



Avonbourne Boys' & Girls' Academies
The best in everyone™
Part of United Learning



United Sixth Form
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Subject: Religious Education

Curriculum vision

The RE Curriculum at Avonbourne Academies allows students to develop powerful knowledge through wide-ranging ethical, philosophical, religious, and global views. Students will gain an appreciation for how these worldviews impact the world they live in at a local, national, and global level. Our curriculum allows students to see themselves within RE and encourages all students to be tolerant and inclusive. The RE curriculum is planned with carefully sequenced lessons and aims to provide a narrative to religious and non-religious views.



Curriculum Overview

Term 1

| | Autumn 1 | Why this? Why now? | Autumn 2 | Why this? Why now? |
|----------------|--|---|--|--|
| Year 7 | KS3 Unit 1: Religion, Locally and Nationally | This unit introduces the main religious groups that will be studied through the curriculum. It introduces the concept of social sciences, via the 2021 Census data, to explore what religious and non-religious groups feature as part of modern British society. It considers how and why this may have changed over time and allows schools to explore religion and belief in their local area. | KS3 Unit 2: Origins of Abrahamic Faith | Students are introduced to the concept of the Abrahamic religions and the key Biblical literacy and foundational knowledge of the books of Genesis, Exodus and Leviticus which underpin all their future studies. |
| Year 8 | KS3 Unit 5: Islam | Students revisit the Biblical narrative from an Islamic perspective and study the origins of the Rashidun Caliphate in order to analyse its impact on differing practices between Sunni and Shi'a Islam. | KS3 Unit 5: Islam | Having studied the origins of Islam, students are introduced to the Five Pillars and Six Articles of Faith in order to understand how Islamic beliefs and practices have developed and diversified since the Rashidun Caliphate. |
| Year 9 | KS3 Unit 8: Life and death | Having studied Philosophy, students are now introduced to Ethics, where they will learn accessible normative ethical theories and evaluate the impact of Christianity on their development. | KS3 Unit 8: Life and death | Students study applied ethics, focusing on medical ethics, before applying the normative ethical theories, learnt the previous half term, to each ethical conundrum. |
| Year 10 | GCSE (Beliefs and Practices) Unit 1: Christian Beliefs | Having studied the Gospel account of Jesus' life and ministry and the development of the Christian Church at key stage 3, students now begin to explore the fundamental Christian beliefs that underpin their faith. | GCSE (Beliefs and Practices) Unit 1: Christian Beliefs | Having studied the Gospel account of Jesus' life and ministry and the development of the Christian Church at key stage 3, students now begin to explore the fundamental Christian beliefs that underpin their faith. |
| Year 11 | GCSE (Themes) Unit 1: Human Rights & Social Justice | Students build upon the equality module from key stage three and relationships and families from year 10, to explore human rights and social justice. | GCSE (Themes) Unit 2: Peace & Conflict | Having learnt the key Christian and Muslim beliefs and practices, students are now ready to apply their knowledge to different themes. Students build upon what they learnt at key stage 3 about extremism, life after death and justice to analyse contrasting religious beliefs about war. |
| Year 12 | A Level Unit 1: Philosophy of Religion | Students begin their A Levels by studying the Philosophy module that builds upon the existence of God and revelation theme that they studied at the end of year 11. The core concepts learnt during this module are necessary to fully understand the following two modules. | A Level Unit 1: Philosophy of Religion | Students take a chronological approach to learning about the foundation and growing impact of Philosophy, starting with Ancient Greece and exploring its influence of medieval and modern Christian theology. |



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|----------------|--|--|--|---|
| Year 13 | A Level Unit 4: Philosophy of Religion | Students build upon their grounding in Philosophy of Religion taught in Year 12 and focus primarily on the attributes of God, using knowledge from the year 12 Christian module. | A Level Unit 4: Philosophy of Religion | Having studied the attributes of God in the previous half term, students build upon this knowledge by applying the Christian concept of God to the topic of religious language. |
|----------------|--|--|--|---|



