

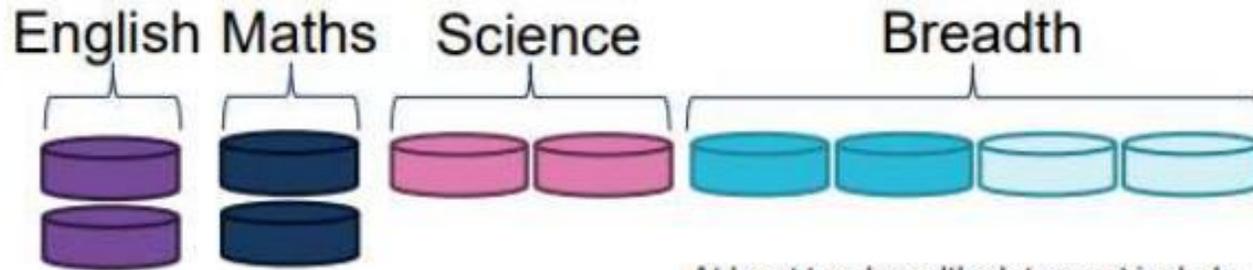
Deepening Learning in RE

Deep and Meaningful? 2024

Some exposure to curriculum content that is not set out in an exam specification can be helpful. – page 33

ensure that all pupils have the opportunity to deepen their knowledge in RE over time. Leaders in secondary schools should make sure that the curriculum is designed to meet or exceed exam board specifications (rather than being driven by them). – page 10

Figure 2: Progress 8 and Attainment 8 proposal



The English and Maths slots are double-weighted. In the English slot, a pupil must take both English Literature and English Language for the higher grade to be double-weighted. The lower grade can count in a breadth slot.

At least two breadth slots must include subjects from 2 of the following 3 categories:

- Humanities
- Creative subjects
- Languages

We're interested in the sector's views as to whether there should be a 4th science category which also includes computer science

English and Maths slots double weighted

All students to be offered triple science

MFL no longer compulsory

A least two breadth slots. Must include 2 from these 3:

- Humanities (including RS)
- Creative subjects
- Languages

Maimonides and the 13 Principles of Faith – Interleaving for GCSE success

- 13 Articles of Faith are a summary of Judaism
 - Written by the rabbi Maimonides in the 12th century CE.



1. God exists.
2. God is one and unique.
3. God is incorporeal.
4. God is eternal.
5. Prayer is to God only.
6. The prophets spoke truth.
7. Moses was the greatest of the prophets.
8. The Written and Oral Torah were given to Moses.
9. There will be no other Torah.
10. God knows the thoughts and deeds of men.
11. God will reward the good and punish the wicked.
12. The Messiah will come.
13. The dead will be resurrected.

What can we use for

Christianity

Islam

Sikhi

Buddhism

Hindu Dharma

Tools and Methods

‘Ways of knowing provides students with tools to interrogate ... claims thoroughly and to help them build up a reality-reflecting conception of religion’

‘On the one hand, ‘minimalist’ perspectives interpret biblical texts in ways that give them little or no historical value; on the other hand, ‘maximalist’ perspectives see the biblical accounts as credible accounts and consider archaeological evidence to enhance it’

‘Does that mean that the text has automatically no theological value? The history of contemporary ... theology would suggest not’

