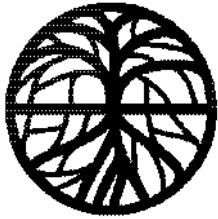


# REP



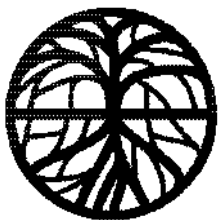
**Curriculum Aims, Delivery & Content**



# Bottisham Village College

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<p><b>Curriculum aims</b> <b>Key Stage 3</b></p>	<p>REP is an approach to Religious Education in which we learn both about and from beliefs, cultures and traditions. The KS3 curriculum reflects that the main religious tradition of the UK is Christianity, but also takes into account the teachings and practices of other main religions in the UK such as Islam, Hinduism, Buddhism, Judaism and Sikhism. The curriculum intends to explore beliefs, spirituality and reflect on their importance. Students develop skills of understanding and evaluation as they look at ethical decision making and philosophical issues. It allows students to explore, to reflect on and to respond to human experience, drawing on their study of religious beliefs, teachings and practices. The subject allows them to analyse and reflect on the bigger questions which can affect our society and the world we live in and develop the ability to form reasoned and informed judgments and opinions on religious and ethical issues.</p>	
<p><b>Curriculum Content</b> <b>Year 7</b></p> <p>In year 7, students have 2 lessons of REP per fortnight, placed into mixed ability groups.</p>	<p><u>How does religion (REP) help us understand the world?</u></p> <ul style="list-style-type: none"> <li>• What are the key beliefs /symbols./teachings of the world religions?</li> <li>• What are the key ideas about deity?</li> <li>• How does religion help us know what is right and wrong?</li> <li>• How do people explain the world?</li> <li>• How was the world created?</li> <li>• Does the world show order and design?</li> <li>• Is the world ‘fit for purpose’ for humans?</li> </ul> <p><u>How does the practice of Islam help Muslims understand life?</u></p> <ul style="list-style-type: none"> <li>• What is a Muslims relationship with Allah? (God)</li> <li>• What is the importance of the 5 Pillars?</li> <li>• Why is Zakat of significance?</li> <li>• How does fasting and the giving of alms help Muslims show discipline? Is it a religious duty to give to charity?</li> <li>• How does the Mosque help Muslims demonstrate their belief in Allah?</li> <li>• How does the life of Muhammad help Muslims understand their religion?</li> <li>• How does the Qu’ran reveal instructions from Allah?</li> <li>• How does the Hajj help Muslims feel part of a community?</li> </ul>	<p><u>How do (narratives) help people understand complex religious and spiritual teachings?</u></p> <ul style="list-style-type: none"> <li>• How useful are narratives within religion?</li> <li>• How are popular religious stories used to convey religious meanings?</li> <li>• The Ramayana: What are key meanings/messages and why is it aimed at children?</li> <li>• What is the relevance of Parables?</li> <li>• Exploring in detail the parable of the prodigal son</li> <li>• Why is the Good Samaritan such an important story?</li> <li>• Exploring complex narratives – Story of Joseph (Judaism) and Story of Guru Gobind Singh (Sikhism)</li> </ul> <p>Year 7 Summer Term Unit – <u>Why is it important to celebrate key events?</u></p> <ul style="list-style-type: none"> <li>• Discussion of the importance and significance of milestones and rites of passage.</li> <li>• Why do religions mark infant rites of passage in different ways?</li> <li>• How do we symbolise moving from childhood to adulthood?</li> <li>• What is different about the celebration of Purim?</li> </ul>



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## Curriculum Content Year 8

In year 8, students have 2 lessons of REP per fortnight, placed into mixed ability groups.

### How do people experience the transcendent?

- What can we know beyond the physical world?  
- reincarnation, enlightenment, Hindu deities.
- How do miracles help people experience God?
- The difference between regular and special experiences?
- A critical investigation of religious experience?
- Different Types of Religious Experiences – Conversion
- How do people use their senses to access God? (Hindu Worship)
- Critical Investigation: The different ways people experience God.

### How has the Jewish Identity changed?

- How was the Jewish religion established?
- How did Moses shape the Jewish Identity?
- How did the last plague affect the Jewish Identity? - looking at the festival Passover.
- How does food play a central role in understanding the key beliefs in Judaism?
- How does the synagogue reflect key religious beliefs?
- How does the Torah help Jewish access their religion?
- The Jewish response to the Holocaust.
- Is it possible to believe in God after Holocaust?

### Religion and Society

- How important is Religion in Modern Britain?
- Introduction to Christian denominations
- What links Christians together?
- What are the different non-religious views in society? (Humanism)
- Are religious buildings still significant?
- Is religion portrayed positively in the media?
- Can modern media technology play a helpful part in the religious life of believers?
- Is art an effective way to learn about religion?
- Why might art be useful in Hinduism?

### Year 8 Summer Term Unit – How much impact does religion have upon social change?

- How much impact does religion have upon social change? What does religion say about Equality?
- How did Gandhi use his religious principles to challenge inequality?
- How did Martin Luther King jr use both religious and political views to challenge racism?
- Oscar Romero profile – how did he use his faith to change social inequality?

## Curriculum Content Year 9

In year 9, students have 1 lesson of REP per fortnight, placed into mixed ability groups.

### How we perceive the world around us? (ethics, morality and interpretation)

Where do we get our sense of ethics from?  
Difference between Absolute and Relative Morality  
Hermeneutics—the way we interpret the world?  
Different ways to perceive and behave.

### Is the media damaging to religion?

- Is the media useful to religion?
- How does art help people to understand religion?
- Can media teach us themes without us realising it?

- Why can the use of religion in the media be seen as controversial?
- Can we learn anything of value about religion from films, sitcoms and cartoons?

### How does Buddhism help people find answers?

- Why is the Buddha so significant?
- What can the Buddha teach people about following Buddhism?
- Why do Buddhists worship?
- Why is Wesak an important festival?
- What is Enlightenment?



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<p><b>Curriculum Content Key Stage 4</b></p>	<p>Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues, building on the KS3 curriculum.</p> <p>At KS4 the students will be assessed on their knowledge of religion, their ability to apply religious teachings (in particular scripture) and their ability to evaluate and reflect upon key discussion points of the religions studied.</p> <p>Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills</p>
<p><b>Curriculum Content Years 10 &amp; 11</b></p> <p><b>Students will have 3 lessons of RS a fortnight.</b></p>	<p>Students study the AQA A GCSE Religious Studies specification.</p> <p>This GCSE consists of two exams. Each exam has 4 elements, each worth 25% of the exam.</p> <p><u>Exam Paper 1: The study of religions</u></p> <ul style="list-style-type: none"><li>• Christianity: Beliefs and Teaching - Trinity, Resurrection, Judgement, Ascension, .</li><li>• Christianity: Practices—Festivals, Worship, Buildings, Rites of Passage.</li><li>• Sikhism: Beliefs and Teachings—Mool Mantra, Sewa, Sanagat, The 10 Gurus.</li><li>• Sikhism Practices - Festivals, Worship, Buildings, Rites of Passage.</li></ul> <p><u>Exam Paper 2: Thematic Paper—looking at the ethical/philosophical aspects of religion</u></p> <ul style="list-style-type: none"><li>• Relationships and Families</li></ul> <ul style="list-style-type: none"><li>• Religion and Life</li><li>• The Existence of God and Revelation</li><li>• Crime and Punishment</li></ul> <p><b>All students will sit 3 sets of mock examinations:</b> <b>Year 10: May</b> <b>Year 11: October &amp; March</b> <b>Final Examinations take place in June of year 11.</b></p>