The principle aim of Religious Education in Canons High School is to enable pupils to understand the nature of religious beliefs and practices, and the importance and influence of these in the lives of believers. Religious Education shares common ground with other elements in the general curriculum in contributing positively to the moral and social development of pupils, whilst at the same time making its own distinctive contribution. This knowledge will equip students for the demands of KS4 and beyond as new knowledge is integrated into ideas already developed from the strong KS3 curriculum. Critically, RE lessons provide a safe and positive environment were students are encouraged to think very deeply and debate challenging and complex issues in a mature way. As a result, RE contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in our diverse community at Canons High School.

The aims of the department are to:
- further the total educational development of pupils
- take into account the religious, non religious and cultural backgrounds of the pupils
- encourage the development of a positive attitude towards religion
- provide for the study of world faiths in depth, as well as at an introductory level
- ensure the KS3 curriculum provides a strong foundation for students to acquire later knowledge
- stipulate that one of the faiths to be studied is Christianity
- help the pupils to recognise the relationships between behaviour and belief
- answer some ultimate questions - to find the meaning and purpose of life
- teach students how to use the knowledge they have acquired to construct an argument

Knowledge and skills

The curriculum is designed to provide opportunities of knowledge sequencing from KS3-KS5. This is achieved by introducing challenging theological, philosophical and ethical knowledge in KS3 which continues and provides a strong foundation for and throughout KS4 & KS5. All the while ensuring that students learn about the three disciplines as well as from it as instructed by the agreed national curriculum. The teaching, learning and assessment activities allow for the development of students’ ability to access higher order thinking skills. Students develop their ability to justify, evaluate, think critically, rationalise and articulate their ideas. As well as this they will develop their literacy skills by writing persuasive and empathetic arguments.
<table>
<thead>
<tr>
<th>Year 7</th>
<th><strong>UNIT CONTENT</strong></th>
<th><strong>ASSESSMENT</strong></th>
</tr>
</thead>
</table>
| Autumn 1 and 2 | Introduction To Religion/Beliefs (11)  
- Introduction  
- Six World Religions  
- What is The Truth  
- Culture v Religion  
- Main beliefs x6 | Evaluation Essay: Is there truth in religion? |
| Autumn 2 and Spring 1 | Founders (8)  
- Jesus:  
  1. Birth Christmas)  
  2. Life(miracles)  
  3. Death  
- Muhammad:  
  1. Background and angel  
  2. Role model (Sunnah)  
- Buddha:  
  1. Life and questioning  
- Guru Nanak:  
  1. Life of Guru Nanak | Evaluation Essay: ‘The founders were not messengers of God, but rather just wanted to change society’ |
| Spring 2 | Books (7)  
- Introduction  
- Tenakh  
- Ten Commandments  
- Bible  
- Qur’an | Evaluation Essay: Are holy books relevant for 21st century? |
| Summer 1 | Places of Worship (6)  
- Judaism  
- Christianity  
- Islam | Design a multi-faith place of worship |
| Summer 2 | Rites of Passage (5)  
- Introduction  
- Aqiqah  
- Bar Mitzvah  
- Christian wedding  
- Hindu funeral | Evaluation essay: ‘Birth is the most important rite of passage’ |
<table>
<thead>
<tr>
<th>UNIT CONTENT</th>
<th>Autumn 1 and 2</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1 and 2</th>
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<tbody>
<tr>
<td>Worship/Pilgrimage (13)</td>
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<td>- What is worship</td>
<td>- Theology</td>
<td>- Philosophy (6)</td>
<td>- Authority</td>
<td>- Festivals</td>
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<td>- Islam 2</td>
<td>- Where is God</td>
<td>- Plato</td>
<td>- Human leadership</td>
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<td>- Buddhism 2</td>
<td>- What does God look like</td>
<td>- Aristotle</td>
<td>- Holy Books</td>
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<td>- Christianity 2</td>
<td>- God as a spirit</td>
<td>- Cosmological</td>
<td>- Founders</td>
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<td>- Hinduism 2</td>
<td>- God as a power</td>
<td>- Teleological</td>
<td>- Conscience</td>
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<td>- Judaism 2</td>
<td>- Greek creation</td>
<td>- Ontological</td>
<td>- Moral Issues</td>
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<td>- Sikhism 2</td>
<td>- Hinduism</td>
<td>- Moral</td>
<td>- Problem of evil</td>
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<td>- Genesis</td>
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<td>- Abortion</td>
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<td>- Evolution</td>
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<td>- Euthanasia</td>
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<td>ASSESSMENT</td>
<td>Evaluation Essay</td>
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<td>- Going to a football match is the same as going on pilgrimage</td>
<td>- If the world had a beginning there must be a God that created it.</td>
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