**AREX 1: KNOWLEDGE OF RELIGIOUS/NON RELIGIOUS BELIEFS, ACTIONS AND PRACTICES**

|  |  |  |
| --- | --- | --- |
| **YEAR** | **BRIEF OVERVIEW OF RELIGIOUS/NON RELIGIOUS KNOWLEDGE COVERED** | **HOW THIS DEVELOPS/EXTENDS ON PRIOR KNOWLEDGE AND LEARNING** |
| **6** | KNOWLEDGE OF CHRISTIANITY:  Major Christian beliefs, actions and practices  The Bible as a source of Christian authority and teaching  The purposes of different parts of a church and their role in Christian worship  The concept of the Church as a Christian community  KNOWLEDGE OF ISLAM:  The 5 pillars of Islam as an explanation of major Islamic beliefs and practices.  The role of Muhammad and his life in the founding of Islam  The features of a Mosque and their role in Islamic worship  Life for Muslims in the UK | These units allow for the teaching of the 2 major religions of our local community. The units extend pupil knowledge and understanding by making clear links between both religions beliefs and the actions and practices of the followers of these faiths.  Pupils also develop an understanding of the nature of the Abrahamic God (omniscient, omnipresent, omnipotent, omnibenevolent, eternal and creator).  There is also a clear requirement in the 2nd unit of learning in making links between the similarities as Abrahamic religions and the key differences between the 2 religions. |
| **7** | KNOWLEDGE OF HINDUISM  Major Hindu beliefs, actions and practices including the Trimurti, the Puja, the Mandir,  Hinduism in a local, national and global context.  The importance of the Ganges for Hindus  The life of Gandhi and his beliefs.  KNOWLEDGE RELIGIOUS ART AND SPIRITUALITY  Knowledge of a range of different forms of religious art.  The links between certain religious beliefs and the art work inspired by them  KNOWLEDGE OF RELIGIOUS/ATHEIST EXPLANATIONS RELATING TO GOD  The differences between atheists, theists and agnostics  Arguments that support the existence of God  Arguments which don’t support the existence of God  Science v Religion as an explanation of the world around us  Humanism as a belief system | The unit of learning on Hinduism furthers pupils understanding by requiring them to understand a conception of religion/God from outside of the Abrahamic faiths and which is significantly different.  It requires pupils to develop knowledge of religious beliefs and practices which are significantly different to those found in the Year 6 units.  The unit of learning on Religious Art and Spirituality extends pupils understanding by asking them to apply an understanding of religious knowledge to the practical production of works of art i.e. how religious beliefs have influenced the art produced in a range of cultures.  The final unit of learning furthers/extends pupils’ understanding by asking them to consider atheist/humanist views in comparison to religious beliefs  It also asks them to consider the differences between scientific proof and religious faith and the philosophical ideas/concepts and arguments which underpin these.  It offers further challenge in developing an understanding of Humanism as an explanation of big questions without reference to God. |
| **8** | KNOWLEDGE OF RELIGIOUS SPECIAL PLACES  A range of differing religious special places.  The links between these religious special places and important religious beliefs  Examples of religious individuals who have visited these special places and the impact it has had on them  KNOWLEDGE OF RELIGIOUS/NON RELIGIOUS EXPLANATIONS OF EVIL AND SUFFERING  Different types of evil  Examples of evil from history.  Evil as a problem for religion  Religious explanations for the presence of evil in the world.  The Holocaust as ultimate evil  KNOWLEDGE OF BUDDHISM  Knowledge of major Buddhist beliefs specially an absence in a belief in God.  The life of the Buddha and the life experiences which contribute towards Buddhist teaching.  How Buddhists worship  Important Buddhist festivals. | This unit extends pupils understanding by challenging them to study a range of religions within a single unit of learning. It extends their understanding by asking them to apply prior learning to new/current contexts and to begin to consider how religion can be both a force for peace and conflict.  This unit further extends pupils understanding by challenging them to understand religion in the context of evil rather than in its traditional curriculum context as moral/ethical good. The units requires pupils to understanding how philosophers categorise evil and how logic has been used to attempt to disprove the existence of God and religious responses to this.  Pupils also develop an understanding of The Holocaust as the ultimate example of evil and the impact it still has on humanity.  This unit challenges pupils in preparation for potential entry to GCSE RE as the pyramid school designates Buddhism as one of the two religions for their GCSE course.  It also requires pupils to be challenged to understand a religion which does not have a God.  The challenge is also built into developing an understanding of a non-Abrahamic religion which contains ideas, beliefs and concepts of humanity, belief, life and death which are very different from the religions taught in prior units. |