



## Curriculum Intent Overview

KS3 RE aims to promote the spiritual, moral, cultural, mental and physical development of students at the school, and prepare them for the opportunities, responsibilities and experiences of later life. We will enable students to achieve this by asking challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. We also develop students' knowledge and understanding of Christianity and other principal religions, including traditions and beliefs, and the influence of religion on individuals, families, communities and cultures. Our curriculum encourages students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

## Year 7

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Festivals	Students will investigate the features of festivals, both religious and non-religious. They will then explore key religious festivals across the faiths, including why and how they are celebrated.	<ul style="list-style-type: none"><li>• Festivals studied in the UK</li><li>• How people celebrate differently</li><li>• Knowledge of 5 major religions</li></ul>	<ul style="list-style-type: none"><li>• Subject terminology within religions e.g. Wesak, Hanukah etc,</li><li>• Symbolism within Religious Festivals.</li><li>• How festivals link to religious beliefs.</li></ul>
Islam	This unit focuses on the key features of Islam, including the Five Pillars and why Muslims make a pilgrimage to Mecca as part of Hajj. Contemporary issues surrounding Muslims are then explored.	<ul style="list-style-type: none"><li>• Basic knowledge of Islam</li><li>• How people are stereotyped and how this can be harmful</li><li>• How Islam is a popular religion in the UK.</li></ul>	<ul style="list-style-type: none"><li>• Challenging misconceptions about Islamic beliefs i.e. religious clothing, the meaning behind the religion.</li><li>• Specific Islamic beliefs and why they are important to Muslims</li><li>• Subject terminology e.g. Qur'an, Hajj etc.</li></ul>
Sikhism	This unit focuses on newest religion of Sikhism, including its origins and the 5 K's. It includes a	<ul style="list-style-type: none"><li>• How beliefs influence action within religion</li></ul>	<ul style="list-style-type: none"><li>• Specific beliefs that separate Sikhism from other religions</li></ul>

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	case study of the Golden Temple of Amritsar in India and an investigation into Sikhs in Britain today.	<ul style="list-style-type: none"><li>• Knowledge about Vaisakhi</li><li>• Sikhism as a major world religion</li></ul>	<ul style="list-style-type: none"><li>• Sikhism in Britain and the History of Sikhism</li><li>• The importance of their place of worship within the wider community.</li></ul>
Christianity (Life of Jesus)	This unit focuses on the Christian teachings surrounding Jesus; miracles, teachings, his death and his resurrection.	<ul style="list-style-type: none"><li>• Basic knowledge of Christianity</li><li>• Basic knowledge on the importance of Jesus for Christians</li><li>• Important events for Christians.</li></ul>	<ul style="list-style-type: none"><li>• Reading and interpreting religious texts</li><li>• Inferring meaning behind stories about Jesus</li><li>• Connecting the links between Christianity and other religious beliefs.</li></ul>

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Year 8

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Religious Founders and Leaders	This unit focuses on key religious leaders and questions the attributes of a good leader... along with the attributes of a notorious leader! There is also an exploration of female leaders.	<ul style="list-style-type: none"> <li>• Basic knowledge of the religious leaders involved</li> <li>• Knowledge of the religion behind the leaders</li> <li>• Knowledge on important qualities for leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to reason for another perspective</li> <li>• Comparisons between leaders.</li> <li>• Difficult Philosophical questions e.g. "Can a bad person be a good leader"</li> </ul>
Just War	Students investigate 'just war' principles, and apply these to examples of conflicts. Christian views of war are also explored, along with protest songs during the Vietnam War.	<ul style="list-style-type: none"> <li>• Ability to form a reasoned judgement</li> <li>• Ability to argue from another perspective</li> <li>• Understanding of Christian views.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of case studies of war</li> <li>• Knowledge of key concepts such as Pacifism and the Just War Theory</li> <li>• Examples of key figures such as Desmond Doss, Martin Luther King.</li> </ul>
Prejudice and Discrimination	This unit largely focuses on the civil rights movement in the USA, but broadens out to methods of protest and other key individuals who have fought for civil rights around the world.	<ul style="list-style-type: none"> <li>• Basic knowledge of MLK/ Rosa Parks</li> <li>• Understanding of British Values</li> <li>• Understanding of types of Discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific examples within the Civil Rights Movement</li> <li>• Development of empathy to those who suffered injustice/ discrimination</li> <li>• Skills of evaluating and forming reasoned judgements.</li> </ul>
Morality	This unit focuses on morals and how the main religions guide followers in key moral dilemmas. The question of whether a person can lead a morally sound life without religion is also explored.	<ul style="list-style-type: none"> <li>• Certain knowledge on moral dilemmas</li> <li>• Knowledge on 5 major religions</li> <li>• Interpreting religious texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Ethics, and different approaches to ethical issues</li> <li>• Subject terminology</li> <li>• How to make reasoned judgements on ethical topics whilst being sensitive to others.</li> </ul>

