

Meopham School



**RELIGIOUS EDUCATION SCHEME
OF WORK**

YEAR 12 & 13

2021-2023

KS5 RE Curriculum Intent

In KS5 Religious Education we cover the minimum requirements set out by KCC and the Swale Academies Trust.

Our principle aim is to engage pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. We encourage pupils to engage in meaningful, informed dialogue with those of all other or no faiths, and develop evaluative responses to the questions and issues raised. We seek to support pupils to learn FROM religions as well as ABOUT religions; values their own ideas and the ideas of others; raise and answer questions; and evaluate their own responses.

Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

We aim to deliver a varied and challenging curriculum to suit multiple learning styles through the use of the Meopham House Style. Pupils are taught in mixed ability groups where they are offered guided choices in tasks of varying difficulty to promote progress for all. This lends itself to opportunities for all abilities to work independently, as well as in mixed groups, to promote progress through the teaching/ coaching of each other. This improves their resilience, reflectiveness, resourcefulness and reciprocity skills. The scheme of work has a careful balance of extended writing opportunities, coupled with oracy tasks to promote pupils' ability to become well-rounded individuals who will positively impact the school and local community. There are also a wide range of stretch tasks available every lesson to challenge pupils.

Curriculum Implementation

Curriculum Leader: Jenny Vik

In KS5 Religious Education we aim to engage pupils' curiosity about the world around them to enable them to become well-rounded, inquisitive thinkers who can adapt and excel in the next stage of their education of career. Students will partake in religious experiences via timetabled lessons, drop down days, school visits and guest speakers.

Through RE provision pupils are taught:

- about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions;
- to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully;
- a range of religions and worldviews, enabling them to develop their ideas, values and identities;
- to interpret and evaluate texts, sources of wisdom and authority and other evidence;
- to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

We have an exciting curriculum which is well-balanced with opportunities for extended writing as well as oracy, through the medium of debates and discussion. Every lesson is specifically differentiated using the Meopham House Style to enable accessibility for all.

The Meopham character styles are well-embedded to enable the pupils to grow as individuals, as well as academically. Examples are as follows:

- Resourcefulness – using resources in and around the classroom to encourage pupils to find answers themselves and the concept of 4 B's;

- Reciprocity – group work and using the skills from each other to help them build upon learning, which works especially well for remembering factual content;
- Resilience – appropriate challenge included every lesson with a guided choice of task colour which builds confidence, as well as stretch tasks;
- Reflectiveness – Peer assessment and targeted feedback sheets to enable pupils to acknowledge their strengths and work on their weaknesses.

Literacy Opportunities

Pupils are able to access a wide range of resources including text books, fact sheets and sources. They are expected to read aloud and independently to improve their reading skills.

Extended Writing Opportunities

Students have regular opportunities to complete extended writing. We also believe in affording students the opportunity to redraft and refine their writing, making use of feedback from the teacher, their peers, or through self-assessment.

Oracy Opportunities

Religious Education lessons lend themselves perfectly to oracy, with many opportunities built into the curriculum. These include; group discussion, class debates and presentations. Pupils are encouraged to form judgements and be open-minded and able to argue for more than one side to enable them to develop their evaluative and empathetic skills. Pupils enjoy these lessons and fully immerse themselves into these activities, promoting a love of learning and of the subject.

Numeracy Opportunities

Students look at issues such as chronology through some of the units within RE.

Buzz Opportunities

Pupils partake in lessons which cater to all learning styles with activities geared towards kinaesthetic, linguistic and visual learners. There is something for everyone with a range of lessons offered to create enthusiasm and buzz; whether that be with a role play where pupils are noisily engaged, or in an independent, extended writing lesson where the quiet engagement is able to be seen and felt.

