



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School

## Religious Education Department.

### Intent of Curriculum



The Bromfords School

Religious Education Department.  
(Including Values, Ethics and beliefs)

### The intent of Religious Education at Bromfords is

The intent of Religious Education (including VEB) at Bromfords is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. The study of religion can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE students learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. Students learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.


#### Achieve:

RE should develop students aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs. Students should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

#### Enrich:

RE should support the spiritual development of pupils, which includes their ability to be reflective about their own beliefs (religious or otherwise) and perspectives on life; knowledge of, and respect for, different people's faiths, feelings and values; an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity.

<b>Department: Religious Education</b>	<b>Curriculum Map What does Religious Education and Values, Ethics and Beliefs at Bromfords look like?</b>				
<b>Entry KS2</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<p><u>Knowledge:</u></p> <p>Varied – especially with COVID catch up focused on core subjects. Some topic-based work</p> <p><u>Skills:</u></p> <p>Some recall and understanding of Christianity, Judaism and Hinduism if Essex Agreed syllabus has been used in their school. Topics within these areas may include: How people pray</p>	<p><u>Knowledge:</u></p> <p>How religion began and its development and connection to communities and societies.</p> <p>Knowledge of religion and belief, including beliefs, practices and sources of authority of Judaism, Christianity, Sikhism and Islam.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>– Describe, briefly explain, and make connections</li> <li>– Begin to use religious key terms – Understand the opinions of others</li> <li>– Begin to express ideas and discuss the impact of religion</li> </ul>	<p><u>Knowledge:</u></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Ethics, Buddhism and Christianity.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Explain, start to show specific connections</li> <li>- Use religious key terms</li> <li>- Express ideas and insights about religions and world views</li> <li>– Begin to discuss moral and ethical issues</li> </ul>	<p><u>Knowledge:</u></p> <p><b>Option</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Philosophy, Buddhism and Christianity, Religion: Crime and Punishment.</p> <p><b>VEB</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Ethical Issues such as Crime, Racism and Prejudice, Medical issues, Relationships</p> <p><u>Skills:</u></p> <p><b>VEB</b></p> <p>Apply the following:</p> <ul style="list-style-type: none"> <li>- knowledge and understanding of different religions</li> <li>- Explain and develop contrasting views</li> <li>- Link specific religious beliefs and teachings</li> </ul>	<p><u>Knowledge:</u></p> <p><b>GCSE</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Buddhism and Christianity. Religion and Social Justice</p> <p><b>VEB</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Protected Characteristics, relationships, current moral and ethical dilemmas</p> <p><u>Skills:</u></p> <p><b>VEB</b></p> <p>Apply the following:</p> <ul style="list-style-type: none"> <li>- knowledge and understanding of different religions</li> <li>- Explain and develop contrasting views</li> <li>- Link specific religious beliefs and teachings</li> </ul>	<p><u>Knowledge:</u></p> <p><b>GCSE</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of Buddhism and Christianity. Religion, crime and punishment, Relationships and families, Religion and Life.</p> <p><b>VEB</b></p> <p>Knowledge of religion and beliefs, practices and sources of authority through a study of relationships and wellbeing</p> <p><u>Skills:</u></p> <p><b>VEB</b></p> <p>Apply the following:</p> <ul style="list-style-type: none"> <li>- knowledge and understanding of different religions</li> <li>- Explain and develop contrasting views</li> <li>- Link specific religious beliefs and teachings</li> </ul>

<p>Understanding of religious festivals Rules for living What different people believe about God. What it means to be a ....</p>			<ul style="list-style-type: none"> <li>- Analyse in depth, evaluate and make judgements</li> <li>- Explain in depth and demonstrate analysis – Develop their ability to discuss moral and ethical issues</li> <li>- Effectively use religious beliefs and teachings</li> <li>- Begin to discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse in depth, evaluate and make judgements</li> <li><b>GCSE</b></li> <li>- Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse in depth, evaluate and make judgements</li> <li><b>GCSE</b></li> <li>- Analyse and evaluate aspects of religion and belief, including their significance and influence</li> </ul>		
<p><b>Enrichment, Careers, Real-world Experience.</b></p>	 <p>Careers &amp; real world: Religious studies encourages students to explore different aspects of faith and beliefs. They will develop their critical thinking skills as well as being able to analyse and evaluate issues and moral dilemmas. They will be given the opportunity to demonstrate empathy for others. These transferrable skills support careers in many public sector roles such as a police officer,</p>						

