



Faculty: Religious Education

Academy Curriculum Vision:

***Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.***

*Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.*

Subject Vision:

RE is the heart of the curriculum at Hope Academy. Through RE, students learn about the miracle of life, how life began and how religions have influenced the lives of millions of people and contributed to the development of different human cultures. Students can then begin to appreciate how key thinkers have heavily influenced religious thought in the disciplines of faith, philosophy, and science.

Students will learn to understand the mechanism to be resilient human beings who understand right from wrong. Once they understand their purpose of life, they can start to appreciate and show tolerance towards others' beliefs and values and become empathetic individuals, showing interest in, and sensitivity to, others' experiences and values.

Through our curriculum students learn what it means to be Christian and consider how believers can interpret beliefs in different ways. They consider how Christian values can guide them in everything that they do and they can begin to understand how these laws are at the very foundation of, and still shape, societies today.

When exploring Judaism students can begin to understand where Christianity came from and how different faiths share a variety of values that can guide them how to live. This will also help them to understand their place as citizens in a diverse world.

Through ethics students can see how religion influences all aspects of their lives and they are able to respond to and articulate what they believe in relation to controversial and current ethical issues allowing them to become secure in their own beliefs.

## Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Topic</b>	The Universe & Mankind – Why are we here?	The Universe & Mankind – Why are we here?	Hinduism – What does it mean to be Hindu?	Hinduism – What does it mean to be Hindu?	Islam Past & Present – How are Muslims called to live?	Islam Past & Present – How are Muslims called to live?
	<b>National Curriculum references &amp; links</b>						
	<b>Summative Assessment</b>		The Universe & Mankind end of unit assessment			End of year assessment	Islam end of unit assessment
	<b>Formative Assessment</b>	Diagnostic 1.1 & 1.2 U&M	Diagnostic 1.3 U&M Diagnostic 1 Liturgical Year	Diagnostic 2.1 & 2.2 Hinduism Diagnostic 2 Liturgical Year	Diagnostic 2.3 Hinduism	Diagnostic 3.1 & 3.2 Islam	Diagnostic 3.3 Islam
<p><b>Intent &amp; Rationale:</b></p> <p>In Year 7 students focus on developing their knowledge of faith and understanding the language of faith that they can then develop throughout the key stages. At the beginning of Y7 students began to explore the origins of the 3 Abrahamic faiths along with the value and purpose of life. Students look at informed debates on the disciplines of science, religion and philosophy. They begin to question how it all began and think deeply about ultimate questions, such as where God is and does God exist. Students are able to develop an understanding of why it is important to look after the planet and be good stewards.</p> <p>Newton is growing into a diverse community and by exploring both western and eastern religions in Year 7, students have an awareness of the different teachings, traditions and belief systems in their local community. Students can begin to understand how a variety of cultures around the world engage people today. Students' will then be able to move into Year 8 with an awareness of what it means to be a Muslim or a Hindu in a multi-cultural and multi-faith society and are able to consider questions about Muslim's identity, and faith, and show a deeper understanding of how belief systems can be misinterpreted. Students will have gained the knowledge and skills in year 7 to be able to demonstrate our Academy's core value of respect and the significance of being respectful to others.</p>							
<p><b>Reading &amp; Literacy:</b></p> <p><i>References to key texts/books throughout the year that students are exposed to – Literacy canon</i></p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	<b>Topic</b>	Judaism and the Old Covenant.	Judaism and the Old Covenant.	Jesus and the New Covenant.	Jesus and the New Covenant.	Living the Christian life.	Living the Christian life.
	<b>National Curriculum references &amp; links</b>						
	<b>Summative Assessment</b>	Judaism Interim assessment		Judaism and Liturgical year assessment		End of year assessment	
	<b>Formative Assessment</b>	Diagnostic 1.1 & 1.2 Judaism	Diagnostic 1.3 Judaism Diagnostic 1 Liturgical Year	Diagnostic 2.1 & 2.2 Jesus & NC Diagnostic 2 Liturgical Year	Diagnostic 2.3 Jesus	Diagnostic 3.1 Christian life	Diagnostic 2.3 & 3.3 Christian life
<p><b>Intent &amp; Rationale:</b>            At the beginning of Year 8, students understand in depth, the importance of the Abrahamic Covenant in Judaism and how this forms the foundation of, and leads to, the growth of both Christianity and Islam. Students begin to consider what it means to be a good leader by looking at the qualities of Jewish leaders from the past and how Jewish beliefs and practices shape Jewish identity today.            Students then go on to study the new covenant of Christianity and how this has developed from Judaism through the belief in Jesus. Students are able to understand the impact that following Jesus' teachings of love and compassion can have on a person's life and see how one person can make a difference. They learn what the joys and challenges of being a Christian can bring in every generation and in every part of the world. Through their arguments they can articulate the impact that religion has had on shaping modern day practices that are a part of their daily lives.</p>							
