

Curriculum Aims and Purpose

RE at OIEA shapes pupils into thoughtful, understanding citizens that are aware of the multicultural society in which they live. Religious Education at OIEA teaches students to develop an understanding and respect for different groups within society and appreciation of their beliefs and practices but also to articulate their own views, which are equally valid. It encourages pupils to be curious and inquisitive about the deeper philosophical meanings and questions of religions and enthuses them to reflect on their own personal beliefs, morals and values in a positive, supportive and safe environment. No student is expected to have a particular religious view, this subject is designed for those of any faith and of none.

Using the Derbyshire Agreed Syllabus as a starting point and building on some KS2 topics within the Agreed Syllabus, based on consolidation, practice and recall. The KS3 curriculum is knowledge rich giving the students the ability to explain using quotes and religious references, compare and contrast both within religions and between religions and ultimately be able to evaluate and express their own views on issues and topics that are relevant to their lives in 21st Century Britain. Students have opportunity to develop disciplinary knowledge (a bit like skills) in ways of knowing (theological, sociological and philosophical) and personal knowledge.

We teach beyond the specification requirements, whilst also ensuring students are well prepared to be successful in GCSE examinations. In Year 7 students learn about the monotheistic religions (religions that believe in one God) and how they all see their beginnings in the covenant promises of Abraham, investigating how Jesus then developed this understanding of monotheism and then how Muhammad adapted it and took it to the Arab people through the religion of Islam. Students have the chance at GCSE to visit places of worship as part of deepening their understanding of religion and faith being a lifestyle and not just an academic pursuit.

We help students to understand that in all jobs you need to work with people from a variety of backgrounds and different faiths, beliefs, views or perspectives. Being able to understand, empathise and work together is crucial in the world of work. Religious Education gives the skills required in a variety of jobs such as: working in the NHS; the civil service; youth and social work, advertising, investment and banking, law, politics, business, the creative industries, the charity sector and NGOs, publishing and journalism, and education.

How our Curriculum inducts students into the discipline of the subject:

Through the different ways of knowing students will be able to look at religion through three different lenses:

- theologically (the nature of God and religious belief)
- sociologically (how these beliefs impact the lives of the believers/followers of the religion or non-religions)
- philosophically (questioning the validity of the beliefs and claims using reasoned judgements, and how we come to those reasoned judgements.)

Students are then able to express personal knowledge showing awareness of how they might have come to their own views and values gaining the tools to question them and challenge them.

Year 11 Overview

Complete GCSE RE AQA course <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>

Half Term	Focus
1	Crime and Punishment - Paper 2 (Students will study religious views on issues such as: reasons for crime, treatments of criminals, death penalty and attitudes to forgiveness.)
2	Christian Practices - Paper 1 and Revision for Mock (Students will study Christian practices such as: baptism, communion, worship, prayer and helping the local community.)
3	Mock Feedback and Religion and Life - Paper 2 (Students will study religious views on issues such as: origins of the universe and human life, stewardship, treatment and use of animals, abortion, and euthanasia.)
4	Bespoke revision based on Mock results (Students will revise key areas that have been highlighted from mock results.)
5	Bespoke revision based on Mock results and GCSE exam.
6	Course is completed.

Homework

- One piece of written homework a week that should take 30mins.
- A daily question revision sheet, should take no more than 10 minutes.

Useful resources:

- <https://www.youtube.com/watch?v=M9b-vwFn4Aw&t=11s> Christianity Beliefs
- <https://www.youtube.com/watch?v=XlrKz3G4PIE> Christian Practices part 1
- <https://www.youtube.com/watch?v=nMV6EryECY8&t=3s> Christian Practices part 2
- <https://www.youtube.com/watch?v=4r05CnLifu8&t=1s> – covers three of the Themes (Relationships and Families, Religion and Life and Crime and Punishment, does not cover Peace and Conflict)

Assessment

Synoptic and end of topic assessment for all topics.