Term 2

| | Spring 1 | Why this? Why now? | Spring 2 | Why this? Why now? |
|---------|--|--|--|--|
| Year 7 | KS3 Unit 3: Judaism | Students are taught the Abrahamic religions chronologically in order to explain the influence of Judaism on Christianity and Islam. | KS3 Unit 3: Judaism | Students study the key Jewish beliefs, branches, festivals, and forms of worship in order to evaluate their impact on Christianity and Islam. |
| Year 8 | KS3 Unit 6: Philosophy of Religion | Students compare theism, atheism and agnosticism and evaluate their responses to traditional arguments for the existence of God, including the Design and First Cause argument. | KS3 Unit 6: Philosophy of Religion | Students will study the reciprocal influence and foundational relationship between philosophy and the three Abrahamic religions through the lens of the problem of evil and religious experience. |
| Year 9 | KS3 Unit 9: Equality | Having been introduced to normative ethical theories and the ministry of Jesus, students apply their core ethical knowledge to racial and gender equality. | KS3 Unit 9: Equality | Having studied the three Abrahamic religions, students will analyse whether they truly promote equality (in both scripture and practices) in issues concerning women in worship, LGBTQ, and disability equality. |
| Year 10 | GCSE (Beliefs and Practices) Unit 2: Islam Beliefs | Having studied the development of Islam, including the historical background behind the Sunni and Shi'a Islam split at key stage 3, students now begin to explore the fundamental Muslim beliefs that underpin their faith. | GCSE (Beliefs and Practices) Unit 3: Christian Practices | Having recently studied the fundamental Christian beliefs, students can now begin to explore how Christians put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Catholic, Orthodox and Protestant split, students can now contrast how and why the different branches of Christianity practice their faith in different ways. |
| Year 11 | GCSE (Themes) Unit 3: Relationships & Families | Students continue to apply their knowledge of the Key Christian and Muslim beliefs and practices to a theme that enables students to analyse whether the key religious teaching about equality that they learnt at key stage three hold true when applied to relationships and families. Students can also apply their knowledge from studying PSHE in year 9 to this module. Completing this module enables students to be entered, if necessary, into short course RE. | GCSE (Themes) Unit 4: Religion & Life | Students build upon their knowledge of life after death from key stage three to apply Christian and Muslims teachings, examined deeper in year 10, to issues of life and death. The key religious teachings, first taught in peace and conflict last year can also be applied to this module. |
| Year 12 | A Level Unit 2: Religious Ethics | Having studied the key philosophical concepts that underpin the A Level course students are now introduced to Ethics, where they will learn the normative ethical theories, some of which were introduced in key stages 3 and 4, in much greater depth and detail. | A Level Unit 2: Religious Ethics | Having been introduced to the normative ethical theories, students are now ready to study applied ethics, where they will apply the normative ethical theories to modern ethical issues, such as business ethics and euthanasia. |



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| Year 13 | A Level Unit 5: Religious Ethics | Having studied normative ethics and applied ethics, students can now apply the core knowledge they learnt in religious language to meta ethics and sexual ethics. | A Level Unit 6: Developments in Christian thought | Students apply their knowledge from sexual ethics to gender, in relation to Christian theology and society. |
|----------------|--|---|---|---|



| | Spring 1 | Why this? Why now? | Spring 2 | Why this? Why now? |
|---------|--|--|--|--|
| Year 7 | KS3 Unit 4: Christianity | Students learn the Gospel account of Jesus' life and ministry, building upon his Jewish influences, in order to evaluate his impact on the development of Christian ethics and practices. | KS3 Unit 4: Christianity | Students study the development of Christianity throughout the past 2,000 years focusing on the reasons behind and impact of the split between Catholic, Orthodox and Protestant Christianity. |
| Year 8 | KS3 Unit 6: Atheism | Having studied the three Abrahamic religions, students learn about the development and trigger points of atheism such as the enlightenment and evolution. | KS3 Unit 6: Atheism | Students learn how atheism has developed and diversified into the twenty-first century and evaluate its success at combatting the criticisms and challenges posed by faith believers of the three Abrahamic religions. |
| Year 9 | KS3 Unit 10: Buddhism | Having studied western atheistic worldviews such as humanism, students will build upon their knowledge by learning about the eastern atheistic worldview of Buddhism. | KS3 Unit 10: Buddhism | Having previously studied western monotheistic worldviews such as Judaism, Christianity and Islam, students will consolidate their knowledge by contrasting traditional western beliefs and practices with those of Buddhism. |
| Year 10 | GCSE (Beliefs and Practices) Unit 3: Christian Practices | Having recently studied the fundamental Christian beliefs, students can now begin to explore how Christians put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Catholic, Orthodox and Protestant split, students can now contrast how and why the different branches of Christianity practice their faith in different ways. | GCSE (Beliefs and Practices) Unit 4: Islam Practices | Having recently studied the fundamental Islamic beliefs, students can now begin to explore how Muslims put these beliefs into practice. Likewise, having learnt about the historical reasons behind the Sunni and Shi'a Islam split, students can now contrast how and why the different branches of Islam practice their faith in different ways. |
| Year 11 | Revision and Consolidation | Having completed every module necessary for the full RE GCSE, students have time to revisit and consolidate their understanding and the core concepts and make new links between themes, beliefs, and practices now that they have finished the course. | | |
| Year 12 | A Level Unit 3: Developments in Christian thought | Students are able to build upon their knowledge of the key beliefs and practices of Christianity, as learnt at GCSE, and apply them to the key philosophical concepts and normative ethical theories as learnt at A Level. | A Level Unit 3: Developments in Christian thought | Students focus on key historical Christian figures such as Jesus and Dietrich Bonhoeffer and apply the key Christian teachings, learnt in the previous half term, to these highly influential thinkers. |
| Year 13 | A Level Unit 6: Developments in Christian thought | Students complete their A Level course by studying the challenge of secularism, which draws upon the core content learnt in the previous five modules. | Revision and Consolidation | Having completed every module necessary for the full RE A Level, students have time to revisit and consolidate their understanding and the core concepts and make new links between themes, beliefs, and practices now that they have finished the course. |