<p><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy canon</i></p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<b>Topic</b>	Belief and morality in the modern world.	Belief and morality in the modern world.	Why working for social justice and harmony is all our responsibility?	Why working for social justice and harmony is all our responsibility?	AQA: component 1: Christianity beliefs.	AQA: component 1: Christianity beliefs.
	<b>National Curriculum references &amp; links</b>						
	<b>Summative Assessment</b>	Belief and morality in the modern world: interim assessment		The year so far: assessment	End of year assessment		
	<b>Formative Assessment</b>	Diagnostic 1.1 Belief and Morality	Diagnostic 1.2 & 1.3 Belief and Morality	Diagnostic 2.1 & 2.2 Social Justice & Harmony	Diagnostic 2.3 Social Justice & Harmony	Diagnostic 1. & 1.2 Christianity beliefs	Diagnostic 1.3 Christianity beliefs
<p><b>Y9 Intent &amp; Rationale:</b>            In Year 9 students build on their knowledge of world religions and understand how belief can contribute to morality. Students develop their understanding of how both theists and atheists can be good people and what the different approaches are to the purpose of life. Students develop their knowledge and understanding of worship from around the world and how culture can play a part in religion. During this year, students discover what human rights are and how important it is for sociality that these are accepted, as well as how organisations can help to ensure justice for all, globally. External speakers help students to be able to understand what it means to be a Christian in today's society and how beliefs and practices shape their identity.</p>							
<p><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy canon</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Christianity Practices.	Christianity Practices.	Crime and Punishment.	Peace and Conflict.	Relationships and Families.	Religion and Life.
	GCSE Specification Points						
	Summative Assessment	Christianity beliefs assessment		Christianity practices assessment		Mock exam: Christianity beliefs & practices/ /Crime & Punishment/ Peace & Conflict	Relationship and families assessment
	Formative Assessment	Diagnostic 2.1 & 2.2 Christianity beliefs	Diagnostic 2.3 Christianity beliefs & 4.1 Crime & Punishment	Diagnostic 4.2 Crime & Punishment	Diagnostic 3.1 & 3.2 Peace & Conflict	Diagnostic 1.1 Relationships & Families	Diagnostic 1.2 Relationships & Families, 2.1 & 2.2 Religion & Life
<p><b>Y10 Intent &amp; Rationale:</b>  Students develop their knowledge and understanding of the significance of the beliefs and practices of Christianity. External speakers help students to be able to understand what it means to be a Christian in today's society and how these beliefs and practices shape their identity. Through the thematic aspect of the GCSE course students explore modern relevant ethical issues from both a religious and secular perspective. This allows students to be able to effectively formulate coherent opinions on big issues that have an impact in our modern world and are continuously changing with society. Students engage in philosophical debates about issues such as the death penalty and consider their views and religious perspectives on real life examples of crime, punishment and forgiveness in today's society. Through the study of peace and conflict students question important Christian values, such as peace, justice and equality. They think deeply about why these values are relevant, what they mean in the world today and how as individuals they can show these values and teachings to their own lives. During the relationships and families' unit students can question controversial issues such as divorce, contraception and human sexuality, understand the nature and purpose of families today and be confident in their own identity and relationships. They look at ethical arguments on current issues such as abortion and euthanasia and can engage with philosophical arguments on what happens when we die.</p>							
<p><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy canon</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<b>Topic</b>	Judaism Beliefs.	Judaism Practices.	Bespoke revision.	Bespoke revision.	Bespoke revision.	
	<b>GCSE Specification Points</b>						
	<b>Summative Assessment</b>		Mock exam: P1 & P2		Mock exam: P1 & P2	GCSE EXAM: P1 & P2	
	<b>Formative Assessment</b>	Diagnostic 1.1, 1.2 Judaism beliefs & 2.1 Judaism practices	Diagnostic 2.2 Judaism practices Bespoke Diagnostic 1.1, 1.2, 2.1	Bespoke Diagnostic 2.2, 3.1, 3.2, 4.1	Bespoke Diagnostic 4.2, 5.1	Bespoke Diagnostic 5.2	
<p><b>Y11 Intent &amp; Rationale:</b>  Students develop their knowledge and understanding of the significance of the beliefs and practices of Judaism. Students can continue to develop their knowledge of the significance of Judaism in shaping belief systems in Christianity today. External speakers help students to be able to understand what it means to be a Jew in today's society and how these beliefs and practices shape their identity. Through the bespoke therapy curriculum, students are able to fill any gaps in their knowledge by working through topics that will directly target their area's that need it the most. Threaded throughout their bespoke curriculum, students will work towards improving and perfecting the skills required for them to achieve highly in their RE GCSE exam.</p>							
<p><b>Reading &amp; Literacy:</b>  <i>References to key texts/books throughout the year that students are exposed to – Literacy Canon</i></p>							