The Dean Trust Religious Education (RE) Curriculum Aims

The Dean Trust Religious Education curriculum aims to engage pupils in detailed and engaging enquiries based around significant human questions; questions that are largely explored through religion and worldviews. As a result, our pupils will be able to develop their own knowledge and understanding of these topics, as well as the confidence and skills needed to address them. They will evaluate and critique the varied responses to these questions, as well as develop their own responses. As a result of this curriculum, we hope to develop our pupils as global citizens of the world and help them thrive.

The Religious Education curriculum is reflective of the diverse groups that make up our school community. As a result, this curriculum should foster dialogue and understanding between all people. This ambitious curriculum reinforces the importance of RE in our community as an academic discipline, requiring pupils to develop their religious literacy; as a result, they will be able to enter our diverse and rapidly changing society as active citizens, with a complete understanding of the universal values that underpin our society. As such, the curriculum (including the topics and religions in focus) strives to ensure all pupils are supported to develop positive attitudes of respect towards people from all backgrounds, religions and worldviews.

The principal aim of RE at the Dean Trust is to ensure all pupils are able to:

- Know about and understand a range of religions and non-religious worldviews
- Express ideas and insights about nature, significance and impact of religious and non-religious worldviews
- Gain and deploy the skills/knowledge needed to engage seriously with religious and non-religious worldviews

The Dean Trust SUBJECT Curriculum Model 2022-2023

	Key Stage 2	Key Stage 3			Key Stage 4	
	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
No. of lessons per week	**Basic Curriculum**	***1x 50 minute lesson***	***1x 50 minute lesson***	***1x 50 minute lesson***	***1x 50 minute lesson across two terms (PSHE-RE)***	***1x 50 minute lesson across one term (PSHE-RE)***
					GCSE Option: RS 3x50 minute lessons	***GCSE Option: RS 3x 50 minute lessons***

The Dean Trust RE Curriculum

The agreed syllabus that we have based the **Dean Trust Religious Education** curriculum on is the **Manchester, Salford, Stockport, Tameside and Trafford agreed syllabus for Religious Education 2022-2027 (MSSTT).** This syllabus was chosen to serve as the basis of the curriculum for the following reasons:

- **Powerful knowledge:** The concepts posed in this syllabus, as well as the questions it poses, are substantial, interesting and challenging. They prompt deeper thinking and discussion, allowing our pupils to gain the aspirational knowledge we desire.
- **Reflective of the wider community:** The topics, and concepts addressed in this curriculum accurately reflect the wider community that our pupils belong to. This should give them the knowledge and understanding of the diverse groups that make up our society so they can be an active part of that community
- **Up to date and modern concepts:** This is a new syllabus [developed for 2022] so we are benefiting from the most modern and up-to-date understanding of this topic. When this is combined with the excellent teaching that we offer, as well as through collaboration with the wider **Dean Trust**, then our pupils will be getting a complete and thorough version of this syllabus.

Year 7	Module 1:	What difference does it make to believe? [3.11]
	Module 2:	What is so radical about Jesus? [3.3]
	Module 3:	What is good and challenging about being a teenage Sikh in modern Britain? [3.8]

Year 8	Module 4:	Should religious buildings be sold to feed the starving? [3.6]
	Module 5:	Does religion help people to be good? [3.10]
	Module 6:	Do we need to prove God's existence? [3.1]

Year 9	Module 7:	Is death the end, and does it matter? [3.4]
	Module 8:	Why is there suffering, and are there any good solutions? [3.5]
	Module 9:	Is religion a power for peace or a cause of conflict in the world today? [3.12]

	GCSE Pathway: Religious studies (RS)		**Core:** Religious education in PSHE-RE	
YEAR 10	**Topic 1:**	**Christian beliefs**	**Module 10:**	**The right to life** • **What is a life worth?** • **Do the ends justify the means?**
	Topic 2:	**Marriage and family**		
	Topic 3:	**Living the Christian life**	**Module 11:**	**Poverty and charity** • **Does charity begin at home?**
	Topic 4:	**Matters of Life and death**		
YEAR 11	**Topic 5:**	**Muslim beliefs**	**Module 12:**	**Crime and punishment** • **Can crime ever be justified?** • **Is an 'eye for an eye' still relevant?**
	Topic 6:	**Crime and Punishment**		
	Topic 7:	**Living the Muslim Life**		
	Topic 8:	**Peace and conflict**		

Key Stage 3 and 4 Overview

Key Stage 3 Overview

Throughout the Dean Trust Religious Education (RE) curriculum, we strive to engage our pupils with complex, universal questions that are largely explored through various world religions and worldviews. Through these challenging questions, pupils can develop their knowledge and personal understanding of the world, and what it means to be a part of it.