Two mock exams one in November and one in January

Mini-mocks in the run up to the GCSE exams: Paper 1: 13th May 2025 and Paper 2: 21st May 2025

Year 10 Overview

Start GCSE RE AQA course <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance>

Half Term	Focus
1	Christian Beliefs – Paper 1 (Students will study key Christian beliefs such as: nature of God, Trinity, creation, resurrection, crucifixion, ascension, and salvation.)
2	Muslim Beliefs – Paper 1 (Students will study key Muslim beliefs such as: nature of Allah, tawhid, angels, predestination, life after death, prophethood and imamate and the holy books.)
3	Peace and Conflict – Paper 2 (Students will study religious views on issues such as: violence, violent protest, reasons for war, nuclear weapons, just war, holy war, pacifism, and how religious people help victims of war.)
4	Relationships and Families - Paper 2 (Students will study religious views on issues such as: human sexuality, sex before and outside of marriage, contraception, marriage, divorce, families, and gender equality.)
5	Muslim Practices - Paper 1 (Students will study key Muslim practices such as: the five pillars, salah, sawm, zakah, hajj, jihad, and festivals)
6	Revision and Mock for Year 10

Homework

One piece of written homework a week that should take 30mins.

Useful resources:

<https://www.youtube.com/watch?v=M9b-vwFn4Aw&t=11s>
Christianity Beliefs
<https://www.youtube.com/watch?v=4r05CnLifu8&t=1s> – covers three of the Themes (Relationships and Families, Religion and Life and Crime and Punishment, does not cover Peace and Conflict)

Assessment

Synoptic and end of topic assessments for all topics.
One mock exam in June/July
Mini mocks in the run up to the Summer Mock

Year 9 Overview

In Year 9 students tackle philosophical questions such as: do we need to prove the existence of God? Can the problem of evil be solved? What are different views on life after death?

Half Term	Focus
1	Do we need to prove the existence of God? (Students will study the following arguments for the existence of God: Design Argument and Causation Argument with criticisms to both. Next, they will study the arguments for and against Religious Experience as an argument for the existence of God.)
2	Do we need to prove the existence of God? (Students will study scientific theories of how the world was made and the religious responses to those theories, before bringing together all the different arguments learnt over the term and deciding whether we can prove the existence of God.)
3	Can the problem of suffering be solved? (Students will study the evidential problem of evil and the free will defence response and Hick's soul-making theodicy.)
4	Can the problem of suffering be solved? (Students will study the Holocaust and the different ways in impacted individuals' faith in the Jewish community.)
5	What are different views on death? (Students will study Christian views on life after death and the Dharmic faiths views on life after death, investigating similarities and differences.)
6	What are different views on death? (Students will study non-religious views on life after death and humanist views on death.)

Homework

Fortnightly homework that should take 30mins to complete

Useful resources:

- Design theory - <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/3>
- Causation Theory - <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/2>
- Religious experience - <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/4>
- Evidential problem of evil - <https://www.bbc.co.uk/bitesize/guides/zv93rwx/revision/5>
- Free will - <https://www.bbc.co.uk/bitesize/guides/zct68mn/revision/2>
- Hick's Soul Making - <https://www.bbc.co.uk/bitesize/guides/zct68mn/revision/3>
- Hinduism life after death - <https://www.bbc.co.uk/bitesize/guides/zx3pjty/revision/1>
- Sikhism life after death – <https://www.bbc.co.uk/bitesize/guides/zx4ky4j/revision/3>
- Buddhism life after death – <https://www.bbc.co.uk/bitesize/guides/zyhmk2p/revision/1>

Assessment

Diagnostic assessments during the mid-point of the topic
Summative synoptic assessments at the end of Term 2, 4 and 6.

Year 8 Overview

In Year 8 students study different laws and rules that religious people follow and how these rules might help religious people make good choices. Next students investigate what humanism is and how it is impacting Britain today. Finally, students look at the complexities of growing up as a religious teen in the UK.