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Year 9

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
The Holocaust	This unit focuses on Jewish life and identity prior to the Holocaust, then the persecution Jews experienced in Germany / Europe in the build up to the Holocaust. It also examines the role of rescuers such as the Kindertransport scheme and Oskar Schindler.	<ul style="list-style-type: none"><li>• Understanding of Prejudice and Discrimination</li><li>• Empathy skills</li><li>• Knowledge of Jewish beliefs.</li></ul>	<ul style="list-style-type: none"><li>• Detailed knowledge of the events of the Holocaust.</li><li>• Introduction of subject terminology such as Rehumanise, Rescuers etc.</li><li>• The importance of learning about the Holocaust and what we should learn from the events.</li></ul>
Medical Ethics	After a brief introduction to medical ethics, students study religious and non-religious attitudes to key issues in society. Attitudes are compared and students debate these key issues in the classroom.	<ul style="list-style-type: none"><li>• Understanding of Ethics and Moral Dilemmas</li><li>• Religious approaches to ethical issues</li><li>• How to form a reasoned judgement</li></ul>	<ul style="list-style-type: none"><li>• Case studies within the Medical field.</li><li>• Religious and non-religious approaches to these issues</li><li>• The law in the UK and around the world on these contemporary issues.</li></ul>
Crime	This unit focuses on why people commit crime with the 'nature vs nurture' argument. It also focuses on the criminal justice system, with custodial sentencing and the ethics of prisons explored. Christian attitudes to crime and punishment are also investigated.	<ul style="list-style-type: none"><li>• Evaluation skills</li><li>• Knowledge of Christian views.</li><li>• Subject terminology</li></ul>	<ul style="list-style-type: none"><li>• Introduction of case studies to provoke students debating skills</li><li>• Focus on Christian and Buddhist teachings on Crime and Punishment</li><li>• Introduction of key terms needed for GCSE e.g. Retribution, Deterrence, Reformation.</li></ul>



## KS4 Courses Overview

At KS4, we study Christianity as the main tradition in the UK, and explore different denominations within Christianity both traditional and liberal. In addition, we study Buddhism, including how the religion originated, how its practiced around the world, and what the core beliefs and values are. Students are expected to use specific subject terminology to describe beliefs and practices within both religions and the students' knowledge of religions is further developed by reading key religious texts and scriptures. In component 2, we explore Thematic Studies, which involves delving into contemporary issues within Britain. Students are asked to form their own judgement on these issues, and consider both religious and non-religious perspectives. By studying RE, students will reflect on and develop their own values, beliefs and attitudes and this will encourage them to become open-minded, tolerant and respectful adults.

## Year 10

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Christianity (Beliefs and Practices)	An in-depth study of the diverse traditions and beliefs of Christianity, both traditionally and in the 21 <sup>st</sup> Century. Students focus on how the faith influences their actions, and how sources of wisdom and authority are interpreted.	<ul style="list-style-type: none"> <li>Analysing religious texts</li> <li>Basic of Christianity</li> <li>Subject terminology used throughout KS3.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of denominations within Christianity</li> <li>Traditional and Liberal views</li> <li>How faith influences actions</li> </ul>
Thematic Studies: Relationships and Families	A study of religious and Philosophical arguments to issues such as Contraception, Sexuality and Relationships, Gender Equality and the purpose of Families. Students are encouraged to give their own opinions and compare with religious and non-religious views.	<ul style="list-style-type: none"> <li>Basic of Christianity</li> <li>Subject terminology used throughout KS3.</li> <li>Evaluation skills on how to form reasoned judgments</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of religious and non-religious views on this topic</li> <li>Specific terminology of references and sources of authority.</li> <li>Comparison of Buddhist and Christian approaches to these issues.</li> </ul>

