**AREX 2: UNDERSTANDING BIG QUESTIONS ON THE NATURE OF BELIEFS AND MEANING**

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| **YEAR** | **BRIEF OVERVIEW OF RELIGIOUS/NON RELIGIOUS IDEAS ON BELIEFS AND MEANING** | **HOW THIS DEVELOPS/EXTENDS ON PRIOR KNOWLEDGE AND LEARNING** |
| **6** | CHRISTIANITY:   * An understanding of the nature of the Abrahamic God from a Christian perspective * An understanding of the nature of mortal/immortal through the Christian understanding of Jesus.   KNOWLEDGE OF ISLAM:   * An understanding of the Abrahamic God from an Islamic perspective. * An understanding of the different relationship to God found in Islam and Christianity. | This builds on pupils prior understanding of God developed at first school.  The unit on Christianity asks students to consider the nature of God as eternal, all knowing, all powerful and all loving. It challenges students to see a Christian explanation of one God in 3 forms (Father, Son and Holy Spirit).  The unit on Islam challenges pupils by asking them to understand the same God with differences between the Tahwid and the Holy Trinity studied in the previous unit. Pupils are also challenged to understand a conception of God as unknowable and beyond human comprehension. |
| **7** | KNOWLEDGE OF HINDUISM   * An understanding of the nature of supernatural being (God) from a non-Abrahamic religion. * Consideration of the nature of the afterlife i.e. death, reincarnation, moskha.   KNOWLEDGE RELIGIOUS ART AND SPIRITUALITY   * An understanding of the expression through art of the nature of God & significant religious ideas. * An understanding of how art can give meaning to difficult/complex concepts relating to God(s) and religion.   KNOWLEDGE OF RELIGIOUS/ATHEIST EXPLANATIONS RELATING TO GOD   * An understanding of the possible nature of God. * An understanding of the scientific v religious explanations for the existence of God & the creation of the universe. * An understanding of the difference between scientific rationality and religious belief. | The unit on Hinduism extends pupils understanding by requiring them to think about God(s) from outside the Abrahamic faiths. It requires pupils to think about the possibility that some religions may have very different understandings of God(s) within them.  The unit also extends pupils by requiring them to think about different explanations for life & death and the afterlife.  The unit on religious art asks pupils to think about the fundamental nature of God for different religions and to consider how these might be represented by humans. It also asks pupils to begin to work synoptically across a number of religions rather than within one religion.  This unit significantly challenges pupils to understand religions/scientific explanations for the universe/life. It also asks pupils to develop by understanding the different thinking required in science and religion. This allows pupils to understand how different people think about religion and to challenge them to develop/their own answers to ultimate questions. |
| **8** | KNOWLEDGE OF RELIGIOUS SPECIAL PLACES   * An understanding of how a physical location may be considered to be special/important related to God and events which a religion believe proves the existence/importance of God.   KNOWLEDGE OF RELIGIOUS/NON RELIGIOUS EXPLANATIONS OF EVIL AND SUFFERING   * An understanding of how logic/philosophical argument might be used to prove/disprove the existence of God. * An understanding of religious and non-religious explanations for the presence of evil in the world.   KNOWLEDGE OF BUDDHISM   * An understanding of the possibility of a religion with God(s). * An understanding of Buddhist explanations for the presence of evil and suffering in the world. * An understanding of Buddhist beliefs in life, death, moral good/evil and the moral responsibility for an individual’s actions. | The unit on Special Places extends pupils’ understanding by requiring them to see the implications of the extension of religious ideas about God to the creation of places of religious importance.  By focusing on a range of Special Places from a number of different religions the unit requires a synoptic understanding of a number of religions which is more complex than through the study of a single religion.  The unit on Evil and Suffering extends students by asking them to consider how logical argument can be used to prove a philosophical statement. It also challenges them to consider why evil exists and the conditions in which it may/may not flourish.  The unit also challenges students to consider the ultimate act of evil; The Holocaust and the reasons why this event happened and the nature of evil.  The unit of learning on Buddhism extends students to consider the conception of religion without a God. It also asks students to develop an understanding of Buddhist ideas on the afterlife and the nature of world and universe without a God.  The teaching of Buddhism prepares students for the next step to GCSE RE in which the majority of students would study Christianity and Buddhism as the two nominated religions. |