The Dean Trust
Ashton on Mersey School

# RE Curriculum overview

| | HT 1 | HT 2 | HT 3 | HT 4 | HT 5 | HT 6 |
|---|---|---|---|---|---|---|
| **YEAR 7** | Introduction to RE | What difference does it make to believe in Christianity? | What is so radical about Jesus? | What is so radical about Jesus? | What is good and challenging about being a teenage Sikh in modern Britain? | What is good and challenging about being a teenage Sikh in modern Britain? |
| **YEAR 8** | Should religious buildings be sold to feed the starving? | Should religious buildings be sold to feed the starving? | Does religion help people to be good? | Does religion help people to be good? | Do we need to prove God's existence? | Do we need to prove God's existence? |
| **YEAR 9** | Is death the end, and does it matter? | Is death the end, and does it matter? | Why is there suffering, and are there any good solutions? | Why is there suffering, and are there any good solutions? | Is religion a power for peace or a cause of conflict in the world today? | Is religion a power for peace or a cause of conflict in the world today? |
| **YEAR 10** | | What is a life worth? | Do the ends justify the means? | Does charity begin at home? | | |
| **YEAR 11** | | | What are the ethics of now? | Is an eye for an eye still relevant? | | |
| **YEAR 12** | N/A | | | | | |
| **YEAR 13** | N/A | | | | | |

# Year 7 Religious Studies

**Curriculum Manager:** Mrs J Senior

**Teaching Staff:** Mrs Rutley, Mrs Speakman, Miss Edwards and Mrs Senior

**Intent**:
The principal aim of RE is to engage pupils in systematic enquiry into significant human questions about life, to find out what people believe and what difference this makes to how they live. So that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living. As a result, pupils can develop their understanding and skills needed to evaluate and critique varied responses to these questions, as well as develop their own responses.

The Ashton On Mersey Religious Studies curriculum follows the Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for 2022-27. The Agreed Syllabus uses a key question approach and involves in depth studies of: Christianity, Islam, Sikhi and Buddhist Dharma. A balance of key questions considering the concepts of believing, living and expressing are included.
Three key questions are studied over the year. The units are carefully selected from the MSSTT Agreed Syllabus to allow pupils to build on existing knowledge from Key Stage 2 and knowledge from within and between units.
Pupils are provided with one 50- minute Religious Education lesson weekly.
Lessons are carefully planned to provide enjoyable, meaningful, and thought-provoking learning experiences for every pupil. Within RE lessons we combine academic rigour, meaningful discussion and systematic reflection to equip our students with the powerful knowledge they need to thrive as well-rounded, well-informed citizens in later life.

| **Topic Studied- Term 1** | **Topic Studied- Term 2** | **Topic Studied- Term 3** |
|---|---|---|
| • Introduction to Religious Studies and key disciplinary knowledge<br>• What difference does it make to believe in Christianity? | • What is so radical about Jesus? | • What is good and what is challenging about being a teenage Sikh or Muslim in Britain today? |

**Assessments:**
There will be three pieces of pieces of teacher assessed work after the completion of each unit.
There will be six self or peer assessed pieces of work and two temperature checks over the course of the year

**Homework:**
There will be a range of home learning set on 'Bromcom' promoting the skills of research, retrieval and revision linked to each of the three main units during the year.

**Other Useful Information:**

www.request.org.uk

www.truetube.co.uk

WWW.bitesize.co.uk