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Thematic Studies: Religion, Peace and Conflict	Students study how to explain contrasting beliefs on Violence, Weapons of Mass Destruction and Pacifism, with reference to Christianity, Buddhism, and Atheist views. There is a focus on Conflict in the 21 <sup>st</sup> Century and responses to victims of war.	<ul style="list-style-type: none"> <li>• Evaluation skills on how to form reasoned judgments</li> <li>• Basic of Christianity and key thinkers from the Just War topic</li> <li>• Subject terminology used throughout KS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of religious and non-religious views on this topic</li> <li>• Specific terminology of references and sources of authority.</li> <li>• Comparison of Buddhist and Christian approaches to these issues.</li> </ul>
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## Year 11

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Buddhism (Beliefs and Practices)	An in-depth study of Buddhism, including its history and how it has become more popular in Western Society. Students study a range of Buddhist perspectives including Theravada, Mahayana, Zen and Pure Land.	<ul style="list-style-type: none"> <li>• Retrieval of Buddhism from Y7 Festival and Y8 Founders and Leaders</li> <li>• Analysing and interpreting religious texts</li> <li>• How to compare beliefs branches of the religion</li> </ul>	<ul style="list-style-type: none"> <li>• In depth study of Buddhist beliefs and practices</li> <li>• How Buddhism has developed up to the 21<sup>st</sup> century</li> <li>• Specific terminology of references and sources of authority.</li> </ul>
Thematic Studies: Crime and Punishment	This unit explores the ethics of crime and punishment, and how different perspectives respond to it. For example, a debate is had about the death penalty, corporal punishment and forgiveness. Students will also study the causes of crime, and what the purpose of punishment should be; to deter, bring justice or to rehabilitate?	<ul style="list-style-type: none"> <li>• Analysing religious texts</li> <li>• In depth knowledge of Christianity and Buddhism</li> <li>• Retrieval from Y9 Crime and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of case studies to provoke students debating skills</li> <li>• Focus on Christian and Buddhist teachings on Crime and Punishment</li> <li>• Introduction of key terms needed for GCSE e.g. Retribution, Deterrence, Reformation.</li> </ul>
Thematic Studies: Religion and Life	This unit covers a wide range of ethical issues that are apparent in contemporary society.	<ul style="list-style-type: none"> <li>• Analysing religious texts</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of religious and non-religious views on this topic</li> </ul>

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Students debate over Abortion, Euthanasia, Animal experimentation and the origins of human life. Alongside their own views, students are asked to evaluate religious, and non-religious views to these ethical dilemmas.

- In depth knowledge of Christianity and Buddhism
- Retrieval from Y8/Y9 introduction to Ethics topics.

- Specific terminology of references and sources of authority.
- Comparison of Buddhist and Christian approaches to these issues.



## KS5 Courses Overview

At KS5, we are introduced to Philosophy of Religion, and conduct further exploration of Ethics and Buddhism. Students gain skills in critical analysis and learn how to form a philosophical argument. Using these skills, students then compare different perspectives, both religious and non-religious, and apply these views to contemporary issues.

In component B, students complete an in-depth study of Buddhism, learning their values, beliefs and practices both historically and in the 21<sup>st</sup> Century. Students will also use their knowledge of Buddhism to tackle contemporary topics such as Gender and Sexuality, Migration and Pluralism and Secularisation. Finally, the course also expects students to combine both components of the course to answer questions about the Dialogue between Philosophy and Ethics, and Buddhism. Students will use their prior knowledge to form an essay considering how compatible the two are, thus demonstrating what they have learned.

## Year 12

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Section A: Philosophy of Religion	In the first year of this Unit, Students are introduced to a wide range of Philosophical issues. Students develop their understanding of significant figures in Philosophy such as Plato, Aristotle, Aquinas and Kant and learn how to form a conclusive argument. Student also consider responses to Evil and Suffering in the world, and analyse the credibility of accounts of Religious Experiences.	<ul style="list-style-type: none"><li>• Ability to form a reasoned judgement based on evidence</li><li>• Ability to analyse and interpret texts</li><li>• Ability to question assumptions and identify errors in theories.</li><li>• Strong ability in essay writing</li></ul>	<ul style="list-style-type: none"><li>• Introduction to key Philosophical thinkers through History.</li><li>• Skills in Critical Analysis</li><li>• Subject terminology to help form a Philosophical argument.</li></ul>