RE End Points in Key Stage 3

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews	C Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.	Explain the religious and non-religious worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.	C1. Explore some of the ultimate questions that are raised by human life, making well[1]informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.
A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religious and non-religious worldviews as coherent systems or ways of seeing the world.	B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religious and non-religious worldviews, accounting for the impact of diversity within and between communities.	C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religious and non-religious worldviews
A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.	C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media

Year 7

The importance of belief [3.11]	**Module 1:**	**What difference does it make to believe?**
	During this module, pupils will consider what faith looks like across differing religions and worldviews and how that faith can affect a person's life. This will not only challenge our pupils to consider the importance of faith, but it will address their own understanding of those religions and help them challenge their own misconceptions of what those religions believe in. Throughout this topic, our pupils will be able to offer a justified view as to what belief and faith means in religion, as well as their own insight into how faith can create hope for many.	
Jesus as a radical figure [3.3]	**Module 2:**	**What is so radical about Jesus?**
	During this module, pupils will explore the role of Jesus Christ during a time of conflict, and how his message eventually resulted in modern Christianity. Through this topic, pupils will address their own misconceptions about Jesus Christ, as well as consider how radical his message was - especially to those in power. This will help pupils to understand the message of Christianity, and why people might find meaning, and inspiration in the message of Jesus Christ.	
Living as a Sikh in Britain [3.8]	**Module 3:**	**What is good and challenging about being a teenage Sikh in modern Britain?**
	During this module, pupils will consider the rewards and challenges faced by modern Sikhs in Britain today, and the necessity of faith in overcoming those challenges. Pupils will find out more about what it takes to be a practising Sikh, and how their practices affect their life. As a result of this, pupils will gain important knowledge and understanding of Sikhism, and how their faith can affect their life.	

Year 7 Religious Education at the Dean Trust helps people to consider the very nature of religion and what it truly means to believe and have faith. Throughout year 7, pupils in Dean Trust will consider the importance of religion to the lives of the faithful, as well as how that faith might differ between different religious perspectives. This will also allow pupils to address their own misconceptions about religion, and what it means to have belief in a religion.

Year 8

Religious buildings [3.6]	**Module 4:**	**Should religious buildings be sold to feed the starving?**
	This module will allow pupils to explore the different roles that religious buildings play within a community (both in a site for prayer, but also as a place of community outreach and charity). Pupils will be able to more effectively understand the role that worship and prayer plays within a religion and how that practice manifests itself in the form of charitable action.	
Religion and morality [3.10]	**Module 5:**	**Does religion help people to be good?**
	During this module, pupils will explore how religions encourage positive morality and charitable action, as well as what it means to be good. Pupils will compare the differing religious perspectives on this matter to non-religious moral principles in order to draw comparisons and seek out similarities. This will allow pupils to consider the deeper question of whether religion *always* leads to positive behaviour by exploring History and the role religion has played in world issues (The Holocaust, Crusades, and the abolition of the Slave Trade)	
The existence of a God [3.1]	**Module 6:**	**Do we need to prove God's existence?**
	During this module, pupil's will explore rich and challenging questions involving the nature of a deity like God and whether a being like this could exist in the manner they are described. Pupils will consider the different religious perspectives on this matter, as well as the views of non-religious or Humanist, in order to create a justified response to a question like this.	

Year 8 Religious Education in the Dean Trust explores the issues of morality, and the role that religion has in ensuring that people are moral and good. Pupils will explore how people can express positive actions in their own life (such as through charity) and the role that religion plays in fostering positive morality like this. Pupils will consider multiple perspectives and worldviews and draw their own conclusions on this matter. Pupils will also consider more philosophical

questions regarding the nature of religion and morality as they consider whether any evidence is required to truly believe in God, and whether that can influence a person's moral decisions.

