

## Curriculum vision and goals 2023-2024:

### **Key Stage 3:**

By the end of KS3 students will have gained an understanding of several of the world's main religions. In year 7 this is achieved by having a more thematic approach allowing for more engagement with the material and chunking the knowledge to reduce cognitive load. In Year 7 students will examine religion in the 21st Century, learning how religion shapes politics, arts, culture and law. Lack of understanding about religion can lead to intolerance, hatred, racism, conflict and war. Students will also learn about religious differences and similarities; polytheistic or monotheistic, symbols and meanings, identity and culture and places of worship. The main religion in Year 7 is Christianity.

In Year 8 the main religion focus is on Islam. Students also begin to study more in depth topics requiring students to develop their ideas and understanding. This will support them in Year 9 as they consider more abstract and ethical topics. The main religion studied in Year 9 is Buddhism. Students' substantive knowledge is supported by disciplinary knowledge, such as accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints. Students will also develop various styles of writing, e.g. describing, explaining, discussing, and evaluative writing.

### **Key Stage 4:**

In KS4 students are building upon their prior learning, applying their existing knowledge to create a much bigger schema and connecting various parcels of knowledge. Progress is demonstrated by the students simply knowing and understanding which in turn contributes to their overall subject literacy. Year 10 and 11 pathways A and B allow for a greater degree of flexibility on what topics are studied. This has allowed further accessibility to topics that are more engaging and relevant for our learners and link in with the school's ethos and values; to break down the barriers to learning and create a learning environment in which students are equipped with the personal skills and qualities to fulfil their potential and to go on to be as independent as possible. We aim for every student to reach the top and teaching is adapted to support all students.

This curriculum meets the aims of Leicestershire's agreed Syllabus and the National Curriculum for Religious Education in that it achieves the principal aim of religious education to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. While the agreed syllabus allows for a much greater degree of flexibility for special needs schools, the core tenets remain to meet Maplewell's expectation of high aspirations and 'can do' approach; students learning that their special educational needs and disabilities are challenges to overcome and not barriers that stand in their way and a 'stage not age' approach combines the acquisition and development of skills to create a purposeful and exciting curriculum for each student. Furthermore, the curriculum aims to achieve the school's ethos that all students have the right to see themselves represented in our curriculum. For that reason, a range of texts and examples are included in our curriculum which reflect the diversity of our students' backgrounds and values, including representations of different cultures, different relationships, gender, LGBT+, disabilities and additional needs.

	<b>Autumn term 1 (6 weeks)</b>	<b>Autumn term 2 (9 weeks)</b>	<b>Spring term 1 (6 weeks)</b>	<b>Spring term 2 (4 weeks)</b>	<b>Summer term 1 (7 weeks)</b>	<b>Summer term 2 (5 weeks)</b>
<b>Year 7</b>	<p><b>6 main religions:</b> <i>This is the first introduction to religion for many students and therefore what to provide a brief overview of what major religions have in common. It identifies the religions students will be studying over the course of Key Stage 3 and helps support learning by identifying common traits across the religions.</i></p>	<p><b>Celebrations and festivals:</b> <i>This unit continues the thematic approach started in the unit 6 main religions. It introduces the students to religions to be studied in Key Stage 3 and provides them with key knowledge upon which they can build and support future learning.</i></p>	<p><b>Christianity:</b> <i>This unit is the first to explore a major religion in detail. The previous units have introduced the religion to the students and they have some basic knowledge upon which to build. The unit also satisfies the national curriculum requirement that there is focus on the UK's main religion in Key Stage 3. The unit does not go into details in all aspects of beliefs and practices but reflects mostly on the influence of the religion and who Jesus was.</i></p>	<p><b>Christianity continued</b></p>	<p><b>Religious places:</b> <i>This is the final unit for Year 7 and continues the thematic approach of understanding religion by looking at specific features. The unit describes key features of religious places by comparison. By the end of Year 7 students have a better understanding of how religions share many characteristics.</i></p>	<p><b>Religious places</b></p>

