

RE Curriculum

What is it we do at Fern House?

Our RE Intent

- ▶ It is essential that our pupils have an understanding of the importance of faith in the lives of individuals and communities. They should also appreciate how the central messages of the major world religions underpin public morality for believers and non-believers alike both in terms of the rituals and festivals which punctuate the year and the established social and legal order.
- ▶ We judge that our pupils will derive the most benefit from studying the two faiths most relevant to them and their families namely Christianity and Islam. The major precept of the major four other religions will be shared but not studied in depth. Pupils will study two topics a year which will focus on the central messages of Christ and Mohammed as expressed in the major festivals and how these impact on believers and the wider society.
- ▶ Pupils will have the opportunity to visit and understand the significant features of a church and a mosque. These topics will support and contribute to the understanding of work across the curriculum. The development of literacy and communication is at the heart of everything we do, as is the opportunity to reflect on human motivation and behaviours.

Our RE Curriculum Drivers

- ▶ We use these 'drivers' to underpin the learning and experiences our pupils will receive through the history curriculum. These key drivers are personal to our school and reflect the social, spiritual and educational needs of our pupils.
- ▶ The following key drivers underpin our learning, especially 'empathy' and are developed through the school across our curriculum, not just in RE. Our two key drivers for our RE curriculum are:
 - ▶ Concepts of Faith
 - ▶ Empathy

Concepts of Faith

- ▶ Through the 'Concepts of Faith' curriculum driver we aim to teach our pupils the main foundations, beliefs, and services of both Islam and Christianity.
- ▶ By studying both religions' sacred texts and scriptures, celebrations, places of worship, the evolution of the religion and the rules that are expected to be followed and the charity work we want our pupils to understand that there are often more similarities between the two religions than expected.
- ▶ Through teaching about Islam, and comparing it to Christianity, we aim to the misconceptions sometimes perpetrated in the media, especially in recent year. The more our pupils are educated the more they are able to draw their own conclusions and form their own opinions.

Empathy

- ▶ **Being empathetic helps children develop emotional intelligence.**
- ▶ Understanding a religion, the faith and practices behind each, the similarities behind all religions and the good that religions set out to do is something we want all of our pupils to understand.
- ▶ We understand that there appears to be an increasing divide between Christianity and Islam, often enflamed by a lack of knowledge and / or understanding. At Fern House we want to teach all of our pupils the similarities and all of the great things they can do for people. We also show that difference can also be a positive. And that sometimes the differences between these religions can be superficial, and when stripped away they are two religions that have been built on very similar foundations.
- ▶ Not only is empathy a core belief to many religions it is fundamental for our pupils to show empathy and have them understand, in our increasingly diverse country,

Our Long Term RE Map

- ▶ Across the 5 phases (KS4 have made their vocational choices so are not included) pupils study 2 RE topics per academic year.
- ▶ The topics chosen for Islam and Christianity have been done to build up knowledge progressively but also compare the two religions by studying similar topics in each phase.
- ▶ chosen to engage our pupils, excite our pupils, increase their vocabulary, allow the to debate and challenge and form their own conclusions and lead them to have a secure understanding of not only what life may have been like in the past but also how key historical events have shaped modern day life.

	Autumn 2	Summer 1
Phase 1	<p><u>Who was Muhammed and what was the Qur'an?</u></p> <p><u>Concepts of Faith</u> Why is the Qur'an so sacred for Muslims? Why do Muslims call Muhammed 'the prophet of Allah'?</p> <p><u>Empathy</u> When would you like to have 'stillness and silence' in your life? Why should we show respect to others? Why is it important that we care for our world?</p>	<p><u>Why do Christians celebrate Christmas?</u></p> <p><u>Concepts of Faith</u> What do Christians believe happened at Christmas? (What do they believe about Jesus?) Why do Christians exchange gifts on Christmas day? (3 wise men)</p> <p><u>Empathy</u> Why might people be sad or find it difficult at Christmas and how can we help? (Loneliness / bereavement / poverty / illness)</p>
Phase 2	<p><u>Why do Muslims celebrate Ramadan and Eid?</u></p> <p><u>Concepts of Faith</u> Why do Muslims fast during Ramadan? Why is food an important part of Eid? (What does Ramadan celebrate?)</p> <p><u>Empathy</u> Why might it be important to eat together as a family? Are there people in London that don't have enough to eat?</p>	<p><u>Why do Christians celebrate Easter?</u></p> <p><u>Concepts of Faith</u> What do Christians believe happened on Good Friday and Easter Sunday? Why do people share Easter eggs with each other?</p> <p><u>Empathy</u> How does the Easter story give Christians hope and comfort?</p>
Phase 3	<p><u>What are the 5 pillars of Islam?</u></p> <p><u>Concepts of Faith</u> What are the 5 Pillars of Islam so important to Muslims? What is the Hajj and why is it so important for Muslims?</p> <p><u>Empathy</u> Why do you think Muslims are expected to pray 5 times?</p>	<p><u>What are the 10 Commandments?</u></p> <p><u>Concepts of Faith</u> What are the 10 commandments? Why did God give Moses the 10 commandments to the Israelites?</p> <p><u>Empathy</u> Are all 10 commandments equally relevant today? What would your 11th commandment be? Do you think all sins are forgivable? (If truly repented?)</p>

Phase 4	<p style="text-align: center;"><u>What happens in a Mosque?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>Why are Mihrabs so important in Mosques? What must a Muslim do before prayer in a Mosque?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>What objects must you treat with respect and why? Why is the Mosque such an important part of a Muslim community?</p>	<p style="text-align: center;"><u>What happens in a church?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>Why are Christians baptised, married and buried in church? Do all churches look the same?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Why do many Christians choose to go to church every Sunday? How has the definition of marriage changed over the last 10 years?</p>
Phase 5	<p style="text-align: center;"><u>Why are Christians and Muslims expected to be charitable?</u></p> <p style="text-align: center;"><u>Concepts of Faith</u></p> <p>What does Christianity and Islam teach about the duty to be charitable? (Islamic/Muslim/Christian Aid) How do international and national charities improve peoples' lives?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Which people in my community, and internationally, deserve the most support?</p>	<p style="text-align: center;"><u>What are the religious values in the world today?</u></p> <p style="text-align: center;"><u>Concepts of faith</u></p> <p>What are some of the religious rules of Islam and Christianity? Can some rules be broken? Which ones should never be broken? What are Christian and Muslim understanding of values and commitment?</p> <p style="text-align: center;"><u>Empathy</u></p> <p>Should you always follow rules? How do people live by these values in the modern world? What does belief, value and commitment mean to me? Is belief or fear of God necessary for good values?</p>