

Links to KS2		Swindon Agreed Syllabus is followed and continued from KS2. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Students have studied the following religions at KS2 according to the Swindon Agreed Syllabus: Christians, Muslims, Hindus and Jewish people. This then continues into KS3 and KS4 following the Swindon Agreed Syllabus.					
Intent	Statement of Intent	<p>Students are encouraged throughout their lessons to reflect and voice their own opinions about the subject matter and give support to their arguments and this can then lead to students being to academically debate with one another. In turn, this also enables students to think deeply about the world around them and acknowledge different points of view in a supportive environment. All these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills.</p> <p>As well as the above, it enables students to look at their own identity and be respectful of others, who may have a very different background to their own. Today we live in a multicultural society and students need to understand other beliefs and practices to encourage a tolerant society. Students can also learn more about British heritage, its values, the plurality and the future. In lessons, we will discuss many contemporary issues that may have roots in religion and how laws are changing to meet the needs of Britain today.</p>					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation Year 7	Year Overview	Students in Yr7 are challenged to recall information from their primary school lessons and develop their knowledge on the world religions. As well as this they are challenged to consider and explore their own identity and whether they themselves are religious. Students are also given some bigger questions to tackle, such as 'How was the world created?' and 'An in-depth study of Christianity in and beyond Britain'. Students draw on their knowledge about religions and develop their understanding of them through looking at specific topics. Throughout the topics studied in year 7, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing explaining their opinion about how the world was created as well as linking it and contrasting it to other views. This year will also give them a greater understanding of their own identity, religious identity and those with no-religious identity.					
	SOW	How much do I know about my identity and religious identity?		How was the world created?		An in-depth study of Christianity in and beyond Britain.	
	Unit Focus	<p>Students to be aware of why R, P&E is studied at secondary school and its importance in the curriculum.</p> <p>Students to have a firm understanding of religious beliefs. This includes the major six world religions as well as those of no belief- an atheist or those that follow Humanism.</p> <p>Students to use key terminology such as atheist, agnostic, theist.</p> <p>Students to use their key terminology in assessments and in their writing.</p> <p>Students to be able to explain key beliefs in each of the six main religions as well as non-religious beliefs.</p>	<p>Students to be able to explain their ideas of how their world was created and our place on it.</p> <p>Students to be able to explain and interpret different religious knowledge of how the world was created using information gained from term 1 and 2.</p> <p>Students to be able to explain non-religious viewpoints on the creation of world.</p> <p>Students to be able to do an extended piece of writing about the different viewpoints on creation and reflect on the strengths and weaknesses of each argument.</p> <p>Students to extend their learning from term 1 and 2 and incorporate specific knowledge from each religion furthering their understanding of the religion.</p>	<p>Students to be able to understand how Christianity came to exist as a world religion and its place today.</p> <p>Students are able to link the development of Christianity in Britain to our laws today. Students to be able to build on their knowledge from previous terms to understand Christian beliefs and practices.</p> <p>Students to be able to do an extended piece of writing about the different viewpoints and reflect on the strengths and weaknesses of each argument.</p> <p>Students to put their knowledge of religion and apply it to the media.</p> <p>Students will explore how the religion is incorporated into film, making links with religion and identifying those links with keywords learnt from previous terms.</p>			
Implementation Year 8	Year Overview	Students in Yr8 are challenged to recall information from their primary school lessons and Year 7. They will develop their knowledge on a range of topics including different views about equality, what happens after death, do prejudice and discrimination still exist as well as focusing on Judaism and Sikhism in greater depth. Students will also do an in-depth study of Judaism as well as looking at Sikh through the 'equality' unit. Students should develop their debating skills through verbal and written work as well as improving their extended writing. Students should be able to use knowledge of the world religions gained in Year 7 and apply what they learnt to the topics this year. Throughout the topics studied in year 8, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing explaining their opinion about how the world was created as well as linking it and contrasting it to other views.					
	SOW	Is Sikhi a religion of equality?	What does Judaism teach us?	Do Prejudice and Discrimination still exist today?	Is death the end?		
