



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Religious Education	Year group	10
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p>We enable students to share and question their different philosophies, religions, spiritualities and ethical views. We teach students how to academically debate with those who hold contrary opinions, using the skills of empathy and respect. In line with our local authority of Staffordshire, our topics reflect not only Christianity, as the UK’s main religious tradition, but recognises all other major religions as well as Humanist and Atheist standpoints.</p> <p>The curriculum has on 3 key goals:</p> <ol style="list-style-type: none"> <li>1. Cultivating curiosity of students to acquire insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; they will explore teachings and practices, sacred texts, lifestyles, rituals and symbolism, religious experience and living within a faith community</li> <li>2. Developing courage as students engage with ultimate questions of meaning and purpose and formulate their own sense of identity and values; expressing and evaluating their personal responses to such questions - linking to their own experience.</li> <li>3. Growing compassion in terms of social, spiritual and emotional skills for living well in a religiously plural and open society. Students will reflect on the reality of religious diversity and develop skills of analysis and discernment in relation to prejudice, discrimination and bias.</li> </ol>		
<p><b>Threshold Concepts (TCs):</b></p>	<ol style="list-style-type: none"> <li>1. To understand that religious beliefs are <b>interpreted differently</b> even within the same religion.</li> <li>2. To understand that religious practices have <b>varying levels of adoption</b>.</li> <li>3. To understand the <b>misconceptions</b> that surround religious belief and practices and <b>how to address them</b>.</li> <li>4. To understand that <b>religious values can be adopted and accepted</b> by non-religious believers.</li> <li>5. To understand the varying <b>impact of modern challenges</b> to religious beliefs.</li> <li>6. To understand the <b>influence key beliefs, teachings and practices</b> have on religious believers.</li> <li>7. To understand the variety of <b>sources of authority within religion</b> and the different approaches to them.</li> </ol>		

<b>KS2 National Curriculum summary:</b>	<p>Students build on their foundational knowledge from KS1 by having the following opportunities:</p> <ul style="list-style-type: none"> <li>To study beliefs, teaching and sources of religion such as exploring different texts and religious figures.</li> <li>To gain an understanding of how religious beliefs inform how people act in their lives such as celebrating religious festivals.</li> <li>To study expressing meaning in religion potentially through the use of symbols and worship in various religious traditions.</li> <li>To investigate meaning, purpose, and truth for example considering answers to hardship.</li> <li>To contemplate purpose and truth, for example how religion deals with pain and suffering.</li> <li>To consider values and commitments possibly including belonging to a religion, for example through religious ceremonies.</li> </ul> <p>Throughout students look at differences in how religions are followed.</p> <p>For more information  <a href="https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf">https://www.stedwardscheddleton.co.uk/wp-content/uploads/2021/08/New-Syllabus-for-Religions-Education-2016-25-11-2016_0948-1.pdf</a></p>					
<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	How is religion practiced today?					
<b>Big picture questions:</b>	What are the key beliefs in Christianity?	What are the key beliefs in Christianity?	What are the key beliefs in Buddhism?	What are the practices of Christianity?	What are the practices of Buddhism?	How does Christianity and Buddhism impact relationships in the wider world?
<b>Content (Linked to TCs):</b>	<ul style="list-style-type: none"> <li>- The oneness of God and the Trinity: Father, Son and Holy Spirit. (TC 3,6,7)</li> <li>- God as omnipotent, loving and just.</li> <li>- The problem of evil and suffering. (TC 3,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>- The oneness of God and the Trinity: Father, Son and Holy Spirit. (TC 3,6,7)</li> <li>- God as omnipotent, loving and just.</li> <li>- The problem of evil and suffering. (TC 3,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>- The birth of the Buddha and his life of luxury and ascetic life. (TC 3,6,7)</li> <li>- The Four Sights, illness, old age, death, holy man (Jataka 75). (TC 3,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>- Liturgical, informal (non-liturgical) and private worship. (TC1, 6, 7)</li> <li>- The Lord's Prayer, set prayers and informal prayer.</li> </ul>	<ul style="list-style-type: none"> <li>- Samatha (concentration and tranquillity) including mindfulness of breathing. . (TC1, 6, 7)</li> <li>- The visualisation of Buddhas and</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse &amp; evaluate Christian views about sex and contraception. (TC 2,3,5)</li> <li>- Analyse &amp; evaluate Christian views about the</li> </ul>



