

Religious Education

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Key Stage 3

Students should extend and deepen their knowledge and understanding of a range of religions and world views, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

NATRE mapped to Competencies

The following slide shows how the skills from the NATRE *Review of Religious Education in England* connect to the competencies.

More specifically students should be taught to:

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support, and others question these influences

SE.RE.01
Make sense of religious beliefs

SE.RE.02:
Make sense of religious practices

A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.

SE.RE.04: Evaluate religious statements

A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them

SE.RE.03:
Make connections between religious beliefs and practices

More specifically students should be taught to:

B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology

SE.RE.01
Make sense of religious beliefs

B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.

SE.RE.02:
Make sense of religious practices

B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied

SE.RE.03:
Make connections between religious beliefs and practices

More specifically students should be taught to:

C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing a wide range of insights that draw on a wide range of examples including the arts media and philosophy

C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and world views

C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media

Competencies mapped to lessons at KS3

The following slide shows where the individual RE competencies are found in each theme within Eduu.school.

The slide after that is a heat map to demonstrate the distribution of competencies across Key Stage 3.

Religious Education Competencies and heat map demonstrating the distribution or Religious Education competencies delivered in L4L

SE.RE.01
Make sense of religious beliefs

SE.RE.02:
Make sense of religious practices

SE.RE.03:
Make connections between religious beliefs and practices

SE.RE.04: Evaluate religious statements

Citizen Me - Yr7/Spr



JTTCOTE - Yr7/Aut



In Days of Old - Yr7/Aut



Journeys - Yr7/Spr



iRobot - Yr7/Aut



Off With Your Head - Yr7/Aut



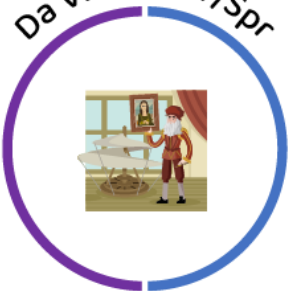
Water - Yr7/Spr



India - Yr7/Spr



Da Vinci - Yr7/Spr



Freedom - Yr7/Aut



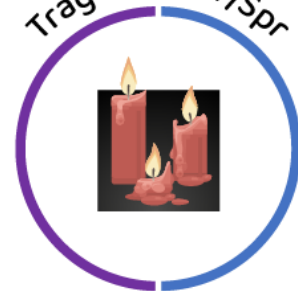
Over the Top - Yr7/Aut



Whose Earth is it Anyway - Yr7/Spr



Tragedy - Yr7/Spr



Made in China - Yr7/Spr



This heat map demonstrates the distribution of Religious Education competencies delivered in L4L.



Competencies within individual lessons

The following slides show where each competency is within each theme and individual lesson.

SE.RE.01 Make sense of religious beliefs	Citizen Me	11. Festivals in the Community
	JTTCOTE	2. Religious Creation Stories 3. Death – Is it the end?
	In Days of Old	6. The importance of Jesus 7. The importance of Muhammed (PBUH)
	India	6. What are the main beliefs and practices of the religions people follow in India?
	Da Vinci	6. Decoding the last supper
	Freedom	8. Religious freedom and Reformers
	Whose Earth	2. What do you believe about the earth
	Tragedy	S5. How does God allow evil?
	Made in China	6. Introduction to Buddhism

SE.RE.02: Make sense of religious practices	Citizen Me	11. Festivals in the Community
	Journeys	8. A Pilgrimage to Lourdes 9. An Introduction to Sikhism 10. Hajj
	India	6. What are the main beliefs and practices of the religions people follow in India?
	Made in China	6. Introduction to Buddhism 7. The Four Noble Truths

SE.RE.03: Make connections between religious beliefs and practices	Journeys	12.The Holy Land An Introduction to Sikhism
	Water	Holy Water
	Off with your Head	The religious rollercoaster
	Da Vinci	8. Crucifixion 9. Big Write – the Resurrection
	Whose earth	13. How and why should we protect the Earth
	Tragedy	S4 1. The Jewish Diaspora

SE.RE.04: Evaluate religious statements	iRobot	7. The Soul
	Over the Top	Animals in WW1: Should Animals be Remembered?

Lessons mapped to NATRE

The following slides show where individual lessons meet elements of the NATRE *Review of Religious Education in England*.

	Year 7	Year 8	Year 9	Notes
A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support, and others question these influences	Citizen Me In Days of Old	Da Vinci Freedom	Tragedy Made in China	<u>Citizen Me</u> : Festivals in the Community <u>In Days of Old</u> : The importance of Jesus <u>In Days of Old</u> : The importance of Muhammed (PBUH) <u>Da Vinci</u> : Decoding the last supper <u>Freedom</u> : Religious freedom and reformers <u>Tragedy</u> : How does God allow evil? <u>Made in China</u> : Introduction to Buddhism <u>Made in China</u> : The Four Noble Truths
A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.	iRobot	Over the Top		<u>iRobot</u> : The Soul <u>Over The Top</u> : Should Animals be remembered?
A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them	Journeys Off With Your Head	Da Vinci	Whose Earth is it anyway? Tragedy	<u>Journeys</u> : The Holy Land <u>Water</u> : Holy Water <u>OWYH</u> : The religious rollercoaster <u>Da Vinci</u> : Crucifixion <u>Da Vinci</u> : Big Write – the Resurrection <u>Whose Earth</u> : How and why should we protect Earth? <u>Tragedy</u> : The Jewish Diaspora
B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology	JTTCOTE	India	Whose Earth is it anyway? Made in China	<u>JTTCOTE</u> : Religious Creation Stories <u>JTTCOTE</u> : Death – Is it the end? <u>India</u> : What are the main beliefs and practices of the religions people follow in India? <u>Whose Earth</u> : What do you believe about the earth <u>Made in China</u> : Introduction to Buddhism
B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.	Citizen Me Journeys	India		<u>Citizen Me</u> : Festivals in the Community <u>Journeys</u> : Pilgrimage to Lourdes <u>Journeys</u> : An introduction to Sikhism <u>Journeys</u> : Hajj <u>India</u> : What are the main beliefs and practices of the religions people follow in India?
B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied	iRobot			<u>iRobot</u> : The Soul

	Year 7	Year 8	Year 9	Notes
C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing a wide range of insights that draw on a wide range of examples including the arts media and philosophy				
C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and world views				
C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media				