Year 9

Religion and worldviews: The Afterlife [3.4]	**Module 7:**	**Is death the end, and does it matter?**
	During this topic, pupils will consider one of life's most interesting and engaging questions; what happens after someone dies? They will explore different and diverse perspectives on this matter (both religious and non-religious) in order to build the knowledge necessary to craft their own justified response to this question.	
Religion and worldviews: Suffering [3.5]	**Module 8:**	**Why is there suffering, and are there any good solutions?**
	Throughout this module, pupils will explore different causes and types of suffering, and how that might differ around the world. They will also consider the different perspectives that religions may have on the causes of suffering, why it exists and how it shapes our existence. Pupils will also consider more philosophical approaches to suffering (how could a good and moral God allow suffering?)	
Religion and worldviews: Conflict [3.12]	**Module 9:**	**Is religion a power for peace or a cause of conflict in the world today?**
	Pupils will consider the causes of conflict in today's world as well as the consequences that happen as a direct result of conflict. They will explore the role that religion has in the creation of conflict (as with religious persecution, the Crusades or terrorism) as well as the role it can play in the creation and preservation of peace. This will allow pupils to better understand the events in the world around them, as well as challenge harmful misconceptions that may exist.	

Year 9 Religious Education in the Dean Trust focuses on the varied and diverse answers to some of life's most important and difficult questions. Largely, questions like this have been explored by religion and so we will use the varied perspectives of both religious and non-religious worldviews to establish an

understanding of these concepts. Pupils will then be challenged to consider these questions themselves, as well as their own answers and their own perspectives on these challenging concepts. By doing this, pupils will engage with the world around them on a deeper level.

KS3 Overview	KS3 Module 1: Introduction & What difference does it make to believe in Christianity?	KS3 Module 2: What is so radical about Jesus?	KS3 Module 3: What is good and challenging about being a teenage Sikh in modern Britain?
	Knowledge *What pupils will know*	**Knowledge *What pupils will know***	**Knowledge *What pupils will know***

	• The different dimensions of religion [Ninian Smart]
	• How the different major religions evolved, and where they are practised?
	• The difference between fact, belief and faith
	• Tacit knowledge and its significance for religious belief
	• The importance of pacifism and the role as a peaceful Messiah
	• Key Christian beliefs including: incarnation, atonement, resurrection
	• Understanding of the different types of Christian denominations and some different interpretations of the Bible
	• How Christians might respond to Christian teachings in their own lives
	• Understanding of a Christian cares for others and the world
		• The different portrayals and depictions of Jesus Christ in art
		• Understanding why there are numerous different depictions of Jesus Christ
		• Understanding of what makes a radical and whether Jesus can be called 'a radical'
		• Actions taken by Jesus Christ that could be considered radical
		  ○ Clashing with Jewish religious authorities and the Pharisees
		  ○ The moneylenders in the Temple
		  ○ Speaking out against inequality and injustice
			• Understanding of Sikhism as a religion and the key practices of Sikhism
			• Understanding of *amritdhari* in Sikhism
			• The difference between terms like Sikhi and Sikhism
			• Knowledge and understanding of how Sikh people view life in Britain
			• Knowledge and understanding of how Sikhs make a positive difference in Britain
			• The significance of the Dastaar
			• Knowledge and understanding of challenges faced by Sikhs in Britain
			• The importance of the 5 K's as well as the political struggle for the right to wear the 5 K's in Britain today (2010 Equality Act)
			• The significance of Sewa and how this is put into practice
			• The significance of the festival of Vaisakhi and the development of the first Khalsa

KS3 Module 1: What difference does belief make in Christianity?	KS3 Module 2: What is so radical about Jesus?	KS3 Module 3: What is good and challenging about being a teenage Sikh in modern Britain?
Skill ***What pupils will be able to do***	**Skill** ***What pupils will be able to do***	**Skill** ***What pupils will be able to do***
• Identify and describe key concepts of belief for Christians • Assess and explain how faith and belief can affect someone's life • Provide a justified view as to what difference concepts of faith can have on a person's life • Offer critical and personal insights into how far belief in these concepts can provide hope and help ease suffering • Consider and assess how many ideas of faith are considered religious values, and how many are human values. What difference does that make? • Evaluate and assess there is anything for non-religious people to learn from these beliefs and practices	• Explain why Jesus has been portrayed in so many different ways, and the reasons behind those differences • Explain why Jesus could be considered a radical using his teachings, or his actions • Offer a justified view of how the radical message of Jesus Christ should affect modern Christians • Offer a justified view of how the radical view Jesus Christ had of women should influence modern Christians • Express insight and understanding of how different perspectives of Jesus Christ affects his message • Explain, with references to historical context, how Jesus Christ could be considered a radical	• Explain how Sikh teenagers express their faith in Britain • Identify and appraise specific challenges to life as a Sikh teenager, and their significance • Compare Sikhism to western values using testimony from Sikh teenagers • Explain how ancient spiritual practices still sustain believers • Provide explanations to account for why teenagers have to hold multiple religious and social identities in a diverse society • Assess whether Sikh teenagers have become disconnected from their heritage due to life in Britain