	Unit Focus	<p>Students should be able to explain Sikh core beliefs.</p> <p>Students will be able to describe how Sikhi developed through the Gurus.</p> <p>Students will be able to explain the significance of the Gurdwara to Sikhs as well as others in the community.</p> <p>Students will make links to living in the Britain and being a practicing Sikh.</p> <p>Students should also look at Sewa and make connections to the concept of equality.</p>	<p>Students will develop their knowledge from Yr7 and explain the core beliefs in Judaism.</p> <p>Students will be aware of the past and current issues affecting Jews.</p> <p>Students will be able to draw from terminology from Year 7 terms 1 and 2 and apply it to this topic.</p>	<p>Students should draw from what they have seen on TV and the news and apply it to this topic. Students will also study the terms prejudice and discrimination and examples them today. Students will also look at the Universal Declaration of Human Rights. Students will also study prejudice and discrimination cases linking to nationality, colour and ethnic identification.</p> <p>Students will focus on the Holocaust and the events of it focusing on religious responses to the issues.</p> <p>Students will draw knowledge from T3 and apply it to this topic. They should also draw from their knowledge in Yr7.</p>	<p>Students will explain their own opinions about life after death.</p> <p>Students will explore religious attitudes to funerals.</p> <p>Students will also study non-religious views about the afterlife.</p> <p>Students will assess a clip – the boy who lived before – and evaluate their own opinion on the events as well as contrasting it to previous views studied.</p>		
on Year 9	Year Overview	Students in Yr9 are challenged to recall information from their lessons in Yr7 and Yr8. They will develop their knowledge on a range of topics. Students study some of the big ideas and issues that are in our world today, for example, students will discuss war and peace, and relate it to religious views on these ideas. Students will also attempt some of the content from A Level Philosophy and Ethics, as well as Buddhism and Islam. Students will also focus on religions that are either dying out or making a resurgence in our world today. They should be able to comprehend why religions grow or decline. Students should develop their debating skills through verbal and written work as well as improving their extended writing. Students should be able to use knowledge gained in previous years and apply what they learnt to the topics this year. Throughout the topics studied in year 9, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing explaining their opinion as well as linking it and contrasting it to other views. They will also be required to extend their thinking and understanding in the Philosophy and Ethics module. Students will also be able to relate these topics to certain topics studied in Core RE lessons in Yr10 and Yr11.					
	SOW	What can Philosophy and Ethics teach us today?	An in-depth study of Islam in and beyond Britain.	War and Peace	Was Buddha right to leave the palace?	Beyond the Big Six	

Implementati	Unit Focus	Students should be able to define key terms. Students will be able to describe what decision they would make in certain situations and their reasoning behind it. Students will be able to explain different ethical theories and apply them to different situations. Students will be able to understand the allegory of Plato’s Cave and apply it to today. Students will study a variety of ethical and philosophical theories such as Situation Ethics, Utilitarianism, Kant, Aristotle and Epicurus.	Students will look at the developments of Islam through time. Students will apply their knowledge of Islam and how it is practiced in Britain today. Students will understand Islamic beliefs and practices. Students will draw from their Yr7 knowledge of Islam and apply it to term 3.	Students will develop their knowledge from Yr8 and explain some of the wars which have taken place (focused on the Holocaust in Yr8). Students will be aware of the past and current issues around fighting and war. Students will be able to describe and explain some of the most recent wars and make links to possible religious views around them.	Students will draw from their Yr7 knowledge of Buddhism and should apply it to term 5. Students will study the story of Siddhartha, the four noble truths, the eightfold path, the five precepts and meditation. Students should be able to make links and connections to the current issues in our world, as well as other religious views to that of Buddhist beliefs.	Students will be aware of the developments in religions which make them either increase in followers or decrease in followers. Students will be able to explain the different beliefs of religions beyond the big six and why they are increasing or decreasing in followers.
	Year Overview	GCSE RS is with the Eduqas exam board. Assessment points will happen during each topic to check progress throughout the new content but also at the end of the unit, using GCSE questions, to assess students writing and knowledge. In Year 10, we will predominately focus on the Component 2 and Component 3, then being looking at Component 1 - Relationships to finish the year.				
