



## **INTENT:**

In RE at Langdon Park ‘we inspire students to be confident, inclusive and analytical learners who show respect and kindness towards all individuals’. This is in line with the schools 4 BE’s ( Professionalism, Inclusion, Curriculum and Pedagogy), and the schools core purpose (to ensure that every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community).

As a department, we have a rich carefully sequenced curriculum which intends to:

- Engage, inspire, challenge and encourage pupils.
- Develop an awareness of both religious and non religious beliefs and approaches
- Allow students to connect learning from outside the classroom and make connections with prior learning
- Equip learners them with the knowledge and skills to answer challenging questions. Studying Religious Education enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues.
- Explore the role and impact of religious and non religious views on contemporary issues.
- Make links between the beliefs, practices and value systems of a range of faiths and world-views.
- Encourage students to develop responsibility, tolerance and respect for all aspects of diversity, whether it be social, cultural or religious

## **IMPLEMENTATION:.**

The curriculum has been adapted to ensure that students have the opportunity to recapture prior learning and link with new information. Links are drawn between KS3 and KS4 to ensure the next outcome for our students.

In KS3 there is a specific focus for each year and units are informed and designed depending on this and the local SACRE. Currently we are in the process of further making our units more research informed as well. For example in Year 8, leaders have started looking at incorporating elements of Andy Wright’s critical realism approach across Unit 1 and 2 (*Prospects for Religious Literacy*, 1993) .

### **Current KS3 Curriculum: How is our curriculum organised and why?**

**Year 7: Abrahamic Faiths** (this year focuses on students extending their knowledge from KS2 ) during which students are expected to have learnt about Christianity and its impact based on the National Curriculum. Students focus primarily on the Abrahamic Faiths in a chronological order this year to understand all faiths from a historical context, drawing cross curricular links. Furthermore, through comparing the different faiths, students begin to learn and develop vital transferrable skills such as evaluation.

**Year 8: The evolution of religion.** This year students learn about how religion has evolved not only in THE UK but across the world as well through looking at non traditional world religions. Students also look at the impact of secularisation and non religious points of view by exploring Humanism and applying this to a range of Ultimate questions too. Inthis year, students are asked to on many

occasions compare this with preexisting knowledge of the Abrahamic Faiths and draw links. Many of the Ultimate questions also focus on drawing links with these faiths which enable students to: develop existing learning and learn key concepts that will be revisited at a deeper level in KS4. There is also an emphasis on the impact of religion in the contemporary society in the UK (i.e the British values) and on a more global context.

**Year 9: Consolidation, Reflection and Preparation** This year students learn RE during HT4, HT5 and HT6. This was introduced in the academic year of 2021 -2022 to ensure curriculums are better sequenced and to further prepare students for learning in KS3. Students start learning with the Buddhism unit which has been recommended by the Tower Hamlets Scare and is highly philosophical. This enables them to once again follow on critical thinking approaches from year 8 and draw comparisons from more established religions which were studied in Year 7. The next two units of work (thematic issues and Reflection and GCSE Preparation unit) focused on exploring topical issues centred on certain themes and consolidating learning in this key stage. To further prepare for KS4 learning, students also look at issues from the lens of non-religious views and Islam and Christianity.

### **Current KS4 Curriculum:**

In Key Stage 4 the learning is built on from KS3 to deepen their understanding of the relationship between people and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. At Langdon Park we follow the Edexcel B exam board and students are required to learn about Christianity and one other religion in thorough detail. At Langdon Park we have chosen Islam as our second religion as we have found that this was a religion students demonstrated a greater interest in when developing their knowledge of religion. Furthermore, we find that through Religious education we have the opportunity to further address misconceptions and ensure that students' knowledge and understanding is based on teaching as opposed to unverified sources.

**By the end of Key Stage 4** pupils will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. Pupils will be able to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving religious, non-religious and personal views. Pupils will be able to explain in detail how religious teachings in both Christianity and Islam can be applied to contemporary moral issues such as euthanasia, abortion, abuse of the world and the use of capital punishment. They will know how religious organisations support the global problems of injustice and poverty and link religious teachings to these issues. Pupils will be able to confidently articulate justified opinions on issues giving personal, religious and non-religious views.