Yr 12 Overview

	Term 1 (7)	Term 2 (7)	Term 3 (6)	Term 4 (6)	Term 5 (6)	Term 6 (7)
PSHE & RSE	Ice breakers	SRS - Critical thinking	Relaxation	Employability skills	Honour based violence	Gender & Identity (2)
	RE - Christianity	SRS - Free speech v Hate	Class A Drugs (2)	Computer Literacy Skills	Feminism	
	RE - Islam	SRS - Social Justice	Class B Drugs	Researching different jobs (2)	Date Rap	
	RE - Hinduism	Honour based Violence	Class C Drugs	Personal Presentation	Cosmetic Surgery (2)	
	RE - Judaism	Date Rape				
	RE - Sikhism	Miscarriage/Unplanned pregnancy (2)				
	RE - Buddhism /Assembly	Miscarriage/Unplanned pregnancy/Assembly		Assembly	Assembly	Assembly

Yr 13 Overview

	Term 1 (7)	Term 2 (7)	Term 3 (6)	Term 4 (6)	Term 5 (6)	Term 6 (7)
PHRSE	UCAS	Motivation & work ethic	Culture wars and media influence (2)	Climate Change	Sex and Media	
	UCAS	Initiative	Callout culture	Toxic and positive masculinity	Sex readiness & encounters	
	UCAS	Problem solving	Cultural Appropriation	Emotional Wellbeing	Controlling relationships	
	UCAS	Leadership Skills	Tolerating Intolerance	Drugs, festivals & parties	Renting v Buying	
	UCAS	Personal branding	Online subcultures and extremism	Sexual health STD's	Payday loans	
	UCAS			Healthy Diets		
	UCAS/Assembly	Assembly	Assembly	Assembly	Assembly	Assembly

KS5 Drop Down Days

		Term					
Year Group		1 Fri 24 Sept	2 Mon 22 Nov	3 Wed 19 Jan	4 Tue 15 Mar	5 Thur 21 Apr	6 Fri 15 July
	12	Careers Encounters with Employers	Careers	Ethics	Personal Development	Careers	Ethics
	13	UCAS / Personal Statdments	UCAS / Apprenticeship Applications / Careers	Ethics	Personal Development	Careers	n/a

KS5 SOW

Lesson	Learning Objectives	Lesson structure	Tier three words	Resources
1	L/O to explore the Christian faith	<p>Starter: If someone is a Christian what does this mean to you?</p> <p>Activity: Looking at today’s key terms. Are you a believer? How would you describe your beliefs? Use the key terms: agnostic, theist, atheist.</p> <p>Activity: fill in the table as we go through what believe in/sacred text/places of worship/ miracles</p> <p>Activity: Religious stories pupils to relate stories told to morality in society- are they still important?</p> <p>Activity: Britain should be seen as a Christian country. How far do you agree?</p> <p>Challenge: to identify symbols linked to Christianity More Challenge: to describe the different festivals linked to Christianity. Mega challenge: Can you explain the difference between Christianity, religion or your own view?</p>	<p><u>Agnostic</u> - A person who doubts, or who has yet to be convinced, that there is a God.</p> <p><u>Atheist</u> A person who does not believe in the existence of God.</p> <p><u>Theist</u> – A person who believes in the existence of God</p>	<p>Religion table in the booklet (this to fill in in every lesson to show an understanding of the five religions identified in KAS)</p> <p>Teacher notes and additional resource links on the slides.</p> <p>https://www.history.com/topics/religion/history-of-Christianity</p> <p>https://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml</p>