Year 8						
<b>Year 8 (MLF, YY, AD and SS)</b>	<b>Attitudes to wealth and poverty:</b> <i>This unit is the first unit that students study that is not directly connected to religion. It does however, contain relevant and applicable ideas to religion such as inequality, the importance of helping others. It also encourages students not to take things at face value. Shelter</i>	<b>Attitudes to wealth and poverty</b>	<b>Religious and non-religious attitudes to crime:</b> <i>In this unit, students will consider what we understand by the word 'crime' and the difference between right and wrong and identify where our ideas of this come from. What reasons are behind criminal behaviour? Students will investigate some reasons why people might commit a crime. We will consider stereotypes and how we perceive those who commit crime and look at how not all follow these stereotypes. What is the role of the police in dealing with crime? We will look at the role of the police. Finally we will study what can communities do to help prevent crime?</i>	<b>Religious and non-religious attitudes to crime</b>	<b>Islam:</b> <i>This unit builds upon prior learning in Year 7 and contributes to student schema in religious literacy. The religion has the same roots as Christianity acting as a good foundation on which to start beliefs and practices. Students will study Islam around the world, the life and teachings of the prophet Muhammad and the importance of the Qu'ran in the religion.</i>	<b>Islam</b>
<b>Year 8 (DW, ES)</b>	<b>Festivals of the world:</b> <i>Students study Judaism as the foundation of the Abrahamic religions. This unit will focus on the Jewish practices and beliefs and will introduce students to the holy land and why it is considered to be holy. Students will also look at the conflict in the Middle East and why animosity exists between the religions.</i>	<b>Festivals of the world</b>	<b>Food and fasting:</b> <i>This unit utilises a thematic approach looking at various cultures and religions around the world and their attitude to food. While understanding the importance of food to sustain us, students study kosher food, the importance of Ramadan and its place in Islam, and for Hindus how food is used for celebration. This builds upon students existing schema about the religious practices and beliefs.</i>	<b>Food and fasting</b>	<b>Islam:</b> <i>This unit builds upon prior learning in Year 7 and contributes to student schema in religious literacy. The religion has the same roots as Christianity acting as a good foundation on which to start beliefs and practices. Students will study Islam around the world, the life and teachings of the prophet Muhammad and the importance of the Qu'ran in the religion.</i>	<b>Islam</b>

Year 9						
<b>Year 9 (SL, ST, SS)</b>	<b>Alternative religions:</b> <i>Students look beyond the traditional religions and examine 'alternative' religions such as Mormonism and Scientology. This unit challenges ideas that these religions are secretive cults and that people arrive at their beliefs for varying reasons and to what extent do these differ from the mainstream religions.</i>	<b>Alternative religions</b>	<b>Religion and Ethics:</b> <i>Students will examine ideas such as morality, decision making, and why people choose to keep the law. This unit will cover a variety of topics attempting to understand life's bigger questions: environmental ethics, animal rights, drug abuse, medical ethics, attitudes to victims of war and natural disasters.</i>	<b>Religion and Ethics</b>	<b>Equality in the UK:</b> <i>Students will study what is discrimination and prejudice and look at the effects of discrimination on individuals and groups within the UK. Students will also discuss how we ensure equality in the UK and the importance of equality legislation.</i>	<b>Equality in the UK</b>
<b>Year 9 (KI)</b>	<b>Looking after our world:</b> <i>The first 2 units for this pathway focus on the students' immediate and wider world. The first of the units focuses on how we, as humans, are responsible for the welfare of our planet and its wildlife. This gives students the wider understanding of the world around them and the ethics behind looking after the planet and acting as stewards.</i>	<b>Looking after our world</b>	<b>Supporting our local community:</b> <i>This builds on the knowledge of the first unit and narrows the scope of study from the wider world to focusing on our immediate communities. Students will examine how they can support their local communities through various initiatives as well as supporting the less fortunate in our neighbourhoods.</i>	<b>Supporting our local communities</b>	<b>Equality in the UK:</b> <i>Students will study what is discrimination and prejudice and look at the effects of discrimination on individuals and groups within the UK. Students will also discuss how we ensure equality in the UK and the importance of equality legislation.</i>	<b>Equality in the UK</b>

