

RE curriculum at Brownhills Ormiston Academy



The department's vision

- Religious Education at Brownhills Ormiston Academy enables pupils to explore Christianity alongside the other major world religions. Pupils will also explore secular views and Humanist views as we consider approaches to ethical issues. At our academy, RE makes a major contribution to pupils' awareness, appreciation, and exploration of the **British Values**.
- We encourage all learners to be **thoughtful** about their own beliefs and **worldviews**, learning to express their ideas and disagree respectfully.
- RE is not about making pupils into believers but tries to help them become **literate** and articulate about religions and beliefs, and to be **thoughtful** members of society, so that in learning from religion they are able to make **informed choices** about how they want to live their lives whilst also understanding more about the faith of other people they meet.
- We aim to equip students to meet these challenges of **life in 21st century Britain**, so they can contribute towards a cohesive local community and can **promote values** that enable all within the local and wider community to live and work together harmoniously.

Sequencing of lessons

In year 7 pupils will study, '*what is belief?*' The unit looks at what it means to be a theist, atheist or agnostic. They will learn to articulate what they believe and learn more about what it means to live a life of faith. This sets them up to explore the origins and evolution of the Abrahamic faiths - Judaism, Christianity and Islam. We will bring this together by exploring worship and celebration across faiths to finish the year.

Year 8 begins with a study of the range of beliefs held about life after death. We will explore the Abrahamic view to supplement learning from year 7 and introduce the concept of reincarnation ready for the Sikhism unit that follows. This is a key distinction between the two schools of faith and will equip pupils with a wide range of knowledge to draw on during their first ethical units, poverty and wealth and evil and suffering.

Year 9 topics of study focus on good and evil and the ethics surrounding human rights. Students learn about crime and punishment comparing punishment in the UK with methods of punishment in Scandinavian countries as well as religious attitudes to corporal and capital punishment. Unit two addresses the theme of applied ethics. Students learn about euthanasia, abortion; the ethical treatment of animals and the value of the natural world. They will finish year 9 by exploring the religious approach to achieving peace and critically evaluate the concepts of Just and Holy war.

KS4 non-GCSE will begin by further developing their understanding of core religious beliefs, such as the sanctity of life and stewardship. This will support and exploration of relationships and family and social justice. Year 11 sees students consider medical ethics including organ donation and genetic engineering. Their religious education at Ormiston

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Brownhills Academy concludes with a unit on the existence (or non-existence) of God, which they will be able to apply their learning throughout their time with us to answer with articulation and reason. This is the ultimate end goal after the first unit on 'what is belief?', where students will be able to see the progress they have made.

Please note, this is our new curriculum model and some units are covered in a slightly different order academic year 23-24 to ensure no learning is duplicated.

Assessment

Asking students to demonstrate their understanding of the subject matter is critical to the learning process in RE. Students will receive regular formative assessment. Lessons will begin with a 'Do now' activity recapping previous learning to develop recall skills. Peer and self-assessment are embedded into schemes of learning, it helps to foster a number of skills, such as reflection, critical thinking and self-awareness to help students reach their full potential.

At the end of each unit students will sit a summative assessment focusing on the core knowledge and understanding taught during the most recent topic of study alongside elements previously taught. Students will have the opportunity to complete RTM (response to marking) and complete mastery tasks on target areas before moving onto new content.