Dr Richard Kueh, January 2026



Theology



ASK QUESTIONS



EXAMINING TEXT



LOOKING AT STORIES



INTERPRETING ART AND IMAGES



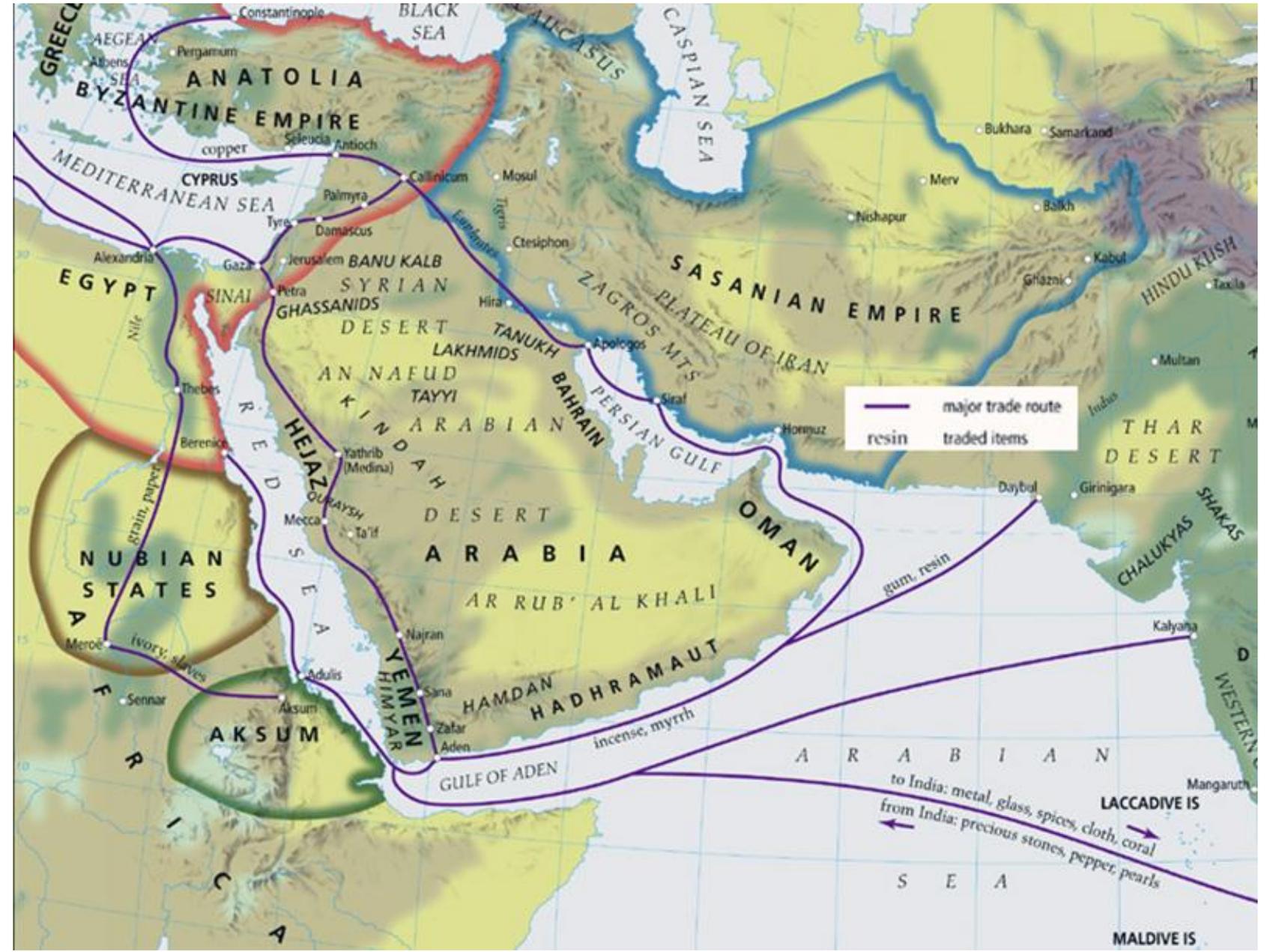
CONSTRUCTING ARGUMENTS

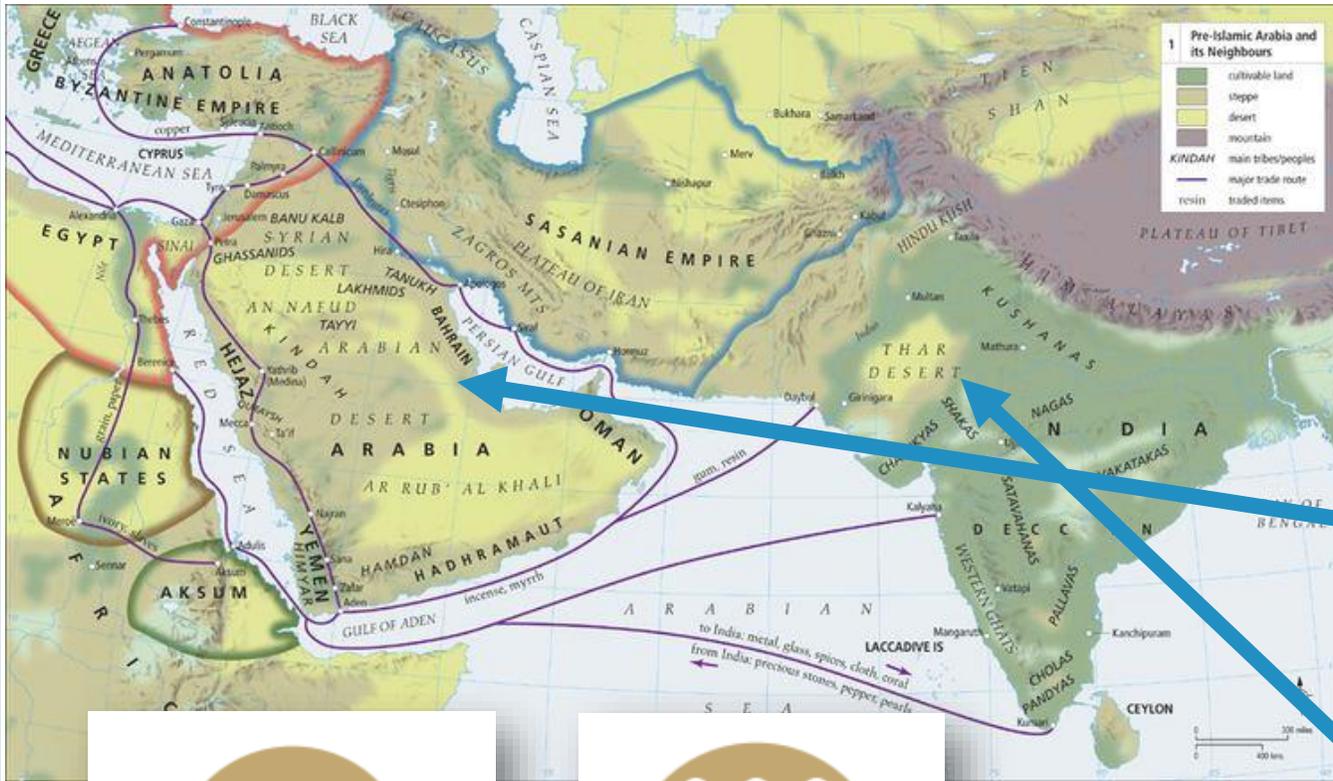


EVALUATING ARGUMENTS



COMING TO CONCLUSIONS





Behind the text

- Who spoke/wrote it? When? For whom?
- What is the relationship between oral transmission and the editorial process of setting it down?
- Why was it recorded in this way?
- How does it relate to other stories from the ancient Near East?
- What are the implications of these relationships?



THINKING ABOUT
CHRONOLOGY



COMING TO
CONCLUSIONS

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- Why was it recorded in this way?
- How does it relate to other stories from the ancient Near East?
- What are the implications of these relationships?

Within the text

- How is it structured?
- Why is it structured this way?
- Are there any clues in the text about its purpose?

In front of the text

- How do people read this text differently? Why?
- What effect does this text have on others and on me?
- What affects my reading of this text?
- What is my context? What ideas do I bring to the text?
- What difference does it make to sit under or stand over the text? Why?

Impact on evaluation ...

- Some believe that only adults should be baptised into the religion. “He said to them: ‘Go and make disciples of all nations and baptise them in the name of the father, the Son and the holy Spirit’. This quote suggests that Jesus is encouraging the growth of the church by spreading Gods message and by having adults know and be aware of what they are doing so they can choose God and a religious life themselves. Also Jesus was baptised as an adult and many believe that we should follow Jesuses example. What’s more it is a choice to be forgiven and to ask for forgiveness and adults need some of their life to sin before they can be cleansed of their sin and join the church and be forgiven. So some believe that only adults should be baptised.
- On the other hand, others believe that infants should be baptised. ‘Truly I tell you, only those born of the water and spirit can enter the kingdom of God’. This suggests that babies must be brought into the church and the community as soon as possible and have the holy spirit watching over them for their whole life as well as their childhood.



THEOLOGY

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THEOLOGY

The Apostle's Creed

I believe in God, the Father Almighty, creator of heaven and earth. I believe in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried; He descended to the dead. On the third day he rose again; he ascended into heaven, he is seated at the right hand of the Father, and he will come to judge the living and the dead. I believe in the Holy Spirit, the holy catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body and the life everlasting. Amen.

Behind the text

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- What is the relationship between oral transmission and the editorial process of setting it down?
- Why was it recorded in this way?

Within the text

- How is it structured?
- Why is it structured this way?
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- How do people read this text differently? Why?
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Al Fatihah

In the Name of Allah—the Most Compassionate, Most Merciful.

All praise is for Allah—Lord of all worlds,
the Most Compassionate, Most Merciful,
Master of the Day of Judgment.

You alone we worship and You alone we ask for help.

Guide us along the Straight Path,
the Path of those You have blessed—not those You are displeased with, or those
who are astray.