One of the key areas of development for students in KS4 is ensuring they are able to eloquently express and articulate their views in a convincing manner whilst also acknowledging other opinions as well. The ability to weigh the strength and validity of arguments was also an area which required improvement. To address this, we have ensure that all lessons have incorporated some form of extended writing and/ or debate. Furthermore, the use of the visualizer to complete live marking and modelling has also ensured learners are leaving KS3 with better writing skills.

### **IMPACT**

The curriculum has been carefully planned and sequenced in line with Statutory requirements and as per recommendation with the Tower Hamlets Sacre. In line with our school and departmental vision, the impact of RE at LPS is the following:

- Students are aware of the importance of religious and non religious approaches in the UK and on a wider global context.

- Students are taught about the Universal Values and this is consistently linked with religion
- Students are able to eloquently express and articulate their views in a convincing manner whilst also acknowledging other opinions as well.
- Students understand, appreciate and respect the role of contrasting beliefs and views in a multi-faith and multi cultural society.

## Current Plan for KS3 RE from September 2022 onwards

Year	HT1 (September – October Half term)	HT2 (November – December end of term)	HT3 (January –February half term holiday):RE
Year 7	<u>Abrahamic Faiths Year</u>  <b>Judaism</b> 1)Introduction to Judaism 2) Jewish Beliefs about God 3) Holy Books and the Synagogue ( <b>midpoint task-feedback next lesson</b> ) 4)The role of Abraham 5)Bar/Bat Mitzvah 6) Shabbat 7)Assessment lesson	<u>Abrahamic Faiths Year</u>  <b>Christianity</b> 1)Assessment Feedback and introduction to Christianity 2)Beliefs about God 3) Who was Jesus? ( <b>midpoint task-feedback next lesson</b> ) 4) The Bible 5) Festivals and Commandments 6) Assessment lesson and feedback  <u>Year 8</u>	<u>Abrahamic Faiths Year</u>  <b>Islam</b> 1)Introduction to Islam 2) Muslim Beliefs about God 3) Holy Books in Islam ( <b>midpoint task-feedback next lesson</b> ) 4)Prophet Muhammed 5)The Five Pillars of Islam 6)Assessment Lesson
Year	HT1 (September – October Half term)	HT2 (November – December end of term)	HT3 (January –February half term holiday):RE
Year	<u>The evolution of religion</u>	<u>The evolution of religion</u>	<u>The evolution of religion</u>  <b>Religion in</b>

<p><b>8</b></p>	<p><b>Humanism and Ultimate questions</b></p> <p>1)Introduction to Humanism</p> <p>2) Humanist Beliefs and Practices</p> <p>3) Introduction to Ultimate Questions <b>(midpoint task-feedback next lesson)</b></p> <p>4)UQ1</p> <p>5)UQ2</p> <p>6) UQ3</p> <p>7)Assessment and Assessment feedback lesson</p>	<p><b>Religions across the world</b></p> <p>1) Baha’i Faith</p> <p>2) Scientology</p> <p>3) Jainism</p> <p>4) Taoism <b>(midpoint task-feedback next lesson)</b></p> <p>5) Sufism</p> <p>6) Student presentations preparation</p> <p>7) Student presentations</p> <p><b><u>Year 9</u></b></p>	<p><b>contemporary society</b></p> <p>1)Role and impact of religion today</p> <p>2) Religion in the UK and British Values</p> <p>3) Religion and Poverty <b>(midpoint task-feedback next lesson)</b></p> <p>4)Environmental Stewardship</p> <p>5) Assessment Lesson</p> <p>6)Assessment Feedback Lesson</p>
<p><b>Year</b></p>	<p><b>HT1 (September – October Half term)</b></p>	<p><b>HT2 (November – December end of term)</b></p>	<p><b>HT3 (January –February half term holiday):RE</b></p>
<p><b>Ye a r  9</b></p>	<p><u>Consolidation and Preparation</u></p> <p><b>Buddhism</b></p> <p>1) Origins of Buddhism</p> <p>2)The three marks of existence and three</p>	<p><u>Consolidation and Preparation</u></p> <p><b>Thematic Issues in religion</b></p> <p>1.Beliefs on Life After Death</p>	<p><u>Consolidation and Preparation</u></p> <p><b>KS3 Consolidation and GCSE Preparation</b></p> <p>1)History of Christianity</p> <p>2) History of Islam</p>