## CURIOSITY

## COMPASSION

## COURAGE



<ul style="list-style-type: none"> <li>- Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3). (TC 3,6,7)</li> <li>- Resurrection and life after death, Judgement, heaven and hell. (TC 3,6,7)</li> <li>- Beliefs and Teachings about the incarnation and Jesus as the Son of God. (TC 3,6,7)</li> <li>- Beliefs and teachings about the crucifixion, resurrection and ascension. (TC 3,6,7)</li> <li>- Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit. (TC 3,6,7)</li> <li>- Beliefs and teachings about the role of Christ in salvation including the idea of atonement. (TC 3, 6,7).</li> </ul>	<ul style="list-style-type: none"> <li>- Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3). (TC 3,6,7)</li> <li>- Resurrection and life after death, Judgement, heaven and hell. (TC 3,6,7)</li> <li>- Beliefs and Teachings about the incarnation and Jesus as the Son of God. (TC 3,6,7)</li> <li>- Beliefs and teachings about the crucifixion, resurrection and ascension. (TC 3,6,7)</li> <li>- Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit. (TC 3,6,7)</li> <li>- Beliefs and teachings about the role of Christ in salvation including the idea of atonement. (TC 3, 6,7).</li> </ul>	<ul style="list-style-type: none"> <li>- The Buddha's enlightenment, the four noble truths (eightfold path) and three poisons.</li> <li>- Paticcasamupada, Dhamma. (TC 3,6,7)</li> <li>- Buddhahood and its relation to Pure Land Buddhism. (TC 3,6,7)</li> <li>- Temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings. (TC 3,6,7)</li> <li>- The significance and role of puja/devotional ritual, including chanting, mantra recitation, use of malas. (TC 3,6,7)</li> <li>- Therevada and Mayahana Buddhism. (TC 3,6,7)</li> </ul>	<ul style="list-style-type: none"> <li>- The meaning of sacrament. (TC1, 6, 7)</li> <li>- The rite of infant baptism and its significance for Christians. (TC1, 6, 7)</li> <li>- The rite of believers' baptism and its significance for Christians. (TC1, 6, 7)</li> <li>- Significance for Church of England/Roman Catholic Christians and the Significance for Orthodox Christians. (TC1, 6, 7)</li> <li>- Two contrasting examples of Christian pilgrimage: Lourdes and Iona. (TC1, 6, 7)</li> <li>- The role of the church in the local and worldwide community. (TC1, 6, 7)</li> <li>- The place of mission, evangelism and church growth. (TC1, 6, 7)</li> <li>- Catholic Agency for Overseas Development (CAFOD), Christian</li> </ul>	<ul style="list-style-type: none"> <li>- Bodhisattvas. . (TC1, 6, 7)</li> <li>- Vipassana (insight) including zazen.</li> <li>- Parinirvana Day, Wesak and Karma. . (TC1, 6, 7)</li> <li>- Compassion (karuna), Loving kindness (metta). . (TC1, 6, 7)</li> <li>- Do not take life; do not take what is not given; do not misuse the senses; do not speak falsehoods; do not take intoxicants that cloud the mind. .(TC1, 6, 7)</li> <li>- Generosity, morality, patience, energy, meditation and wisdom, including how the individual develops these perfections within themselves. (TC1, 6, )</li> <li>- Do not misuse the senses; do not speak falsehoods; do not take intoxicants that cloud the mind. . (TC1, 6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>- nature and purpose of family(TC 2,3,5)</li> <li>- Analyse &amp; evaluate Christian views about divorce</li> <li>- Analyse &amp; evaluate moral (TC 2,3,5) and philosophical issues in view of homosexuality. (TC 2,3,5)</li> <li>- Analyse &amp; evaluate central moral debates on gender roles. (TC 2,3,5)</li> </ul>
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				Aid, Tearfund. (TC1, 6, 7)		
<b>Vocabulary Instruction:</b>	Atonement, Holy Spirit, Denominations, resurrection, crucifixion, ascension, cross, trinity, judgement.	Atonement, Holy Spirit, Denominations, resurrection, crucifixion, ascension, cross, trinity, judgement.	Viharas, temples, gompas, rupa, Mahayana, Theravada, mals, Dhamma, eightfold path, three poisons, Buddha, Guatama,	CAFOD, Christian aid, Street pastors, foodbank, Evangelism, mission, liturgical, sacraments, eucharist, extemporary prayers, formulaic prayers.	Metta, karuna, Wesak, Bodhisattva, Samatha, Vipassana, Parinirvana.	Homosexuality, gender roles, contraception, sex, cloning, divorce, annulment, natural law.
<b>Assessment:</b>	Midpoint Assessment x2	Endpoint Assessment	<b>Summative Assessment 1: midpoint</b>	End point Assessment	Midpoint Assessment x2	<b>Summative Assessment 2 – End of Year</b>
<b>Key/Historical misconceptions in this unit:</b>	<ul style="list-style-type: none"> <li>- That all Christians believe the same thing.</li> <li>- Trinity</li> </ul>	<ul style="list-style-type: none"> <li>- Incarnation and ascension</li> </ul>	<ul style="list-style-type: none"> <li>- 4 Nobel truths</li> <li>- Depictions of the Buddha</li> </ul>	<ul style="list-style-type: none"> <li>- That all Christians have the same practices.</li> <li>- What is a miracle</li> </ul>	<ul style="list-style-type: none"> <li>- That all Buddhists have the same practices.</li> <li>- Purpose of meditation</li> </ul>	<ul style="list-style-type: none"> <li>- That all Christians have the same view on the family. E.g. Women can't work, Homosexuals can't be Christians.</li> </ul>
<b>Sequencing:</b>	<p><b>We have chosen to sequence the year 10 curriculum like this because...</b></p> <p>The curriculum follows the exam specification. Students begin the course by taking a deeper look into the chosen religions, Christianity and Buddhism. Students are reminded and introduced to key beliefs and attitudes of the two religions including rituals, beliefs and practices allowing students to make comparisons between the beliefs and actions of the two religions studied. This covers the elements of paper 1.</p>					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion:</b> Students will show compassion in all Religious Education lessons by showing care and consideration of others beliefs and values. Students will be encouraged to question the impact of religion in society today, whilst maintaining a sense of understanding an acceptance of beliefs that differ to their own.</p> <p><b>Curiosity:</b> Students will explore the belief system of the six major world religions and those people who do not have a religion. They will be encouraged to ask questions and gain a deeper understanding of the impact religious belief can have on everyday life.</p> <p><b>Courage:</b> Students will show courage in lessons by being self-motivated to exceed lesson expectations. Students will be encouraged to discuss their thoughts and opinions with others in the class and be prepared to justify their ideas to the class.</p>					
<b>National Curriculum plus:</b>	<p>In addition to teaching in line with the SACRE we emphasise humanist and atheist viewpoints at the relevant points within the curriculum, given this is the religious view of the majority of students. We encourage students to discuss and ask questions to develop a deeper understanding of religion.</p>					



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