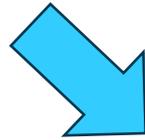
Surah 1

Use of Hadith in teaching Islam

According to the hadith of the *kisa*, at least on one occasion, Muhammad gathered his daughter Fatima, husband Ali, and their two sons Hasan and Husayn, under his cloak, and then prayed, "O God, these are my ahl al-bayt ('the people of my house') and my closest family members ;remove defilement from them and purify them completely,"

What can I teach from this basis of kisa?

Oh God, these are my ahl al bayt and my closest family members, remove defilement from them and purify them completely



Ahl al Kisa

Ahl al Bayt

Adalat

Shahada

Ashura

Risallah

Shariah

Imamah

Using sources of wisdom and authority effectively

- Spend a lesson, or more if you can, critically considering key quotations
- Use quotes as stimuli for discussion and debate – give students some context
- Shorten quotes and model good paraphrasing (no marks are gained simply by remembering quotes word for word)
- Encourage connections and focus on learning multipurpose quotes and key sources of wisdom

Thou shalt not kill...
...thou shalt not kill...
Thou shalt not kill...
Thou shalt not kill...
...thou shalt not kill...
...Thou shalt not kill...

Love your neighbour...
... love your neighbour...
.. Love your neighbour...
...love your neighbour...
.... Love your neighbour...
...love your neighbour...

Love your neighbour...
... love your neighbour...
.. Love your neighbour...
...love your neighbour...
.... Love your neighbour...
...love your neighbour...



Quote-bots

What is so radical about Jesus?

Trying an enquiry-based approach,
linking to themes where possible

Focusing on key questions to deliver
content and re-branding lessons

**Sounds more exciting than 'The
life and teachings of Jesus'**

**Instilling language and thinking needed for
evaluation.**

Understanding Christianity means knowing about Jesus in totality

Radical Jesus Research Challenge		
		Name: _____ Class: _____
<p>Use the internet or a Bible to research the gospels and find examples of Jesus speaking about or <u>taking action</u> on the following things. The numbers in the boxes show how many points you'll get for each example you find. Write the Bible reference down and a brief note about what Jesus said or did. An example is done for you. You can have up to three examples in each box (if you can find them). You might even be able to use the same example in more than one box for extra points!</p>		
Helping the poor (1 point)	Defending women's rights (3 points)	Upsetting someone in authority (1 point)
Being sad (2 points)	Getting angry (5 points)	Befriending someone unpopular (2 points)
Challenging prejudice and discrimination (2 points)	Challenging physical violence (4 points)	Encouraging forgiveness (3 points)
Causing offence to religious tradition (4 points)	Telling stories (1point)	Points total: Reflection:

Benefits of an Enquiry-Based Approach

- Pupils are curious – enquiry-based lessons sound more appealing and exciting and they are – this will help ‘sell’ GCSE RS as an option!
- Inter-leaving of systematic content and themes - a way of covering a lot of content efficiently, cross-referencing the specification
- Opportunities for spaced learning – forgetting, re-visiting, relearning
- Enquiry-based learning is great a way of preparing students for the demands of evaluation and analysis – it gives underlying purpose to learning

Into your long term planning

Understanding the Specification

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 9	Agreed Syllabus Situation Ethics Divine Command Theory Utilitarianism	Agreed Syllabus The importance of obeying scripture – Natural Law	Agreed Syllabus The challenges of being religious Islam today e.g. <u>Ridwan Adhami</u>	Agreed Syllabus Religion and the media Secularisation Human Rights	The Fundamentals of Islam	The Fundamentals of Christianity
Year 10	Islamic Belief The Nature of Allah Prophethood Angels Akhirah Foundations of Faith	Islamic Practice The Five Pillars of Sunni Islam Ten Obligatory Acts of Shi'a Islam Jihad Festivals and Commemorations	Christian Belief The Nature of God Creation Jesus Christ Salvation The Afterlife	Christian Belief/Practice Forms of Worship Sacraments Pilgrimage and Celebrations	Christian Practice Christianity in Britain and the Church in the local community The Worldwide Church	Good and Evil Crime and Punishment Forgiveness Good, Evil and Suffering
Year 11	Life and Death The World The Origin and Value of Human Life Beliefs about Death and the Afterlife	Human Rights Human rights and social justice Prejudice and Discrimination Issues of wealth and poverty	Relationships Relationships Sexual Relationships	Relationships Issues of Equality	Revision	