KS3 **Overview**	**KS3 Module 4:** **Should religious buildings be sold to feed the hungry?**	**KS3 Module 5:** **Does religion help people to be good?**	**KS3 Module 6:** **Do we need to prove God's existence?**
	Knowledge *What pupils will know*	**Knowledge *What pupils will know***	**Knowledge *What pupils will know***
	• Define what poverty is and give examples, in both Britain and worldwide • How countries and individuals try to help those in need and give to charity • The role of government in addressing this issue • The role religion plays in charity or charitable contributions to the needy • Know the Christian, Sikhi, Muslim and secular perspective towards charity and generosity (Sewa, Nam Japna, Kirat Karna, and Vand Chakna) • Know the different places of worships for these religions (Churches/Cathedrals, Gurdwaras, Mosque) and how they are used • How religious buildings are used to support the community and offer charity	• How belief in God and religion can inspire good morals and loving actions • Compare and contrast the similarities and differences between different religions in terms of moral codes • The Buddhist Eightfold path and the importance it has for good moral action • The work of the 14th Dalai Lama (Tenzin Gyatso) and why he received the Nobel Peace prize • The teachings of Jesus, the golden rule and their importance for good moral action • The work of Oscar Romero, who used his faith to fight against injustice in San Salvador • The difference between morality, and ethics	• The differences between facts, beliefs and opinions • Different ways to interpret information and perspectives in our view of the world • Understand what do we mean by evidence, proof or likeness in relation to religion • A Christian, Islamic, Buddhist and non-religious/humanist perspective on the existence of God • The Islamic argument that God must exist because the universe had a beginning, and therefore, must have a divine cause (Kalam Cosmological argument) • Thomas Aquinas - the cosmological argument • Buddhist understanding on the importance of reducing suffering • Atheist/Humanist perspective - Epicurus and the inconsistent triad • The reasons for and against believing in God's existence and their own personal viewpoint

	• Challenges and difficulties posed by financing religious and secular buildings in the community • Theories and ideas about the importance of worship for people (Sigmund Freud/Karen Armstrong) • Ideas about the moral importance of charity	• The moral principles of utilitarianism, relative and absolute morality (Phillipa Foot and the Trolley problem) • Altruism, and what that looks like in modern society (charity, Peter Singer) • Humanist perspectives on morality • Negative issues raised by religious belief in society (Roe Vs Wade, Conversion therapy)	
	KS3 Module 4: **Should religious buildings be sold to feed the starving?**	**KS3 Module 5:** **Does religion help people to be good?**	**KS3 Module 6:** **Do we need to prove God's existence?**
	Skill *What pupils will be able to do*	**Skill *What pupils will be able to do***	**Skill *What pupils will be able to do***
	• Be able to explain the impact of religion and worship on living generously • Explain the moral obligations that we have to help the needy • Explain how different worldviews (both religions and secular) view and take part in charity • To compare and find similarities between different religions in regards to charity • Appreciate and appraise the different ways that worship may encourage charity • Evaluate and debate the idea that a holy building is less important than feeding starving people? • To assess the responsibility that organisations (religion/government) have in order to help those in need	• Describe religious teachings that encourage loving actions • Explain how religions promote moral guidance • Explain how non-religious sources promote good moral decisions • Provide examples as support for how both religious and non-religious principles guide people in living good lives • Analyse examples of religious and non-religious principles and consider what it means to be 'good and moral' • Provide an account of how religious teachings can help people to be good and make moral decisions. Assess how important religion is to those decisions	• Explain one argument for the existence of God (cosmological, ontological etc.) • Offer a contrasting argument for the existence of God with a non theistic worldview • Provide an account of God's existence using a rational argument • Explain a worldview which does not set out to prove God's existence • Assess the idea that we do or do not need to prove God's existence • Evaluate the idea that God's existence may never be proven • Analyse the value of proof and faith in this debate over whether God exists

