

# Religious Education (RE)

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**Curriculum Intent:** Through RE in Tapton we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both local and global. Our students will learn key beliefs from major world religions, with particular focus on the main religious tradition of the country to reflect on the historical context of Great Britain. Our ultimate goal is to create and nurture an intellectual curiosity in students to develop a love of learning and an understanding of the role of the subject within the curriculum.

	Core Knowledge	Procedural Knowledge
<b>Autumn</b>	<p><b>Topics:</b></p> <p>Where can young people find wisdom by which to live? (Abraham, Muhammad, Malala Yousafzai and Guru Nanak).</p> <p>Theological and Philosophical Lenses.</p>	<p><b>Students will:</b></p> <p>Understand and interpret religious texts - Theological lens.</p> <p>Analyse the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses.</p>
<b>Spring</b>	<p><b>Topics:</b></p> <p>Good, bad; right, wrong: How do I decide? (Religious and non-religious ethical systems).</p> <p>Philosophical and Theological Lenses.</p>	<p><b>Students will:</b></p> <p>Understand and interpret religious texts - Theological lens.</p> <p>Analyse the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses.</p>
<b>Summer</b>	<p><b>Topics:</b></p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>Theological and Sociological Lenses.</p>	<p><b>Students will:</b></p> <p>Understand and interpret religious texts - Theological lens.</p> <p>Analyse the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses.</p>

## Homework:

Homework will be set on Satchel: One homework for every six hours taught  
Homework will comprise revision for key word tests and assessment preparation.

## Assessment:

Throughout the year students will be assessed in lesson and via their homework through verbal questioning, Key word tests and retrieval quizzes  
There are also two formal assessments in class during the assessment weeks

## Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity, and cooperate.  
Promote inclusivity and diversity  
Prepare for future success in education employment and training  
Reflect on own beliefs and spiritual development.  
Recognising the difference between right and wrong  
Practise a range of social skills  
Understand a wide range of cultural influences.

**How is my knowledge further developed in Year 9?**

All units in Year 7 and 8 are designed to equip students with the knowledge, understanding and skills to tackle GCSE content in Year 9 with confidence.

The focus on wisdom in both Years 7 & 8 and moral philosophy in Year 8 prepares students to tackle the ethical elements of the GCSE which builds on their understanding of sources of wisdom and moral authority. This together with their understanding of the personal and disciplinary lenses employed prepares them to appreciate the rich diversity of the lived experience of believers and non-believers, including diversity within individual faiths which is required at GCSE level. Having considered the features of religious and non-religious ethical guidance in Unit Two and applying these to ethical issues in an age-appropriate way, students can approach the application of religious teachings and moral principles in an increasingly sophisticated fashion as the GCSE course progresses. Unit three in Y8 gives students insight into how and why Sikhs remember God. They will analyse Guru Nanak's words in the Mool Mantar and what these say about Sikh beliefs about God as well as exploring Guru Nanak's teaching about equality and how Sikhs put these teachings into practice today. The concepts of equality and community are further developed and explored from other faith perspectives in GCSE topics studied in Year 9, such as Marriage and Family and Muslim Beliefs.