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Section B: Ethics and Religion	In the first year of this unit, students study Normative Ethics. Students are introduced to Natural Moral Law, Situation Ethics and Virtue Ethics. After this, the conversation turns to application of these theories to ethical issues concerning both humans and animals. Students also study the concept of Free Will and moral responsibility, and deliberate over the existence of the Conscience.	<ul style="list-style-type: none"> <li>• Skills of Empathy and tolerance</li> <li>• Knowledge of Contemporary ethical issues</li> <li>• Strong ability in essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to key Ethical thinkers through History from Ancient Greece to 21<sup>st</sup> Century.</li> <li>• Skills in Critical Analysis</li> <li>• Subject terminology to help form a Philosophical argument when approaching Ethics.</li> </ul>
Study of Religion and Dialogues A : Buddhism	In Year 1, the focus is on Buddhism. Students study aspects of the religious beliefs, teachings, values and practices of Buddhism, and the different ways these are expressed in the lives of individuals, communities and societies.	<ul style="list-style-type: none"> <li>• Ability to analyse and interpret texts</li> <li>• Ability to form a reasoned judgement based on evidence</li> <li>• Skills of Empathy and tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• In depth study of the foundations of Buddhism</li> <li>• Ability to analyse and interpret Buddhism texts from a wide range of sources</li> <li>• Ability to compare scholarly views on Buddhism and form own judgments.</li> </ul>

## Year 13

Unit Title	Unit Overview	Prior Knowledge / skills	New Learning
Section A: Philosophy of Religion	In Year 2 Philosophy, Students use their newly acquired skills in Meta-Physics. There is an exploration of Religious Language, and how meaningful it is. There is also a topic of Self, Death and the Afterlife in which students are faced with questions about the existence of	<ul style="list-style-type: none"> <li>• Knowledge of key Philosophical thinkers through History.</li> <li>• Skills in Critical Analysis</li> <li>• Subject terminology and ability to form a Philosophical argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of the use of Religious language and a comparison/ evaluation of thinkers in this topic</li> <li>• Knowledge on Psychological, Sociological and scientific views on the Soul, death and the afterlife.</li> </ul>

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	the Soul, it's relationships with the physical body, and what happens after death.		<ul style="list-style-type: none"> <li>• Imbedding the terminology further within essays and using prior knowledge to compare ideas and form own conclusions.</li> </ul>
Section B: Ethics and Religion	An introduction to Meta-ethics and the meaning of right and wrong. There is a critical analysis of Ethical theories both Contemporary, and Traditional. Students also compare ideas from two key philosophers; Bentham and Kant, and consider how far these theories are consistent with moral decision making.	<ul style="list-style-type: none"> <li>• Introduction to key Ethical thinkers through History from Ancient Greece to 21<sup>st</sup> Century.</li> <li>• Skills in Critical Analysis Subject terminology to help form a Philosophical argument when approaching Ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge on Psychological, Sociological and scientific views on the the conscience and concept of Free Will.</li> <li>• Imbedding the terminology further within essays and using prior knowledge to compare ideas and form own conclusions.</li> <li>• Critically analysing new ethical theories.</li> </ul>
Study of Religion B: and Dialogues: Buddhism	After studying both Philosophy and Ethics and Buddhism, the conclusive part of this course is the Dialogues between the two. Students use their knowledge to focus on the connections between various elements of the course to develop breadth and depth in their understanding. There is a study of the dialogue between Buddhism, and Philosophy including how developments in belief have, over time, influenced and been influenced by the philosophical studies of religion. Secondly, the dialogue between Buddhism and Ethics: how developments in belief have influenced and been influenced by ethical studies	<ul style="list-style-type: none"> <li>• In depth study of the foundations of Buddhism</li> <li>• Ability to analyse and interpret Buddhism texts from a wide range of sources</li> <li>• Ability to compare scholarly views on Buddhism and form own judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying knowledge of Buddhism to contemporary topics such as Migration and Pluralism, Science, and Religious Identity</li> <li>• Using all prior knowledge and skills to create a Dialogue between Philosophy and Ethics, and Buddhism.</li> <li>• Applying knowledge and skills to form essays demonstrating knowledge, and critically analysing concepts in order to make an informed judgement.</li> </ul>