	<p>jewels</p> <p>3)Four Noble Truths(<b>midpoint task-feedback next lesson</b>)</p> <p>4)Eightfold Path</p> <p>5)Buddhist Festivals and Worship</p> <p>6)Buddhist Holy text and Comparing religious views</p> <p>7) Assessment and Feedback lesson</p>	<p>2.Euthanasia</p> <p>3.Capital Punishment (<b>midpoint task-feedback next lesson</b>)</p> <p>4. Equality</p> <p>5. Divorce</p> <p>6.Essay writing skills and Revision Lesson</p> <p>7.Assessment and Assessment Feedback</p>	<p>3) Applying my learning – comparing beliefs about God (<b>midpoint task-feedback next lesson</b>)</p> <p>4) Applying my learning – comparing beliefs about Jesus</p> <p>5) Assessment and Assessment Feedback</p> <p>6)KS3 Reflection</p>
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## YEAR 10 LEARNING JOURNEY

*'In RE, we inspire students to be confident, inclusive and analytical learners who show respect and kindness towards all individuals'*

<b>Year 10 Learning Journey</b>	
<b>Autumn</b>	
<b>Term 1- How did some of the major themes in Christianity originate?</b>	<b>Term 2- Can there be choice and flexibility in how Christians practise their faith today?</b>
1.Introduction to GCSE RE and Christian Beliefs 2.The nature of God 3.Creation 4.The incarnation 5.The last days of Jesus's life ( <b>midpoint feedback lesson</b> ) 6.Atonement and salvation 7.Eschatology life after death 8.Evil and suffering and Solutions to evil and suffering 9.Revision and Assessment 10. Assessment feedback	1.Introduction To Living the Christian life and worship 2.Sacraments and the role of Sacraments 3.Nature and purpose of prayer 4.Pilgrimage 5.Celebrations ( <b>midpoint feedback lesson</b> ) 6.The future of the church 7.The local parish church 8.The worldwide church 9.Revision and Assessment 10. Assessment feedback
<b>Spring</b>	
<b>Term 3 – Are Christian explanations stronger than non religious views in matters of life and death ?</b>	<b>Term 4 - Are Christian explanations stronger than non religious views in matters of life and death</b>
1.Introduction to matters of life and death 2.Origins and value of the universe 3.The sanctity of life 4.Religious responses and Non religious theories to origins and value of the universe ( <b>midpoint feedback lesson</b> ) 5.Abortion and Christian and non religious attitudes to abortion	6. Christian and non-religious reasons for believing in Life after death 7. Non religious arguments against life after death 8.Euthanasia and attitudes to euthanasia 9.The natural world 10.Revision and Assessment
<b>Summer</b>	
<b>Term 5 – How can religious beliefs impact a Christians approach towards marriage and family?</b>	<b>Term 6 - How can religious beliefs impact a Christians approach towards marriage and family?</b>
1 Assessment feedback and Introduction to marriage and family 2.Marriage 3.Sexual relationships 4.Families and the role of the local parish 5. Contraception and different attitudes to Contraception ( <b>midpoint feedback lesson</b> ) 6.Divorce 7. Equality of men and women and Christian attitudes	8.Gender prejudice and discrimination 9..Revision and Assessment 10.Assessment feedback 11. Year 10 work experience 12. Year 10 Revision and Preparation for Year 11 (Paper 2) 13. Year 10 Revision and Preparation for Year 11 (Paper 2)
<b>Recommended reading:</b> Edexcel (exam board for GCSE RE at LPS) <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html</a> <b>Additional revision sites:</b> <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> Christianity Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/z6bw2hv">https://www.bbc.co.uk/bitesize/topics/z6bw2hv</a> <b>Revision world- Christianity</b> <a href="https://revisionworld.com/gcse-revision/rs-religious-studies/christianity">https://revisionworld.com/gcse-revision/rs-religious-studies/christianity</a> <b>Supplementary reading or revision guide:</b> Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide	<b>Places to visit:</b> <b>Victoria and Albert Museum</b> (They have exhibitions and artefacts linked to a range of religions such as Islam, Christianity, Judaism, Jainism etc.-free admission) <b>Extra reading</b> <a href="https://www.britannica.com/topic/Christianity">https://www.britannica.com/topic/Christianity</a> <b>Extra videos</b> <a href="https://www.youtube.com/watch?v=Qsnzwx5ggq4">https://www.youtube.com/watch?v=Qsnzwx5ggq4</a> <b>Videos:</b> National Geographic channel on Christianity <a href="https://www.youtube.com/watch?v=LvL3YXa0n2M">https://www.youtube.com/watch?v=LvL3YXa0n2M</a>

