

Concepts and Content in RE with the new Secondary Curriculum

KEY R.E. CONCEPTS		
A Beliefs, teachings and sources	C Expressing meaning	E Meaning, purpose, and truth
B Practices and ways of life	D Identity, diversity and belonging.	F Values and commitments

Autumn Term	Spring Term	Autumn Term
What's worth celebrating and why?	Expressing beliefs about god: who, what and why?	Religion and environment: can we save the planet?
Key RE concepts: B & D	Key RE concepts: C & F	Key RE concepts: A & E
<p>What's the impact of Christians' commitment in individuals and on British society? How do varied Christmas celebrations relate to Christian texts?</p> <p>Pupils study gospel texts and Christmas and Easter and relate these to the varied practice of the celebrations in secular religious families, exploring Christian diversity.</p> <p>A focus on the meaning of the social impact of faith explores examples of 'belonging' including community life, charitable giving, work with homeless people.</p>	<p>How can people in our community best express and communicate their beliefs about God and demonstrate their values?</p> <p>Pupils use Hindu, Muslim and agnostic ideas about belief about God found in the local community to explore expressions of belief in art, worship and architecture.</p> <p>Using the NATRE 'Spirited Arts' web gallery, pupils produce works of art of their own in response to a big theological or philosophical question.</p>	<p>What makes a religion green? How green will I be in my lifetime? Is God green? Do creation stories imply green beliefs?</p> <p>Exploring sources in texts, the history and the practice of environmentalism in religion, learners link science religion and green issues. They produce 'green charters' for religious communities, and ask 'What can environmentalism learn from Hindus and Christians?' They explore their own sense of purpose in relation to caring for the Earth, creating action plans for local and global change.</p>
Curriculum links: History, Literacy, Citizenship.	Curriculum links: Art, English, History. Performing Arts?	Curriculum links: Citizenship, Science.

Year 7

Continued...

Autumn Term	Spring Term	Autumn Term
Incarnation: is this the most important Christian idea about God?	Beliefs about human nature: what does it mean to be human?	Religion and justice: does faith make a difference to global poverty?
Key RE concepts: C & E	Key RE concepts: A & D	Key RE concepts: B & F
<p>Pupils deepen their ability to interpret religious truth claims through a philosophical approach to Christian understandings of God, looking at the concept of 'God come down' in Christian music, celebration, worship and theology.</p> <p>A 'philosophy for children' approach builds methods of critical engagement with ideas from both atheists and Christians.</p>	<p>Is a human being more like a child of God, a computer or a monkey? What do Muslims, Humanists and Christians say? How are these beliefs reflected in answers to questions about 'character', 'personality', 'celebrity', and 'identity'?</p> <p>Pupils have the chance to explore the influences on their own view of being human, and to think about what difference these views make to decisions about the groups – including 'virtual communities – people belong to.</p>	<p>From a study of individuals who have made a difference to issues of global injustice, pupils consider the practice of beliefs from Muslim, Christian and atheist sources.</p> <p>Pupils evaluate how religions and beliefs impact on issues of poverty and inequality, using case studies. They consider their own values and commitments, asking 'are we all hypocrites?'</p>
Curriculum links: Philosophy, English.	Curriculum links: Science, Citizenship, ICT, PSHE.	Curriculum links: Centres on RE, but touches on Geography and Citizenship.

Year 8

Continued...

Autumn Term	Spring Term	Autumn Term
What kind of society is Britain – secular, plural or Christian?	Is there any evidence for life after death?	What will make our society more tolerant and respectful?
Key RE concepts: A & F	Key RE concepts: B & E	Key RE concepts: C & D
<p>How does religion relate to society in the UK? How is it changing? Explores spiritual meaning and belief in Christianity, other religions and non-religious ways of life through diverse examples. From drama in nativity plays to census statistics and faith-based charities, pupils discover the meaning, nature and impact of religion in Britain.</p> <p>Uses NATRE's web-based database of pupils' writing and other sources in the local and national community to enable research by every pupil.</p>	<p>Is there any evidence that consciousness stops at death? What has shaped Muslim, Hindu, Christian and agnostic ideas? How do different beliefs about life after death impact on people's ways of life, e.g. attitudes to death, funerals, commemorations, care of the dying.</p> <p>This unit centres on RE, touches on PSHE and relates to cross-curricular personal, learning and thinking skills.</p>	<p>Why is there conflict between different ethnic groups and religions? What kinds of communication make for co-operation in this area? Pupils learn about some teachings and examples of Hindus, Muslims and Christians working together or for the common good.</p> <p>They develop a local action plan for communicating better inter-religious understanding. They consider how attitudes can move from mere tolerance towards celebration of diversity.</p>
Curriculum links: Arts, Social Services, Community Cohesion.	Curriculum links: PSHE and relates to cross-curricular personal, learning and thinking skills.	Curriculum links: Community Cohesion, Citizenship, ICT, PSHE, Expressive and Performing Arts.

Year 9

By kind permission of Dave Frances, National Lead for the English New Secondary Curriculum in R.E. and also to R.E. Today.

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