practice throughout.
<b>Extended Learning</b>	Exam Practice	Exam Practice	Exam Practice

**Year 11 are currently part of the legacy curriculum and receive elements of Religious Education within the PSHE curriculum. 2022-23 will see the first cohort of Year 11's entered into the AQA GCSE Religious Studies A exam.**

**Post Year 11**

<p>Further Education/training in:</p> <ul style="list-style-type: none"> <li>Philosophy A Level</li> <li>Sociology A Level</li> <li>Social Ethics A Level</li> <li>Psychology A Level</li> <li>Public Services BTEC Level 3</li> <li>Health and Social Care BTEC Level 3</li> </ul> <p>All above courses are available across East Norfolk and Lowestoft Sixth Form Colleges</p> <p>Degree Level study in:</p> <ul style="list-style-type: none"> <li>Theology</li> <li>Philosophy</li> <li>Classics</li> <li>Psychology</li> </ul>	<p>Employment in:</p> <p>Character and Culture teaches and develops skills that are transferable into every career, most notably through its explicit careers education programme. However, it does have more specific links to a number of careers, notably:</p> <ul style="list-style-type: none"> <li>Charity Work</li> <li>Education/Academia</li> <li>Psychologist</li> <li>Sociologist</li> <li>Social Work</li> <li>Religious Work</li> <li>Local and National Government</li> <li>Police</li> <li>Human Rights</li> </ul>
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### Cultural Capital:

By design, the curriculum is aimed at boosting the cultural capital of our students. The RSHE content of the curriculum looks to address the divide in 'embodied culture' such as personal hygiene, etiquette, linguistic form and other behaviours considered legitimate in society. Introducing them to the work of the great philosophers, applying the theories of philosophy to the founding principles of religion, and gaining a deep understanding of the theology that underpins religion is education often associated with 'high society'. Visits to places of worship, museums and theatres go even further in developing the 'objectified culture' that has traditionally been out of reach for those with a lower socio-economic status. Research shows that the amount of cultural capital someone has, has a huge impact on educational attainment (institutionalised capital) across the entire curriculum, which directly impacts positions in the labour market. It is the purpose of Character and Culture to equip students with the cultural capital required to have the opportunity of being upwardly mobile members of society and cultivate aspirations of achieving a higher social status.

The list of people of cultural significance to the subject span many disciplines, as is its role in developing cultural capital, is not limited to:

Socrates	Moses	Bathsheba
Plato	God (Elohim) (Allah)	Amos
Epictetus	Jesus	Ninian Smart
Diogenes	Muhammad	Jibril
Epicurus	Adam	Isaac
Aristotle	Eve (Hawwa)	
Thomas Aquinas	David	