Extracurricular Opportunities (competitions, associations and clubs)

1. [AQA GCSE Religious Studies A \(9-1\) Workbook: Christianity and Islam for Paper 1: With all you need to know for your 2022 assessments: AmazonSmile: Jackson-Royal, Rachael: 9780198445630: Books](#)
2. [AQA GCSE Religious Studies A \(9-1\) Workbook: Themes through Christianity and Islam for Paper 2: With all you need to know for your 2022 assessments: AmazonSmile: Cox, Dawn: 9780198445661: Books](#)
3. [Grade 9-1 GCSE Religious Studies: AQA A Exam Practice Workbook \(includes Answers\): perfect for catch-up and the 2022 and 2023 exams \(CGP GCSE RS 9-1 Revision\) : CGP Books, CGP Books: AmazonSmile: Books](#)
4. [Revise AQA GCSE \(9-1\) Religious Studies A Christianity and Islam Revision Workbook: for home learning, 2022 and 2023 assessments and exams \(REVISE AQA GCSE RS 2016\) : Hill, Tanya: AmazonSmile: Books](#)
5. Big Questions Club: Friday Lunch time in M11.
6. Debate Club: Monday afterschool in M12.

Revision Guides

1. [New 9-1 GCSE AQA A Religious Studies: Christianity & Islam Revision Question Cards: perfect for exams and mocks in 2022 & 2023 \(CGP GCSE RS 9-1 Revision\): AmazonSmile: Christian, Pountain, CGP Books: 9781789085723: Books](#)
2. [Grade 9-1 GCSE Religious Studies: AQA A Complete Revision & Practice with Online Edition: perfect for catch-up and the 2022 and 2023 exams \(CGP GCSE RS 9-1 Revision\) : CGP Books, CGP Books: AmazonSmile: Books](#)
3. [Grade 9-1 GCSE Religious Studies: AQA A Revision Guide with Online Edition: ideal for catch-up and the 2022 and 2023 exams \(CGP GCSE RS 9-1 Revision\) : CGP Books, CGP Books: AmazonSmile: Books](#)
4. [AQA GCSE Religious Studies A: Christianity and Islam Revision Guide: With all you need to know for your 2022 assessments \(GCSE Religious Studies for AQA\): AmazonSmile: Fleming, Marianne, Power, Harriet, Smith, Peter: 9780198422839: Books](#)
5. [My Revision Notes AQA GCSE \(9-1\) Religious Studies Specification A: AmazonSmile: Parry, Lesley, Hayes, Jan: 9781510404793: Books](#)

Academic Reading

[A History of Christianity: The First Three Thousand Years by MacCulloch, Diarmaid \(September 2, 2010\) Paperback: AmazonSmile: MacCulloch, Diarmaid: Books](#)

[The Godless Gospel: Was Jesus A Great Moral Teacher?: AmazonSmile: Julian Baggini: 9781783782314: Books](#)

[God: A Human History: AmazonSmile: Aslan, Reza: 9780552174992: Books](#)

[Battling the Gods: Atheism in the Ancient World: AmazonSmile: Whitmarsh, Tim: 9780571279319: Books](#)

[A Short History of the Jewish People: From Legendary Times to Modern Statehood: AmazonSmile: Scheindlin, Professor of Medieval Hebrew Literature Raymond P: 9780195139419: Books](#)

[Beyond the Big Six Religions: Expanding the Boundaries in the Teaching of Religion and Worldviews: AmazonSmile: James D. Holt: 9781908258359: Books](#)

[Comparative Religion For Dummies: AmazonSmile: Lazarus, William P., Sullivan, Mark: 9780470230657: Books](#)

[The Philosophy Book: AmazonSmile: Will Buckingham, Peter J. King, Douglas Burnham, Marcus Weeks, Clive Hill, John Marenbon, DK, Sarah Tomley: 9781405353298: Books](#)

[The Pig That Wants To Be Eaten: And 99 Other Thought Experiments : Baggini, Julian: AmazonSmile: Books](#)

[By Ben DuprÑ 50 Philosophy Ideas You Really Need to Know \(50 Ideas You Really Need to Know series\) \[Hardcover\]: AmazonSmile: Ben DuprC.: 8601410632748: Books](#)

[The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods, 3rd Edition: AmazonSmile: Fosl, Peter S., Baggini, Julian: 9781119103219: Books](#)

[Socrates: A Very Short Introduction \(Very Short Introductions\): AmazonSmile: Taylor, C.C.W.: 9780198835981: Books](#)