



Progression Map - Religious Education

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

Religious Education at Bradford Academy

Our Religious Education curriculum provides inspirational and alive teaching, giving young people the opportunity to love and appreciate the role of Christianity, World Faiths and spirituality in the society around them. The diverse curriculum enables our young people to widen their horizons by exploring the contributions of influential theologians, indeed taking them beyond the experiences of the textbooks.

The curriculum is formed around key readings taken from sources of wisdom and authority and philosophical texts. This empowers our learners to think critically, make informed decisions and appraise evidence. Our students are encouraged to take part in class discussions often looking at contentious issues. Indeed, if they are to disagree, they must disagree well demonstrating both friendship and compassion. This experience allows students to appreciate not only their voice but also the voices of those around them. Students are encouraged to use evaluation skills building upon their KS2 RE skills.

The experiences lived within their RE classrooms teach our students that they have a responsibility to their core self; only when they understand this will they shine bright.



Knowledge and Skills	Religious Significance	By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
		Learners will understand the impact that belief in God can have on Christians, Muslims, and Jewish people. Learners will understand how religious beliefs about the afterlife can impact on a person's daily life and actions. Learners will begin to understand how religious and non-religious ideas influence people's actions and morality.	Learners will understand the impact that teachings about evil and suffering can have on Christians and Buddhists. Learners will understand the role of Jesus and prophets played and how this impacts the actions of Christians. Learners will understand the impact of Muslim beliefs and teachings on daily lives in modern Britain.	Learners will understand the impact that teachings of the Sikh gurus about equality and service can have on Sikhs. Learners will understand how religious beliefs about creation and stewardship affect how people live and treat the environment. Learners will understand how religious and non-religious beliefs impact how people live in an increasingly secular society.	Learners will understand the impact that Christian and Muslim beliefs and teachings have on their lives and actions. Learners will understand how religious and non-religious beliefs about peace & conflict affect how people and nations interact and settle disputes. Learners will understand how religious and non-religious beliefs about relationships affect people's lives and actions.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams. <u>Full Course</u> Learners will understand how religious and non-religious beliefs about social justice & equality and crime & punishment help them make sense of the world around them.
Evidence (Sources of Wisdom)		Learners will be able to analyse sources of wisdom and authority about: - the nature of God in different faiths. (ie. Apostles' Creed, Surah 4) - the afterlife (ie Bhagavad Gita) - morality (ie Exodus 20)	Learners will be able to analyse sources of wisdom and authority about: - evil and suffering (ie Mark's Gospel, Genesis) - Jesus & the prophets' teachings. (ie proverbs, parables) - key Muslim practises and traditions. (Surah 1)	Learners will be able to analyse sources of wisdom and authority about: - Sikh teachings on equality & service. (ie. Guru Granth Sahib, Mool Mantra) - stewardship and the environment. (ie. Genesis 1) - a range of social issues. (ie sexuality, marriage)	Learners will be able to analyse sources of wisdom and authority about: - the nature of God, the afterlife, and how to lead a life of faith - Christian & Muslim teachings about peace & conflict. - relationships, sexuality, & marriage.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams. <u>Full Course</u> Learners will be able to analyse sources of wisdom and authority about religious views on equality & social justice and crime & punishment.



	Similarity & Difference	Learners will identify similarities and differences about: - the nature of God across the Abrahamic faiths - the afterlife between Hinduism, Christianity, and Islam - religious and non-religious teachings about morality and ethics.	Learners will identify similarities and differences about: - responses to evil and suffering based on religious teachings - the teachings of Jesus and the prophets. (ie kindness, advocacy, etc) - life in modern Britain for Muslim teenagers and their peers.	Learners will identify similarities and differences about: - the nature of God in Sikhism compared to the Abrahamic faiths - stewardship across a range of world faiths - social issues between religious and non-religious viewpoints.	Learners will identify similarities and differences about: - Christian & Muslim beliefs about God, the afterlife and how to live life - Christian and Muslim viewpoints on peace & conflict - religious & non-religious views on relationships, marriage, and sexuality.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams.
	Making Connections	Learners will be able to make links between: - beliefs about the nature of God and the ways people of faith live and worship - beliefs about the afterlife and the way people of faith live their lives - moral and ethical beliefs and contemporary social issues.	Learners will be able to make links between: - beliefs about evil and suffering and the ways people of faith respond to challenges - the teachings of Jesus and the prophets and modern social issues - the teachings and practises of Islam and daily life in modern Britain.	Learners will be able to make links between: - the teachings of the Sikh gurus and the actions of Sikhs to promote equality & service - religious teachings and people's treatment of and interaction with the environment - religious and non-religious views and social issues.	Learners will be able to make links between: - key Christian & Muslim teachings, and the lives of people of these faiths - religious & non-religious views on peace & conflict, and real world examples of tensions and disputes - religious & non-religious views on relationships, and real world social issues.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams. <u>Full Course</u> Learners will be able to make links between real world issues and relevant religious & non-religious views on equality & social justice and crime & punishment.



