






PRE

<p>Curriculum Intent</p> <p>Greenshaw Learning Trust The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.</p>	<ul style="list-style-type: none"> - We will nurture the pupil’s knowledge, understanding and critical thinking through embedding our big ideas of conflict, society and morality. - Through this critical lens students will build a respect and tolerance to different beliefs and stand points. - Students will be able to recognise and use PRE skills within other subjects and disciplines to be able to challenge theories, views and content to improve their understanding and skills for learning. - Students will develop interest and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development
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<p>Big Ideas</p>	<p style="text-align: center;"><u>Morality</u></p>  <p>Understanding the difference between right and wrong. How different beliefs will approach situations and decision making.</p>	<p style="text-align: center;"><u>Conflict</u></p>  <p>Disagreements between religion, non-religion, and philosophical approaches. Ethical dilemmas that conflict has upon believers.</p>	<p style="text-align: center;"><u>Society</u></p>  <p>Understanding how society is constructed and the ways we differ. Exploring the ways society has changed and shifted.</p>
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<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> - Demonstrate an appreciation of the nature of worldviews and the important contribution of religion, belief, spiritual insights and values to an individual’s search for meaning in life. - Recognise that someone’s worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world - Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples’ lived experience - Develop the ability to make reasoned, informed and creative responses to religious and moral issues - Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.
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YEAR 7

(approx.)	Term 1	Term 2	Term 3
Big ideas	Conflict/ Society/ Morality	Society	Conflict
Enquiry	What is the value of PRE?		
Substantive knowledge	<u>Why study PRE?</u> L1 – Conflict (what is PRE?) L2 – Society (influence the world P E) L3 – Society (influence the world R) L4 – Morality (What is God) L5 – Knowledge Test L6 – Debate/ Evaluate (Importance of PRE)	<u>Why study PRE?</u> L1 – How did religion come about? L2 – How did religion come about? L3 – How does religion influence Law and Order? L4 – How does religion influence education? L5 – Knowledge Test L6 – Debate/ Evaluate (Importance of PRE)	<u>Did a divine being make the world?</u> L1 – How does science explain creation? L2 – How does Science explain human life? L3 – How do Hindus explain creation? L4 – How do Christians explain creation? L5 – How does the creation support God’s existence? L6 – Knowledge Test/ Evaluate
Assessment	Knowledge tests	Knowledge tests	Knowledge tests
Sacre	What is religion?		

YEAR 8

(approx.)	Term 1	Term 2	Term 3
Big ideas	Morality	Conflict	Society
Enquiry	Is religion a good thing?		
Substantive knowledge	<u>How do religious figures promote peace?</u> L1 – Muhammad L2 – Five pillars L3 – Five Pillars L4 – Jesus L5 – Jesus Miracles/ Saints L6 – Buddha / Middle way	<u>Is religion a source of peace?</u> L1 – What is conflict? L2 – Why do war occur? L3 – Should we be allowed to use WMD? L4 – How does karma influence peace? L5 – Sikh attitudes to war L6 – Debate	<u>How does religion negatively impact society?</u> L1 – Terrorism L2 – Terrorism (Ideologies) L3 – Homosexuality L4 – Religious Dress L5 – Women L6 – Debate and Evaluate
Assessment	Knowledge tests	Knowledge tests	Knowledge tests
Sacre			



YEAR 9

(approx.)	Term 1	Term 2	Term 3
Big ideas	Morality	Society	Conflict
Enquiry	Good, bad, right or wrong: how do we decide?		
Substantive knowledge	<u>Is there a right way to live life?</u> Natural Law Situation Ethics Utilitarianism Hedonism Humanism	<u>How do religions navigate clashes with society?</u> L1 – Homosexuality L2 – Homosexuality L3 – Gender inequality L3 – Media L4 – Abortion L5 – Influences L6 – Debate and Evaluate	<u>How do religions navigate clashes with society?</u> L1 – Death Penalty L2 – Corporal Punishment L3 – Forgiveness L4 – Medical ethics L5 – Medical ethics L6 – Influences L7 – Debate and Evaluate
Assessment	Knowledge tests	Knowledge tests	Knowledge tests
Sacre	Is there a right way to live life?	Does religion really promote society? What is the relationship between religion and the media?	



YEAR 10 - core

(approx.)	Term 1	Term 2	Term 3
Big ideas	Morality	Conflict	Society
Enquiry	Why is there suffering?		
Substantive knowledge	<u>How does suffering challenge the existence of God?</u> L1 – What is suffering? L2 – Problem of evil L3 – Dharma L4 – Utilitarianism L5 – Influences L6 – Debate and Evaluate	<u>Was God in Auschwitz?</u> L1 – Homosexuality L2 – Homosexuality L3 – Gender inequality L3 – Media L4 – Abortion L5 – Influences L6 – Debate and Evaluate	<u>21st century moral dilemmas</u> L1 – Death Penalty L2 – Corporal Punishment L3 – Forgiveness L4 – Medical ethics L5 – Medical ethics L6 – Influences L7 – Debate and Evaluate
Sacre	How can we know anything?		

YEAR 11 - core

(approx.)	Term 1	Term 2
Big ideas	Morality	Conflict/ Society
Enquiry	What is the future of religion?	
Substantive knowledge	<u>Is humankind fallen?</u> L1 – Creation and the fall L2 – Sin and redemption L3 – Original sin and justice L4 – Freewill L5 – Salvation L6 – Debate and Evaluate	<u>Why is atheism growing?</u> L1 – Atheism L2 – Growth and decline of religion L3 – New atheism arguments L4 – Critiques of atheism L5 – Influence of atheism on society L6 – Debate and Evaluate
Sacre		



Age-related expectations

In PRE, age-related expectations are made up of two simple elements:

1. What students are expected to know (i.e. religious practices, keywords, etc)
2. What students are expected to be able to write or discuss (i.e. the application of knowledge and skills to a particular question)

In real terms, this shown by knowledge organisers and model answers.

	Year 7	Year 8	Year 9
Evaluative writing	- Formulate PEE paragraphs which uses specific evidence	- Formulate PEE paragraphs that explain using vocabulary such as: therefore, this led to, as a result, consequently	- Formulate PEE paragraphs that use vocabulary such as: catalyst, exacerbated, accelerated - Rank ideas to reach own conclusions
Critical thinking	- Develop an argument with strong points directly linking to the enquiry	- Develop arguments for both sides of a debate - Identify strengths and weaknesses of points made	- Listen to others' points of view - Expand and challenge own ideas with the use of disciplinary knowledge
Influence of beliefs	- Describe how a belief would impact a believer's view towards the enquiry	- Explain how denominations have different beliefs and how this influence their faith	- Compare the influence of beliefs - Apply the influence of beliefs to ethical dilemmas
Similarity and difference	- Identify similarities and differences between religious and non-religious view points	- Describe the similarities and differences between denominations of a religion	- Explain reasons why similarity and difference occur between religions