<p>2</p>	<p>L/O to explore the Islamic faith</p>	<p><u>Starter activity: based on a clip.</u></p> <p>Challenge: to describe some facts on the Islamic faith. More challenging: Explain the story of the prophet and the ant. Mega challenging: Explain how a Muslim can apply this to their everyday life. Watch the clip and complete one of the above tasks.</p> <p>Activity: What do you already know about the Islamic Faith (ground rules may need to be applied depending on your classes due to negative media and views)</p> <p>Activity: fill in the table as we go through what believe in/sacred text/places of worship/miracles</p> <p>Activity: Read through the newspaper article complete the following:</p> <p>Challenging: to identify key similarities between the Christian and Islamic faith.</p> <p>More challenging: Explain the key similarities in the text – do you agree with the article? Mega Challenging: In your opinion do you agree with the text- why? Why not? Use the text to support your viewpoint.</p>	<p><u>Agnostic</u> A person who doubts, or who has yet to be convinced, that there is a God.</p> <p><u>Atheist</u> A person who does not believe in the existence of God. Theist – A person who believes in the existence of God.</p> <p><u>Muslims</u> People who follow or practice Islam.</p>	<p>Religion table in the booklet (this to fill in in every lesson to show an understanding of the five religions identified in KAS)</p> <p>Teacher notes and additional resource links on the slides.</p> <p>Additional newspaper reports and views on the Islamic faith (please read through the articles before you hand out to your classes)</p> <p>All clips have links in the notes on the PowerPoint. Please watch the link before you show your classes.</p> <p>All clips are added to the notes.</p>
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<p>3</p>	<p>L/O to explore Hinduism.</p>	<p><u>Starter Activity:</u> Do you think religions should have one God or many? Does it matter?</p> <p>Activity: What do you think the symbols represent? (Teachers notes on the slide to support this activity)</p> <p>Activity: fill in the table as we go through what believe in/sacred text/places of worship/miracles</p> <p>Activity: discussion on celebration – Diwali</p> <p>Activity: Written task – discuss views (oracy) based activity.</p> <p>Challenge: describe two religions we have covered so far. More challenging: Explain how two religions celebrate. Mega challenging: Do you agree with religious scriptures?</p>	<p><u>Agnostic</u> A person who doubts, or who has yet to be convinced, that there is a God. <u>Atheist</u> A person who does not believe in the existence of God. Theist – A person who believes in the existence of God.</p> <p><u>Brahman</u> The Hindu God who takes on many forms as God and goddesses</p>	<p>Religion table in the booklet (this to fill in in every lesson to show an understanding of the five religions identified in KAS)</p> <p>Teacher notes and additional resource links on the slides.</p> <p>Notes on the slides to support and additional links for background reading.</p> <p>All clips are added to the notes.</p> <p>https://www.bbc.co.uk/bitesize/topics/zt42tfr/articles/zkkvt39 https://www.youtube.com/watch?v=nV2P7xt2rCM- Celebrations https://www.youtube.com/watch?v=AbFikJ8KFZ8 Celebrations https://www.youtube.com/watch?v=jCNNwPaVlaU Stories</p>
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<p>4</p>	<p>L/O To explore the Jewish faith (Judaism)</p>	<p><u>Starter Activity:</u> Why do you think following religion is important to some people? Link to the lessons we have covered so far.</p> <p>Activity: What do you know about Judaism? Can you make links to some of the symbols of the Jewish faith?</p> <p>Activity: fill in the table as we go through what believe in/sacred text/places of worship/miracles</p> <p>Activity (oracy): Discussion do you think suffering is a sign that God exists? What is your opinion?</p> <p>Activity: questions on miracles- discuss people answers</p> <p>Activity: Celebrations – how did the sixth formers celebrate their 13th – compare this to a child in the Jewish faith.</p> <p>Activity: choose one of the tasks and write them in your booklet</p> <p>Challenge: to identify key celebrations in Judaism More challenge: to explain why celebrations are important to teenagers following the Jewish faith. Mega challenge: to explain why religion is important to individuals link to community/family/support</p>	<p>Judaism, the first and oldest of the monotheistic faiths, is the religion and the way of life of the Jewish people.</p> <p>Belief in one God</p>	<p>Religion table in the booklet (this to fill in in every lesson to show an understanding of the five religions identified in KAS)</p> <p>Teacher notes and additional resource links on the slides.</p> <p>All clips are added to the notes.</p>
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<p>5</p>	<p>L/O to explore the Sikh Faith</p>	<p><u>Starter activity:</u> Everyone should believe in something? How far do you agree with this statement? Consider two points of view.</p> <p>Activity</p> <p>Activity: fill in the table as we go through what believe in/sacred text/places of worship/miracles</p> <p>Activity: What can the article tell us about the Sikh faith? – Pupils to write a couple of lines down and link back to information from the article.</p> <p>Activity: What messages do you think Sikh’s learn from this story? Can you link this to the article we have looked at in the first activity?</p> <p>Activity: Writing activity pupils to choose one of the following activities.:</p> <p>Challenge: identify ways Sikhs support their local communities</p> <p>More challenge: to explain how religious people support believers and non-believers with examples.</p> <p>Mega challenge: ‘Religious people are selfless. How far do you agree?’</p>	<p><u>Agnostic</u> - A person who doubts, or who has yet to be convinced, that there is a God.</p> <p><u>Atheist</u></p> <p>A person who does not believe in the existence of God.</p> <p>Theist – A person who believes in the existence of God.</p>	<p>Religion table in the booklet (this to fill in in every lesson to show an understanding of the five religions identified in KAS)</p> <p>Teacher notes and additional resource links on the slides.</p> <p>https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/worship.shtml</p> <p>https://www.bbc.co.uk/news/uk-england-northamptonshire-56099644</p>
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