## YEAR 11 LEARNING JOURNEY

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<b>Year 11 Learning Journey</b>	
<b>Autumn</b>	
<b>Term 1- Do the similarities between Sunni and Shia Muslim beliefs outweigh the differences?</b>	<b>Term 2- Are beliefs and actions in Islam equally important for all Muslims?</b>
1.Introduction to Beliefs –The Six Articles of Sunni Islam and Five roots of Shia Islam 2.Nature of God 3.Risalah ( <b>midpoint feedback lesson</b> ) 6.Muslim holy books 7.Malaika 8.Al Qadr 9.Akhirah 10. Assessment	1. <b>Feedback</b> and Introduction to living a Muslim life 2. The Five Pillars of Islam and the 10 Obligatory Acts 3. Shahadah and Salah 4.Sawm ( <b>midpoint feedback lesson</b> ) 5. Jihad 6.Zakat and Khums 7.Hajj 8.Celebrations and commemorations 10. Assessment and Assessment feedback
<b>Spring</b>	
<b>Term 3 - How do Islamic teachings on crime and justice impact Muslim approaches towards forgiveness and punishment?</b>	<b>Term 4 - Why is peace significant in Islam and how are Muslim teachings about peace applied in the contemporary world?</b>
1. Introduction to crime and punishment and Justice 2.Crime 3.Muslim attitudes to good, evil and suffering 4. The aims of and attitudes to punishment ( <b>midpoint feedback lesson</b> ) 5.Forgiveness and 6.The treatment of criminals 7. Muslim and Non religious views on the Death Penalty 8.Revision and PPEs	1. <b>Feedback</b> and Introduction to peace and conflict 2.Muslim attitudes towards peace 3.The role of Muslims in peace-making 4.Attitudes to conflict( <b>midpoint feedback lesson</b> ) 5.Pacifism 6.Just war theory and 7. Holy war 8.Weapons of mass destruction 8.Issues surrounding conflict 9. Assessment
<b>Summer</b>	
<b>Term 5 –</b>	<b>Term 6 – GCSE examination period</b>
1.PPE Feedback 2.Year 11 Catch up or revision 3.Revision 4.Revision 5.Revision 6.Paper 1 7.Paper 2 8.End of Course	End of Course
<b>Recommended reading:</b> Edexcel (exam board for GCSE RE at LPS) <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.html</a> <b>Additional revision sites:</b> <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zb48q6f">https://www.bbc.co.uk/bitesize/subjects/zb48q6f</a> <a href="https://revisionworld.com/gcse-revision/rs-religious-studies">https://revisionworld.com/gcse-revision/rs-religious-studies</a> <b>Supplementary reading or revision guide:</b> Revise Edexcel GCSE (9-1) Religious Studies B, Christianity & Islam Revision Guide <a href="https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-five-pillars-of-islam">https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-five-pillars-of-islam</a>	<b>Places to visit:</b>  <b>East London Mosque</b> <a href="https://www.eastlondonmosque.org.uk/">https://www.eastlondonmosque.org.uk/</a>  <b>Victoria and Albert Museum</b> (They have exhibitions and artefacts linked to a range of religions such as Islam, Christianity, Judaism, Jainism etc.- free admission) <b>Videos:</b> <b>Introduction to Islam</b> <a href="https://www.youtube.com/watch?v=wgP_OSOS3IA">https://www.youtube.com/watch?v=wgP_OSOS3IA</a>