Allah

Understanding the Specification

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The Nature of God

3.1 RELIGIONS AND WORLDVIEWS TO BE COVERED

(LISTED ALPHABETICALLY)

EYFS	KS1	Lower KS2	Upper KS2	KS3
Christianity	Christianity	Christianity	Christianity	Buddhism
School choice	Hindu Dharma	Islam	Hindu Dharma	Christianity
Non-religious worldviews	Judaism	Non-religious worldviews including Humanism	Judaism	Humanism
	Non-religious worldviews	Sikhi	Sikhi and/or Buddhism and/or Islam and/ or Humanism	Islam
				School choice

The above religions and worldviews are recommended by the syllabus, but schools may choose to teach religions in a different order if they so wish. Schools may teach additional religions/ worldviews if they feel it appropriate to their context as long as the breadth of the curriculum is maintained. Coverage must take progression, breadth and depth into consideration, while not overloading pupils with content.

Over to you

Religions and NRW

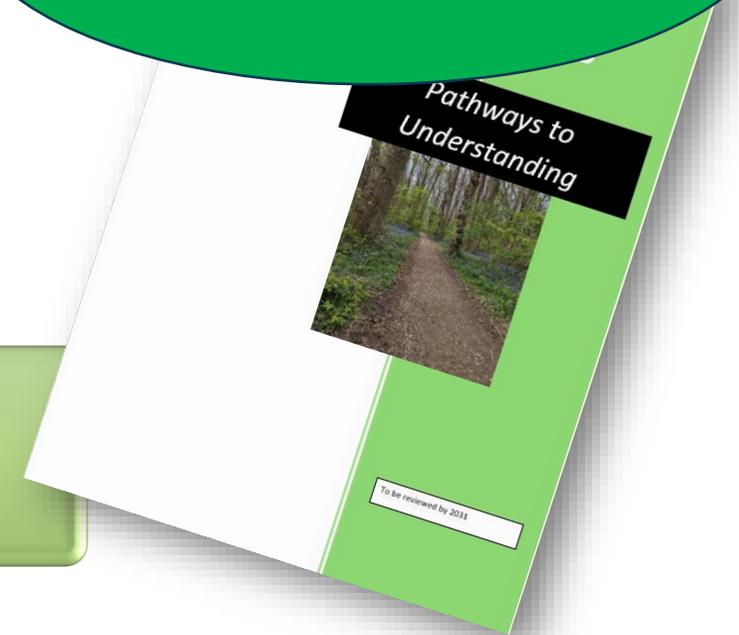
Buddhism,
Christianity,
Humanism, Islam,
School Choice – KS3

What are your matters of central importance
and how are they progressed?

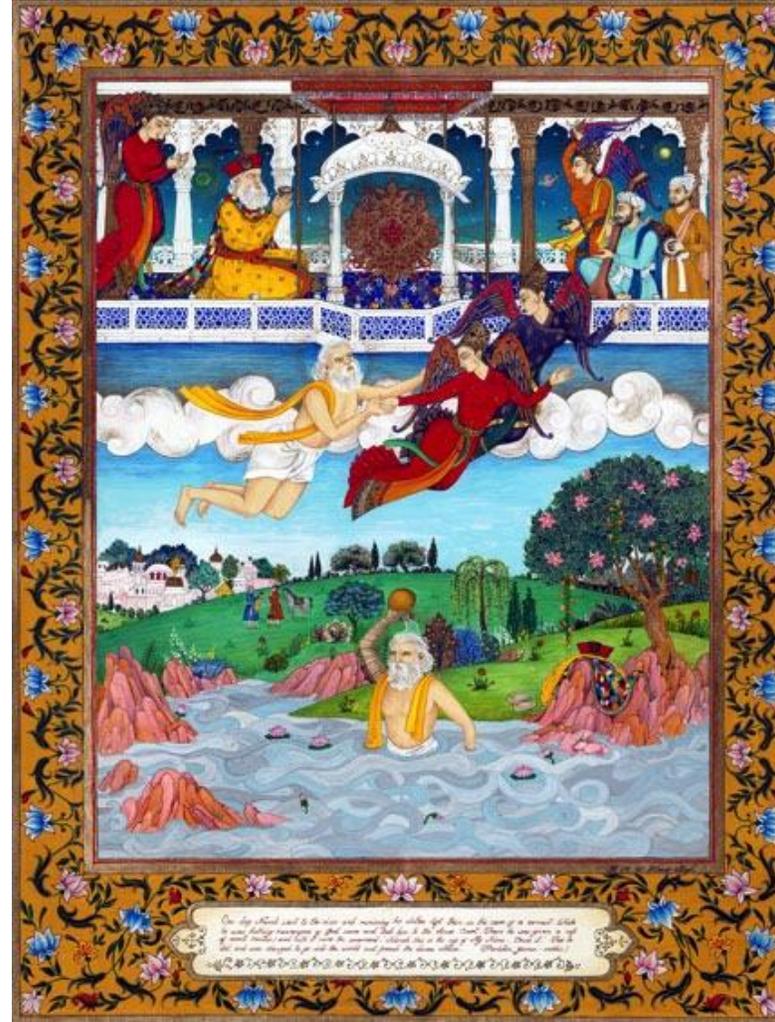
30 – 35 of the
Wokingham Agreed
Syllabus