Year 10						
<b>Year 10 (All groups)</b>	<b>Religious beliefs about relationships and families:</b> <i>Christian and Islamic views on the purpose of family. The family as the basis of society. The family as protection for vulnerable members of society. Types of family including nuclear, extended, reconstituted, single parent. Nature and Purpose of Marriage - Students will learn Islamic and Christian views of marriage. Marriage vows. Marriage as a context for sexual relationships. Traditional views on heterosexual marriage, monogamy and polygamy. Students learn reasons for divorce. Christian views on divorce and remarriage including Roman Catholic, Anglican. Situation Ethics. Students learn historical development of views on same sex attraction in the UK to modern day. Christian teachings on same sex attraction and relationships. Islamic teachings on same sex attraction and relationships. Non-religious views (utilitarianism). Students learn the development of the law in the UK regarding civil partnerships and same sex marriage. Christian and Islamic views on same sex marriage.</i>	<b>Religious beliefs about relationships and families</b>	<b>Religious beliefs about Crime and punishment:</b> <i>In this unit students will study British law in the UK as well as attitudes to the treatment of criminals in the UK. Students will then look at the reasons for crime and learn Christian, Muslim and non-religious views on reasons for crime (hatred, greed, addiction, upbringing, mental illness, opposition to unjust laws, poverty). Students learn attitudes to suffering in Christianity and Islam Case study: Charleston Church shooting. Aims of punishment Students will learn Retribution, deterrence, reformation Christian, Muslim and non-religious responses to these aims of punishment. Attitudes to treatment of criminals - students learn how criminals should be punished with reference to prison, community service and corporal punishment.</i>	<b>Religious beliefs about crime and punishment</b>	<b>Religious beliefs about peace and conflict:</b> <i>Students study violent and nonviolent protest Students learn about protest laws in the UK. Case study: London riots 2011. Christian views about violent and nonviolent protest. Islamic views about violent and nonviolent protest. Students learn about terrorism as a form of violent protest. Christian and Islamic views on terrorism. How scripture can be misinterpreted to fit with terrorist ideology. Reasons for war Students will learn Greed, self-defence and retaliation as reasons for war. Students look at Just War Theory (Christianity) Students learn Aquinas' just war theory. Case study: can wars be just? Falklands/WWII. Holy War Students will learn History of Holy War in Christianity (Crusades, warfare in the Old Testament). Holy War in Islam with links to lesser jihad.</i>	<b>Religious beliefs about peace and conflict</b>

Year 11						
<p><b>Year 11 (MNJ)</b></p>	<p><b>Matters of life and death:</b>  <i>Students learn The Biblical creation narrative Interpretations of the creation narrative, liberal, conservative, fundamentalist. The Big Bang theory Intro to non-religious views (utilitarianism) which will be referenced throughout. Students learn the origins of the universe according to the Qur'an Traditional and modern interpretations Students will learn Issues such as pollution, climate breakdown, deforestation Christian and Islamic views on stewardship and responses. Treatment of animals (animal testing) Students learn Cosmetic and medical testing on animals Christian and Islamic views on stewardship of animals Non-religious views (utilitarianism). Students learn Issues around intensive and free range farming Halal food laws Christian views on using animals for food Non-religious views (application of utilitarianism). Students learn Reasons for Euthanasia Law on Euthanasia Christian views (situation ethics, sanctity of life) Islamic views (Command not to kill, predestination) Non-religious views (utilitarianism)</i></p>	<p><b>Matters of life and death</b></p>	<p><b>Human Rights:</b>  <i>This unit builds upon previous learning such as the rights of women, poverty and so on. Students will explore the concept of social justice. Human rights. Responsibility. Prejudice and discrimination Students will learn Concepts of prejudice and discrimination. Students learn Christian views on prejudice and discrimination based on disability. Islamic views on prejudice and discrimination based on disability. Case study: Sally Phillips (has a son with Down's syndrome). The role of positive discrimination. Students learn Christian and Muslim views on prejudice and discrimination based on race (Martin Luther King, Jesus' teachings, Muhammad's teachings). Case study: the murder of Anthony Walker. The role of positive discrimination. Students learn Christian views on the roles of women. Issues surrounding female ordination. Case study: Libby Lane. Treatment of women. Use of hijab (impact of culture). Students learn problems of poverty. Responsibility of those living in poverty. Exploitation: situation in Britain. Fair pay. People trafficking.</i></p>	<p><b>Human Rights</b></p>		

<p><b>Year 11 (DS, CJ)</b></p>	<p><b>Attitudes to wealth and poverty:</b>  <i>This unit is the first unit that students study that is not directly connected to religion. It does however, contain relevant and applicable ideas to religion such as inequality, the importance of helping others. It also encourages students not to take things at face value.</i>  Shelter</p>	<p><b>Attitudes to wealth and poverty</b></p>	<p><b>Humanism:</b>  <i>To introduce some key beliefs that Humanists hold. These include where humans come from and the qualities that make humans special. Students will explore different ways that Humanists find the truth and decide what to believe. We can then learn more about how Humanists view the world around them. How do Humanists work out what is right or wrong? What do Humanists believe about life and death? Students think about why Humanists value life, and what they believe happens after death. How do Humanists celebrate different life events? What famous Humanists can we learn from?</i></p>	<p><b>Humanism</b></p>		
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