	Religious Perspectives	Learners will be able to explain how: ○ Christians, Muslims, and Jewish people view the nature of God ○ people of different faiths view the afterlife and its importance ○ people of different beliefs may respond to moral and ethical issues.	Learners will be able to explain how Christians make sense of challenging situations linked to evil and suffering. Learners will be able to consider different responses to the teaching of Jesus and the impact of these teachings. Learners will be able to consider what it is like to live as a Muslim teenager in modern Britain.	Learners will be able to explain how Sikhs use their faith to respond to issues in society. Learners will be able to consider similar and different viewpoints about environmental issues. Learners will be able to consider how and why religious and non-religious people might respond to a range of social issues.	Learners will be able to explain how: ○ Christians and Muslims view God, and how their faith helps them make sense of the world ○ people of different faiths or of no faith may respond to times of tension and conflict ○ people with different beliefs may have different relationships.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams.
	Ethical Dimension	Learners will be able to explain how people's actions could be considered moral or immoral and how that may affect them both in life and the afterlife.	Learners will be able to explain how religion can help people make sense of and respond to challenging situations in their lives, based on how their faith has impacted their morals & ethics.	Learners will be able to explain how beliefs and teachings from religious and non-religious viewpoints can make sense of social issues, based on how these viewpoints have impacted their morals & ethics.	Learners will be able to explain how beliefs and teachings from Christianity & Islam may influence ideas about morality. Learners will be able to explain how teachings from religious and non-religious backgrounds can help people make sense of social issues related to peace, conflict, and relationships.	<u>Short Course</u> Learners will strengthen their understanding of content covered in the Year 10 curriculum and develop their exam practise in preparation for final exams. <u>Full Course</u> Learners will be able to explain how teachings from different backgrounds can help people make sense of social issues related to equality & social justice and crime & punishment.



	Assessment	<u>Unit 1: The Nature of God</u> Knowledge Quiz + 'Is your god the same as my god?' <u>Unit 2: Religion & the Afterlife</u> Knowledge Quiz + 'Outline different perspectives on the afterlife.' <u>Unit 3: Morals & Ethics</u> Knowledge Quiz + Summative Essay: How does religion guide people?	<u>Unit 1: Evil & Suffering</u> Knowledge Quiz + 'How do people deal with suffering?' <u>Unit 2: The Role of Prophets</u> Knowledge Quiz + 'Does the world need prophets today?' <u>Unit 3: Adversity & Action</u> Knowledge Quiz + 'How does faith help people respond to challenging situations in their lives?'	<u>Unit 1: Equality & Service</u> Knowledge Quiz + 'How are Sikh teachings practised?' <u>Unit 2: Religion & Stewardship</u> Knowledge Quiz + 'Should Christians be greener than everyone else?' <u>Unit 3: Adversity & Action</u> Knowledge Quiz + 'Religion helps people to do good.' Evaluate this statement.	Learners will complete past paper unit studies on each of the exam components: ○ Christian Beliefs ○ Muslim Beliefs ○ Peace & Conflict ○ Religion and Relationships	Learners will complete past paper unit studies on each of the exam components: ○ Christian Beliefs ○ Muslim Beliefs ○ Peace & Conflict ○ Religion and Relationships ○ Equality & Social Justice ○ Crime & Punishment *full course learners only
	Knowledge & Vocabulary	Learners will become familiar with and able to define the following key terms: ○ omnipotent, omnibenevolent, omniscient, Trinity, Tawhid, samsara, karma, morals, ethics, gospel, parable	Learners will become familiar with and able to define the following key terms: ○ tawhid, sin, parable, Jesus, pacifism, 5 Pillars of Islam	Learners will become familiar with and able to define the following key terms: ○ guru, service, stewardship, creation, secular, Humanism	Learners will become familiar with and able to define the following key terms: ○ salvation, afterlife, Trinity, Tawhid, Akhirah, Just War Theory, Jihad	Learners will become familiar with and able to define the following key terms: ○ equality, human rights, justice, retribution, rehabilitation, deterrence