COQUET COMMUNITY SCHOOL

Curriculum Overview

BE KIND
WORK HARD
AIM HIGH

Religious Education

At Coquet Community School, we provide a broad and balanced, ambitious curriculum for all pupils. Our RE curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the Locally Agreed Syllabus (SACRE) as well as drawing upon best practice within the field of RE. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below

Assessment: Assessments are provided in line with the school's assessment schedule and written feedback is calendared for pupils. We also provide live feedback as described below.						
Year	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
7	**What is the big story of the Bible?**	**Should Christians be greener than everyone else?**	**What difference does it make to be nonreligious in Britain today?**	**How are Sikh teachings on equality and service put into practice today?**		**How far does it make a difference if you believe in life after death?**
	- What is special about the Bible? - The Bible and young people. - Storyline of the Bible - Key concepts in the BIble. - Telling the story of the Bible creatively. .	- How did the world come to exist? - Does the Bible always look the same? - What are God's expectations of Humans? - Christians and Stewardship. - Are Christians good stewards?	- Is everyone in Britain Religious? - Different non-religious beliefs? - Impact of spirituality. - Materialism and religion - Humanist perspectives - Humanist- belief and lifestyle.	- What is God like? - The First Guru. - Experiences of Guru Nanak. - The importance of the Ten Gurus. - The authority of the Guru Granth Sahib. - Features and importance of the Gurdwara - The importance of the Khalsa. - The importance of the 5 K's - Sikh beliefs about equality. - The importance of serving others in the Sikh faith.		

		Can science support stewardship?		- Sikh festivals		
8	**Does the world need prophets today?**	**The Buddha – how and why do his experiences and teachings have meaning for people today?**	**What does it mean for Christians to believe in God as Trinity?**	**Why do Christians believe Jesus was God on Earth?**	**Why is there suffering? Are there any good solutions? Christian**	**Buddhist Humanist Continuation Spirited Arts consolidation unit**
	- Understanding what a prophet is. - Prophets and Christianity - The ten commandments and role of Moses. - The messages of Amos and Isiah and the impact on the world today. - Prophets today- Maria Christina Gomez. Case Study of Martin Luther King - Catholic changing ideas Pope Francis					
9	**Good, bad; right, wrong: How do I decide?**	**What is good and what is challenging about being a Muslim teenager in Britain today?**	**What is so radical about Jesus?**	**Christian Beliefs Unit AQA**		
	- What are morals? - Different ideas about morality. - Finding moral guidance. - Christian moral guidance. - Buddhist moral beliefs - Moral teaching and decision making.	- Five Pillars of Islam - Muslim beliefs about God - Branches of Islam - Being a British Muslim - Islam in the Media - The meaning of Jihad (Greater/Lesser) - Significance of clothing in Islam	- Jesus' radical ideas - Christian responses to the teachings of Jesus. - Charities and their work. - Is Christianity radical? - Bible teaching on helping others. - Key people who have used Jesus as a role-model.	The nature of God: ● God as omnipotent, loving and just, and the problem of evil and suffering ● the oneness of God and the Trinity: Father, Son and Holy Spirit. ● Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). ● Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. ● Jesus Christ and salvation		

	- Humanist beliefs about morality.	- Religious impact on diet.	- Empathising with those in need		
10	**Christian Beliefs Unit AQA**		**Theme B Religion Peace and conflict**	**Christian Practices Unit AQA**	
	The nature of God: ● God as omnipotent, loving and just, and the problem of evil and suffering ● the oneness of God and the Trinity: Father, Son and Holy Spirit. ● Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). ● Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. ● Jesus Christ and salvation		The meaning and significance of: peace, justice, forgiveness and reconciliation. ● Violence, including violent protest. ● Terrorism. ● Reasons for war, including greed, self-defence and retaliation. ● The just war theory, including the criteria for a just war. ● Holy war. ● Pacifism. ● Religion and belief as a cause of war and violence in the contemporary world. ● Nuclear weapons, including nuclear deterrence. ● The use of weapons of mass destruction. ● Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. ● Religious responses to the victims of war including the work of one present day religious organisation.	Beliefs and teachings about: ● the incarnation and Jesus as the Son of God ● the crucifixion, resurrection and ascension ● sin, including original sin ● the means of salvation, including law, grace and Spirit ● the role of Christ in salvation including the idea of atonement.	
11	**Jewish Beliefs Unit AQA**		**Theme A: Relationships and families**	**Jewish Practices Unit AQA**	
	- The nature of God: - God as one - God as Creator - God as Law-Giver and Judge, loving and merciful. - The divine presence (Shekhinah). - Beliefs about life after death, including judgement and resurrection.		Contraception. Sexual relationships before marriage. Homosexual relationships. Sex, marriage and divorce Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage.	- Key moral principles including justice, healing the world, charity and kindness to others. - The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).	

	- The nature and role of the Messiah, including different views on the role and importance of the Messiah. - The promised land and the Covenant with Abraham,The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17.	Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarrying. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality The nature of families, including:the role of parents and children, extended families and the nuclear family. The purpose of families, including: procreation stability and the protection of children educating children in a faith. Contemporary family issues including: same-sex parents, polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.	- The relationship between free will and the 613 mitzvot. - Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance.	

Examples of on-going assessment and feedback in lessons

- Verbal feedback by the teacher to the whole class which students act on in the lesson; this is often evidenced using green pen.
- Pupils self-assess or peer-assess work with a clear framework guiding them through this.
- Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently
- Pupils may complete mini quizzes or retrieval r activities that revisit prior learning and receive verbal feedback
- Use of tailored questioning by the teacher