Implementation Year 10	SOW	Component 2: Study of Christianity		Component 3: Study of Islam	Component 1:Religious, Philosophical and Ethical Studies in the Modern World - Theme 1:Issues of Relationships	
	Unit Focus	Beliefs: The nature of God, Creation, Jesus Christ, Salvation, The Afterlife. Practices: Forms of worship, Sacraments, Pilgrimage, Celebration, Christianity in Britain and the Church in the local community and the Worldwide Church. This component looks at how Christianity is practised in Britain and worldwide.	Beliefs: The nature of Allah, Prophethood, Angels, Afterlife, Foundations of the Faith. Practices: The Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi’a Islam, Jihad, Festivals and commemorations.This component looks at how Islam is practised in Britain and worldwide.		Religious and Non-Religious views on: Relationships, Sexual Relationships and gender prejudice and discrimination. This also focuses on the laws in Britain surrounding these issues.	
Implementation Year 11	Year Overview	GCSE RS is with the Eduqas exam board. Assessment points will happen during each topic to check progress throughout the new content but also at the end of the unit, using GCSE questions, to assess students writing and knowledge. In Year 11, we will predominately focus on Component 1 - finishing off Relationships from Term 6 of Year 10, and completing the other three areas of study. This should leave us Term 4 to finish off any topics not already covered or finished, as well as revision and exam preparations.				
	SOW	Component 1:Religious, Philosophical and Ethical Studies in the Modern World - Theme 1:Issues of Relationships & Theme 2:Issues of Life and Death	Component 1:Religious, Philosophical and Ethical Studies in the Modern World - Theme 2:Issues of Life and Death & Theme 3:Issues of Good and Evil	Component 1:Religious, Philosophical and Ethical Studies in the Modern World - Theme 3:Issues of Good and Evil & Theme 4:Issues of Human Rights REVISION & EXAM PREP		
	Unit Focus	Religious and Non-Religious views on: The World, the origin and value of human life and beliefs about death and the afterlife. This also focuses on the laws in Britain surrounding these issues.	Religious and Non-Religious views on: Crime and Punishment, Forgiveness, and God, Evil and Suffering. This also focuses on the laws in Britain surrounding these issues.	Religious and Non-Religious views on: Human Rights and Social Justice, Prejudice and Discrimination, and issues of poverty and wealth. This also focuses on the laws in Britain surrounding these issues.		
Impact	Assessment	Milestone Assessments will be completed each term- this will be both factual recall and long exam questions. Along with recall quizzes to ensure students are confident with the demands of GCSE. Once students have completed their assessment, each student will receive feedback in their assessment books. All students will receive a WWW,HTI and MAC. During the following lessons students will have time to review their assessments and have time to act on their MAC's. Diagnostic, Therapy and Testing will take place for each assessment and help inform planning for the next lessons. During lessons questioning and use of mini-whiteboards allow all staff to check understanding and act on feedback during the lesson, along with self and peer assessment.				
	Literacy and Numeracy links	The majority of the course is reliant on literacy skills, and students are usually assessed on their explanations and arguments. Students are given Tier 3 vocabulary sheets for the topics they are studying that term which are placed into their work books and should be referred to often. Students will be required to read from holy books also and be able to interpret these passages.				
	How It Is Used / Skills Set Developed / Outcomes	Students will be developing their reading and writing skills from Year 7, often using religious terminology they have not encountered before. They will be given help and scaffolding to support their writing skills, with the aim to write a debate, with supporting evidence and keywords. They should also be reflective on their own opinions about the topics we study and write their opinions using the PEEL technique.				
	Careers in the Curriculum	There are many career opportunities available to those studying Religion, Philosophy and Ethics, as the subject teaches many transferrable skills as well as life knowledge. Many students go on to take Religion, Philosophy and Ethics at A Level, and further. This subject teaches students about the world around them and the different cultures and opinions they may encounter, so leads to many job opportunities. Pupils will go to sixth form or college to study A level Philosophy and Ethics, alongside a religion. In the Swindon area, it is usually Buddhism or Christianity. Religious Studies gives those studying the subject many life skills for living in our diverse world today as well as a vast variety of career opportunities such as Law, Journalist, Teacher, Social Worker, Police, Armed Forces and more—any career that will involve you working with others!				