Half Term	Focus
1	What are the main laws/rules that religious people follow? (Students will study the laws/rules of the 5 precepts, eightfold path and ten commandments. Looking at similarities and differences.)
2	How does those laws help religious people make good choices? (Students will then apply the laws/rules to scenarios and moral dilemmas to investigate how the laws might impact how religious people behave and act.)
3	What is humanism and how is it impacting Britain today? (Students study humanist's beliefs such as hedonism and eudaimonia, and how the lack of belief in the afterlife might impact the way that humanist conduct funerals.)
4	What is humanism and how is it impacting Britain today? (Students study data on belief in the UK and answer whether the UK is becoming a more agnostic and atheist country.)
5	What are the complexities of being religious in the U.K? (Students study both the complexities and benefits of growing up as a Sikh teen in the UK)
6	What are the complexities of being religious in the U.K? (Students study both the complexities and benefits of growing up as a Muslim teen in the UK.)

Homework

Fortnightly homework that should take 30mins to complete

Useful resources:

- Five precepts - <https://www.bbc.co.uk/bitesize/guides/zkdbcj6/revision/5>
- Eightfold Path- <https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/3>
- 10 commandments - <https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/3>
- Hedonism - <https://www.bbc.co.uk/ideas/videos/hedonism-how-to-live-a-hedonistic-life/p05w1n2>
- Humanist funerals - <https://www.bbc.co.uk/bitesize/guides/zwstxfr/revision/7>
- Life as a Sikh teen - <https://www.bbc.co.uk/bitesize/articles/znpq47h>
- Life as a Muslim teen - <https://www.bbc.co.uk/bitesize/articles/znhjctq>

Assessment

Diagnostic assessments during the mid-point of the topic
Summative synoptic assessments at the end of Term 2, 4 and 6.

Year 7 Overview

Students begin their RE journey by studying the monotheistic faiths. Starting with Judaism and the covenant between Abraham and God, we look at how those promises impact people of the Jewish faith today. Next students see how Jesus further developed monotheism and investigate whether Jesus was the Messiah. Students then end with studying how Muhammad took the idea of monotheism to the Arab people and whether he was a good role model.

Half Term	Focus
1	Why is Judaism the first monotheistic religion and how does belief in One God influence the Jewish people today? (Students will study the covenant made between God and Abraham and how it impacts Jewish communities today through the ceremonies of Brit Milah and Bar/Bat Mitzvah.)
2	Why is Judaism the first monotheistic religion and how does belief in One God influence the Jewish people today? (Students study the story of the Exodus and how that still impacts Jewish communities today through the Seder Meal.)
3	Was Jesus the Jewish Messiah? (Students begin by studying Isaiah's prophesy of a Jewish Messiah and then look at the life of Jesus to decide if they think he is the Messiah.)
4	Was Jesus the Jewish Messiah? (Students begin by studying Isaiah's prophesy of a Jewish Messiah and then look at the life of Jesus to decide if they think he is the Messiah.)
5	How did Muhammad clarify monotheism and was he a good role model? (Students will study the life of Muhammad and main events in his life. They will investigate the night of power, the rules he introduced in Madinah.)
6	How did Muhammad clarify monotheism and was he a good role model? (Students will study Muhammad's views on war and decide if he was a good role model for people to follow.)

Homework

Fortnightly homework that should take 30mins to complete

Useful resources:

- Abraham covenant - <https://www.bbc.co.uk/bitesize/guides/zppnqhv/revision/2>
- Brit Milah - <https://www.bbc.co.uk/bitesize/guides/zppnqhv/revision/4>
- Seder Meal - <https://www.bbc.co.uk/bitesize/articles/zn22382>
- Messiah - <https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/4>
- Nativity - <https://www.bbc.co.uk/bitesize/articles/zb2kqyc>
- Good Samaritan - <https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/6>
- Resurrection of Jesus - <https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/6>
- Jesus as Messiah - <https://www.bbc.co.uk/bitesize/guides/zxnpjty/revision/4>
- Muhammad's life - <https://www.bbc.co.uk/bitesize/guides/zd6w7p3/revision/3>

Assessment

Diagnostic assessments during the mid-point of the topic
Summative synoptic assessments at the end of Term 2, 4 and 6.