		• Offer reasons for a range of ways in which religion can inspire immoral behaviour • Justify a supported response to the question of whether religion helps people to be good	• Justify a support response on whether there is value in attempting to prove God's existence using rational arguments
KS3 **Overview**	**KS3 Module 7:** **Is death the end? Does it matter?**	**KS3 Module 8:** **Why is there suffering, and are there any good solutions?**	**KS3 Module 9:** **Is religion a power for peace or a cause of conflict in the world today?**
	Knowledge *What pupils will know*	**Knowledge *What pupils will know***	**Knowledge *What pupils will know***
	• Different perspectives and worldviews on the meaning and purpose of life • How religion and society responds to the issue of death • The importance of funerals • What funerals look like and how they differ for Buddhists, Christians, Muslims and Humanists • Perspectives on the importance of the afterlife. Assess various viewpoints on the matter of 'which is more important; this life, or the next?' • The Islamic belief in Akhirah (In Islam, it is Allah who decides when a person dies) • The Buddhist belief in Samsara, rebirth and Nirvana • The importance of the Nicene creed for Christians, and the view of heaven as being 'closer to God', rather than a place	• The different types of suffering that exists (Physical, emotional, existential) • Suffering is different around the world - absolute poverty, to relative poverty or the presence of *'first world problems'* • A Jewish perspective on the reasons behind suffering (it cannot be understood by humanity) and how this relates to their experience (The Holocaust or Shoah) • The Jewish perspective on the origin of evil (the Garden of Eden) • Suffering as a test from God to follow the commandments • The life of the Buddha, and the impact of the 4 sights and enlightenment • The story of Kisa Gotami and its teaching on the understanding of suffering • The Buddhist perspective on life (Universal truth/Noble truth)	• The different types of conflict that exist, as well as their causes and consequences • Perspectives on whether conflict is part of humanity or is it a choice? • The role of individuals, governments or organisations (NATO or United Nations) in preventing conflict • Definitions for pacifism and reconciliation • Reasons for pacifism (Christian, Islam and non-religious) • The view of Richard Dawkins as an atheist • Society of friends perspective on pacifism • How the New Testament inform a Christian attitude towards conflict (The Sermon on the Mount, Cleansing of the Temple, and the arrest of Jesus) • An Islamic perspective on pacifism (Qur'an 8:6), as well as their perspective on war, peace and conflict (a just war) • The meaning of Jihad, and misconceptions in

• The Theravada and Mahayana views of life after death, and the belief in Bodhisattva • The Humanist view about what happens after death	• A non-religious philosophical perspective on suffering (Hume - Is He willing to prevent evil?)	society • The difference between lesser jihad and greater jihad • Ideas about conflict from Sikh traditions. • How Sikhs promote peace within the Gurdwara and the Langar. • The impact of Guru Nanak and Bhagat Puran Singh.
Skill ***What pupils will be able to do***	**Skill** ***What pupils will be able to do***	**Skill** ***What pupils will be able to do***
• Explain a range of belief regarding the possibility of life after death • Explain different perspectives on the matter of life after death - both religious and non-religious • Provide a justified explanation (of many possible) to the question: Is death the end? • Observe and explain how beliefs about death can have an impact on how someone lives their life, and the choices they make • Judge the importance of life, compared to the hope of an afterlife, offering different views on that matter • Evaluate the impact of differing views on how people view earthly life • Explain interpretations of views of life after death; literal, or metaphorical acknowledging diversity within traditions	• Outline and describe two religious views of why humans suffer • Outline and describe two solutions offered by religions to suffering, with examples • Provide justified insights into two Christian views about why people suffer, supported by evidence from biblical texts • Present contrasting views of why we suffer from different religions or worldviews • Present an argument that religions do or do not offer good solutions on why we suffer • Consider and weigh up how far religious answers to the question are useful • Evaluate and assess the idea that suffering is a natural human state to which there is no solution • Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humanity cope with suffering, fear and despair	• Explain reasons why religions can be seen as a power for peace • Explain why religion can be seen as a cause of conflict in the world • Present a coherent account of why some see religion as a power for peace, supported by evidence • Present a coherent account of why some see religion as a source of conflict. • Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning • Express well-informed insights into the nature of peace; active, non-violence or passive absence of war? • Offer a well-reasoned and justified response to the role of conflict in the human condition; is it natural, or a necessary evil?