

# Religious Education

## What is our Curriculum Area Vision/Intent?

- Our RE vision is to enable students to flourish in a multicultural and ever changing society through enabling students to be religiously literate. We do this by encouraging students to explore, question, celebrate and respect both their own and others religious, spiritual and philosophical ways of living. Our curriculum also strives to support spiritual development through consideration of the deep and meaningful connections that we have and share.

## How does our Curriculum Area meet the Academy's 6 Curriculum Core Principles

### 1. Is anchored in our Christian Values

*Our curriculum is rooted in exploring the beliefs and values of a variety of religions, including understanding Christianity. Students will learn about the lives and values of religious founders and leaders and consider why these examples are applicable today.*

### 2. Is fully inclusive and celebrates diversity

*Our curriculum explores a variety of different world-views, both religious and non-religious. They will learn to celebrate these different views and understand their responses to philosophical and ethical decisions, considering why people might hold different beliefs and each different answers to life's big questions.*

### 3. Values all subjects, both core and creative, academic and vocational

*Students are encouraged to approach the subject with academic rigour through exploring sociological, philosophical and theological concepts from the start of the curriculum. However, creative expression is also encouraged through independent projects and presentations.*

### 4. Develops students' ability to be resilient, reflective, resourceful and responsible learners

*Our curriculum continually encourages students to be reflective through exploring different world views and comparing these to their own beliefs. Grappling with some complex theological concepts develops students' resilience and a variety of independent and collaborative tasks within lessons and through independent learning.*

### 5. Provides pathways for academic success

*Students are regularly assessed to measure progress. All students sit an early entry GCSE in year 10 which is academically rigorous. We also offer an academic A Level option for KS5 students.*

### 6. Prepares students beyond knowledge and skills to be successful in tomorrow's world

*Through learning about different religious beliefs students are encouraged to respect and appreciate the views of others and will develop an understanding of where people are coming from when addressing ethical issues.*

## What are we trying to achieve at KS3?

- An inspirational curriculum which develops religious literacy through exploring a variety of religious traditions, philosophical and ethical reasoning, as well as encouraging students to reflect on their own beliefs and worldviews. This helps students to develop dignity and respect to help them live well with each other in society.

## What are we trying to achieve at KS4?

- An in depth theological and sociological study of Christianity and Islam, including how these religions approach key philosophical and ethical issues which we are faced with.

## What are we trying to achieve at KS5?

- Continuing with an in depth study of Christian theology and understanding a wider variety of philosophical and ethical approaches to issues.

## What makes our curriculum offer unique & local?

- RE is a highly valued subject with dedicated curriculum time, specialist teachers and high quality provision. We have links with local places of worship and religious leaders, inviting visitors into lessons and making the most of the local area by running trips to places of local interest.
- We learn about a range of religions practised in the local area so that students can respect and understand how these people live.

## Religious Education 3Cert Curriculum Overview

Year 7	Year 8
<p><b>Beginnings</b> In this unit we study:</p> <ul style="list-style-type: none"> <li>• The foundations for studying RE at Chelsea Academy, including understanding key concepts like faith and belief.</li> <li>• The Christian creation narrative, including an exploration of different ways that it can be interpreted.</li> </ul>	<p><b>What does it mean to be a Hindu?</b> In this unit we study different elements of Hinduism, including:</p> <ul style="list-style-type: none"> <li>• Beliefs about God and the deities</li> <li>• Karma and reincarnation</li> <li>• Hindu worship and festivals</li> </ul>
<p><b>Founders of Faith: What can we learn from Old Testament figures?</b> In this unit we study:</p> <ul style="list-style-type: none"> <li>• The lives of Abraham, Moses and David to explore ideas of faith and their trust in God.</li> <li>• What these founders of faith teach believers about the nature of God.</li> </ul>	<p><b>What does it mean to be Jewish?</b> In this unit we study different aspects of the Jewish faith, including:</p> <ul style="list-style-type: none"> <li>• Jewish worship at home</li> <li>• The Synagogue and its role in Jewish life</li> <li>• Jewish festivals including Passover</li> <li>• The role and importance of the Torah for Jews</li> </ul>
<p><b>Founders of Faith: Why is Jesus important to Christians?</b> In this unit we study the life of Jesus and his significance for Christians through:</p> <ul style="list-style-type: none"> <li>• The incarnation</li> <li>• The miracles and parables of Jesus</li> <li>• The importance of the crucifixion and resurrection</li> </ul>	<p><b>Religion, Suffering and Forgiveness</b> In this unit we study how the problem of evil and suffering through:</p> <ul style="list-style-type: none"> <li>• Studying what evil is and why it is a 'problem'.</li> <li>• Christian and Buddhist responses to suffering</li> <li>• The Christian concept of forgiveness and its importance for Christians today</li> </ul>
<p><b>Founders of Faith: Why is Muhammad important to Islam?</b> In this unit we study Muhammad's role in founding Islam and the key principles of the religion through:</p> <ul style="list-style-type: none"> <li>• The early life of Muhammad</li> <li>• Jibril's revelations and the later life of Muhammad</li> <li>• The Five Pillars of Islam</li> </ul>	<p><b>Christianity in Britain: History, Diversity and Practice</b> In this unit we study the history of Christianity in Britain and how it is practised by Christians today through:</p> <ul style="list-style-type: none"> <li>• Learning about how Christianity arrived in Britain</li> <li>• The role of the Reformation on Christian practice in Britain</li> <li>• Diversity of practice in different denominations today</li> </ul>
<p><b>Big Questions: Philosophy and Ethics</b> In this unit we learn about:</p> <ul style="list-style-type: none"> <li>• Some of the foundations of philosophical and ethical decision making.</li> <li>• A variety of 'big' or 'ultimate' questions and explore a variety of ways to answer them.</li> </ul>	<p><b>What do we mean by justice?</b> In this unit we learn about:</p> <ul style="list-style-type: none"> <li>• Injustice in society.</li> <li>• Ways that religion can work to make a more just society, including the examples of anti-racist individuals in Christianity and Islam.</li> <li>• Ways that we can express our own vision for equality and justice.</li> </ul>