Which disciplinary knowledge is employed
and where?

Future proofing – does this match the
themes of the proposed national
curriculum?



It doesn't just have to be text ...



An easy way to think of answering

**STIK or
STIKE**

Evaluation

Knowledge

*Source of
Authority*

*Technical
Term*

Impact

Which is which?

In Genesis it says that God made humans in his image (imago dei)

Humans are made in God's image so they can reason and have free will, they can decide for themselves what is right and wrong

Which is which?

Source of Authority

Technical Term

In Genesis it says that God made humans in his image (imago dei)

Humans are made in God's image so they can reason and have free will, they can decide for themselves what is right and wrong

Technical Term

Impact/Influence

Knowledge

(b) Describe how Muslims prepare to pray. [5]

Before they pray, Muslims will always wash themselves in running water. This is called wudu in Arabic. There is a ritual given in the Qur'an for this where they do the same things in the same order every time; washing hands, arms, feet, ears, face and head three times each. They will then look for a clean place to pray. If they are outside, they may use a prayer mat, and if they are in a mosque, it will be carpeted and all shoes must be removed. Before praying, they must also be facing Mecca and they might use a compass to show which direction to face. In a mosque an alcove called a mihrab will show the direction of Mecca. They are then ready to concentrate and focus on prayer.

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(c) Explain why Muslims prepare before praying. [8]

Muslims prepare for prayer because it tells them to do so in the Qur'an which is considered the direct word of Allah himself. Before they pray, Muslims first wash themselves in running water. They do this because they believe you should be physically as well as spiritually clean before God. Running water is cleaner than still water, so they use a fountain or tap. This washing ritual is called wudu and it makes them focus and concentrate by having to wash in the same order every time e.g. their hands, feet, face, head etc. They also believe that you must pray in a clean place because it is disrespecting Allah otherwise. They may use a prayer mat and in the mosque they will make sure that all footwear is left outside because Muslims pray by kneeling and bowing on the floor and so it's important to keep the carpets clean for practical as well as religious reasons. Finally, Muslims will face Mecca when they pray because the sacred Ka'aba is there and it is the place where Prophet Muhamed first received his message from Allah.

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(d) "The existence of suffering proves there is no God."

Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). [15+6]

On one hand, the existence of suffering many prove there is no god. For example, God is meant to be omnibenevolent and if he was all loving he wouldn't let people suffer. Moreover, if he's omnipotent, he should have the power to stop the suffering. This means that as there is suffering he can't be omnipotent or omnibenevolent so ~~doesn't~~ that makes him not a god. If he doesn't have power he can't be god as that is part of what a god is.

Furthermore, suffering is not only limited to bad people. In the bible Job was referred to as "perfect" and he "feared god and eschewed evil." This means he was a good person yet he got painful boils, had his entire family die and lost everything. If there was a god, it wouldn't make sense for him to let him suffer.

On the other hand, Christians see suffering as a trial they have to endure. In the bible, it says "stand ye in holy places and be not moved even when the winds of turmoil shall blow and if ye shall do these things ye shall have my strength to be with ye". This means that if Christians endure through trials and tribulations they can have god's strength to be with them. This may mean there is suffering in order to test who is worthy to have god's strength with them.

Moreover, there would be little point to life if we couldn't have suffering as we grow as people whilst we deal with it. We can learn empathy and can help others out during times of hardships. Therefore suffering does not single out the possibility of god.

Moreover, some Christians believe that suffering comes from Satan not God. In the story of Job, Satan was the one doing the bad things to him not god so it's highly likely that Satan is the cause of suffering. Therefore suffering does not mean god doesn't exist.

In conclusion, I think suffering doesn't mean god doesn't exist as there are many other possibilities such as Satan causing it.

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