**Year 7 – Intent:**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Scheme of Work: Comparative Religion</b></p> <p>Learning intent: To secure understanding of how to analyse and explore religion &amp; faith. (connections, authority, worship).</p>	<p><b>Scheme of Work: Judaism</b></p> <p>Learning Intent: To explore the explore the teachings of Abraham and Moses through their lives and how they are remembered today by the Jewish community.</p>	<p><b>Scheme of Work: Christianity</b></p> <p>Learning intent: To explore Christianity through a study of the life of Jesus and the Christian moral code</p>	<p><b>Scheme of Work: Christianity</b></p> <p>Learning intent: To explore Christian beliefs and values through the study of the Bible, Christian places of worship and celebrations</p>	<p><b>Scheme of Work: Sikhism</b></p> <p>Learning intent: To gain an understanding of Sikhism through the lives of the Gurus and the 5ks and to explore the concept of service (sewa) and commitment.</p>	<p><b>Scheme of Work: Islam</b></p> <p>Learning Intent: To explore core Muslim beliefs through the 5 Pillars of Islam and to promote the positive aspects of Islam and consider how we can tackle Islamophobia.</p>
<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>

### Year 8 – Intent:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Scheme of Work: Ethics</b></p> <p>Learning Intent: To explore how people make moral and ethical decisions in relation to the sanctity of life,</p>	<p><b>Scheme of Work: Philosophy</b></p> <p>Learning Intent: To explore The arguments for and against the existence of God, the problem of evil and suffering,</p>	<p><b>Scheme of Work: Christianity</b></p> <p>Learning intent: To explore Christian beliefs about the afterlife, the similarities</p>	<p><b>Scheme of Work: Christianity</b></p> <p>Learning intent: To explore Christian practices in relation to public and private</p>	<p><b>Scheme of Work: Buddhism</b></p> <p>Learning Intent: To have knowledge and understanding of Buddhism through the life of the Buddha and</p>	<p><b>Scheme of Work: Humanism</b></p> <p>Learning Intent: To explore the beliefs of Humanism and to consider whether or not Humanism should</p>

environmental ethics, animal rights, drugs and attitudes to poverty	miracles and revelation.	and differences within The Church community	worship and the role of leaders of the church.	his key teachings and to understand the concepts of Samsara and enlightenment by exploring the eightfold path.	be considered a religion.
<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>	<i>Measuring Impact through: Baseline and End of unit of assessment</i>

## Year 9 – Intent: Option

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme of Work: Philosophy</b>  Learning Intent: An introduction to Philosophical thinking. Considering the different views of God and the existence of a supreme being. To develop critical thinking skills.	<b>Scheme of Work: Ethical Thinking</b>  Learning Intent: An introduction to Ethical debate. To explore how we make decisions and the use of religious texts as a source of wisdom and authority.	<b>Scheme of Work: Buddhist Beliefs</b>  Learning Intent: To develop knowledge and understanding of the key events and teachings of Siddhartha Gautama	<b>Scheme of Work: Buddhists Beliefs</b>  Learning Intent: To develop knowledge and understanding of the key events and teachings of Siddhartha Gautama	<b>Scheme of work: Christian Beliefs</b>  Learning Intent: To develop knowledge of the key teachings of Christianity about the nature of God, the role of Jesus and his teachings in shaping Christian beliefs.	<b>Scheme of Work: Christian Beliefs</b>  Learning Intent: To develop knowledge of the key teachings of Christianity about the nature of God, the role of Jesus and his teachings in shaping Christian beliefs.
<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>

## Year 9 – Intent: VEB

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scheme of work: Crime and Punishment</b>  Learning intent:	<b>Scheme of work: Racism &amp; discrimination</b>  Learning Intent:	<b>Scheme of work: Medical Ethics</b>  Learning Intent:	<b>Scheme of work: Healthy relationships</b>  Learning Intent:	<b>Scheme of work: Gangs and County Lines</b>  Learning Intent: Personal development,	<b>Scheme of work: Drugs and alcohol</b>  Learning Intent:

To explore and develop understanding of ideas linked to crime and forgiveness, including religious attitudes towards them.	For students to develop understanding of community cohesion in the UK and the various beliefs and values that influence the law and religious attitudes held by different faiths.	For students to develop understanding of medical ethics in line with British values. To consider religious and secular responses to the advances in technology.	Personal development, with students understanding what constitutes a healthy relationship and how they can recognise and deal with unhealthy relationships. To explore how faith can influence roles within relationships.	with students understanding why they should avoid drugs and gang culture.	Personal development with students understanding the law in relation to drugs, the physical, mental and psychological effects of both legal and illegal effects. To have an understanding of the religious attitudes towards drugs and alcohol.
<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>

**Year 10– Intent: GCSE**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Scheme of Work: Buddhism: beliefs and teachings</b>	<b>Scheme of Work: Christianity: beliefs and teachings</b>	<b>Scheme of Work: Religion, human rights and social justice</b>	<b>Scheme of Work: Relationships and families</b>	<b>Scheme of Work: Religion, crime and punishment</b>	<b>Scheme of Work: Religion and Life</b>
Learning Intent: To explore and develop ideas about Buddhist beliefs and the importance of them to Buddhists.	Learning Intent: To explore and develop ideas about Christian beliefs and the importance of them to Christianity	Learning Intent: To explore religious and contemporary views on Social Justice and Human Rights	Learning Intent: To explore religious and contemporary views on family life.	Learning Intent: To explore religious and contemporary views on crime and punishment.	Learning Intent: To explore religious and contemporary views on religion and life



<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>

### **Year 10 - Intent: VEB**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Scheme of work Careers</b>  Learning Intent: Personal development. Students develop self-awareness/ skills assessment and raise aspirations.	<b>Scheme of work Protected Characteristics</b>  Learning Intent: Students develop awareness of themselves and tolerance for others in line with British values.	<b>Scheme of work RSE</b>  Learning Intent: To explore issues around consent, including the impact of attitudes towards sexual assault, victim blaming, including when abuse happens online.	<b>Scheme of work Ethics (religious and secular)</b>  Learning Intent: For students to develop understanding of ethics in line with British values and with a worldwide perspective.	<b>Scheme of work Ethics (religious and secular)</b>  Learning Intent: For students to develop understanding of ethics in line with British values and with a worldwide perspective.	<b>Schemes of work Careers/Post 16</b>  Learning Intent: Personal development. Students develop self-awareness/ skills assessment and raise aspirations.
<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>

**Year 11– Intent: GCSE**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Scheme of Work:</b> <b>Buddhism: practices</b></p> <p>Learning Intent: To explore and develop ideas about Buddhist practices and the importance of them to Buddhists.</p>	<p><b>Scheme of Work:</b> <b>Christianity: practices</b></p> <p>Learning Intent: To explore and develop ideas about Christian and the importance of them to Christians.</p>	<p><b>Scheme of work</b> <b>Revision, examination skills and practice questions</b></p> <p>Learning Intent: To address any gaps in knowledge or understanding and provide opportunities for group and individual study skills and exam practice.</p>	<p>Scheme of work Revision, examination skills and practice questions</p> <p>Learning Intent: To address any gaps in knowledge or understanding and provide opportunities for group and individual study skills and exam practice.</p>		
<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>	<i>Measuring Impact through: Regular marking to check on progress and end of unit assessment</i>

**Year 11 - Intent: VEB**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Scheme of work Careers</b></p> <p>Learning Intent Personal development. Students develop self-awareness/ skills assessment and raise aspirations. Support students to complete a personal statement</p>	<p><b>Scheme of work Mental Health and wellbeing</b></p> <p>Learning Intent: To recognise when they or others need help with their mental health and wellbeing; to be able to recognise when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>	<p><b>Scheme of work RSE</b></p> <p>Learning Intent: To know how to choose and access appropriate contraception and explore the physical and emotional responses people may have to unintended pregnancy and the options available. To explore parenting skills.</p>	<p><b>Scheme of work Revision support</b></p> <p>Learning Intent: To support students with their upcoming examinations.</p>		
<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>	<i>Measuring Impact through: Engagement and self-reflection.</i>