

Subject Intent:

We welcome our Apprentice Philosophers to explore the way thought shapes the world. Religious Studies encourages young minds to evaluate and analyse the ways different belief systems affect the way people behave. As apprentices you will encounter different religions and philosophies from around the world. We aim to create a safe environment for students to form their own opinions and develop pride in their own community and their place within it. Debating issues from their personal perspective and opposing perspectives are key skills needed to develop confident and successful thinkers who have their own sense of identity.

Religious Studies skills:

Ideas and Beliefs - Describing and explaining the main features of the world main religions and other belief systems

Sacred texts- Describing, explaining and evaluating the ways religious texts have shaped those that follow them.

Culture and Lifestyle – Describing, explaining and evaluating the ways different belief systems affect the lives of those that follow them.

Philosophical Thinking – Evaluating and comparing how different beliefs explain the world around them.

Year 7 RS Draft Curriculum

| | Unit 1 c.5 lessons | Unit 2 c.8 lessons | Unit 3 c.6 weeks | Unit 4 c.6 weeks | Unit 5 c.6 weeks | Unit 6 c. 5 weeks |
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| Enquiry Question | <p><u>What does it mean to believe?</u></p> <ol style="list-style-type: none"> 1. What do I believe? 2. Why do people see God differently? 3. Why is Cause important? 4. Why are miracles important? 5. Assessment | <p><u>Do all Jews have the same beliefs?</u></p> <ol style="list-style-type: none"> 1. What is Ethics 2. What is Judaism 3. Orthodox and Reform 4. 12 mark question 5. Synagogue 6. 12 mark 7. Community 8. 12 mark <ul style="list-style-type: none"> • Choose at least 1 of the topics as a 12 mark. This will allow for some topics to last more than a lesson. | <p><u>How does Judaism deal with moral problems?</u></p> <ol style="list-style-type: none"> 1. 10 Commandments 2. The Shema 3. Holocaust 4. Loving God 5. Creation of Israel 6. Shabbat | <p><u>How does Sikhism challenge</u></p> <ol style="list-style-type: none"> 1. What is Sikhism 2. What is Karma and Reincarnation 3. What is Caste sorting 4. Is equality important to Sikhs? 5. How does Sikhism affect your identity 6. How do Sikhs celebrate community? | <p><u>What do Muslims believe?</u></p> <ol style="list-style-type: none"> 1. What is Islam 2. What is the Qu'ran 3. What are the Five Pillars of Islam 4. What can we learn from the Qu'ran 5. How does the Mosque help the local community 6. Being a muslim in Britain? | <p><u>Ethics</u></p> <ol style="list-style-type: none"> 1. What can we learn from stories 2. Judaism 3. Sikhism 4. Islam 5. Buddhism 6. Christianity 7. Inuit – Native American <p><u>Pilgrimage – Extension if required</u></p> |
| Big Idea Theme | Philosophy Understanding the nature of belief – | That Jews believe in different things | Commandments Problem of evil Promised Land | Karma and Reincarnation Equality and Community | The importance of the Qu'ran | <u>Debating the ethics in parables and religious stories</u> |
| Big idea Theme | Why do people believe in different things? | The importance of community and place | Importance of Prayer and creation | | Importance of Community and identity | |

Year 8 RE Draft Curriculum

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|----------------|---|------------------------------------|---|---|---|---|
| Big idea/Theme | <u>Are morals nature or nurture?</u> | <u>Pope, priest or the people?</u> | <u>Why do some people believe that God cannot exist or is a cruel being who lies?</u> | <u>Is Death really the end?</u> | <u>Is Islam much more than a religion?</u> | <u>Do all religions think it is important to mark "coming of age"</u> |
| Big Idea/Theme | How do religions show respect? | What does it mean to be Christian? | Why do Humanists and Atheists reject God? | Is there really an afterlife? | What does Islam teach? | What is the impact of 'Rites of Passage' on religious people. |
| Big idea/Theme | Do religions teach morality successfully? | What do Christmas carols mean? | How do Christians defend their beliefs from criticism? | 'There are more things on heaven and earth than are dreamt of in your philosophy' Superstition, magic and miracles. | How does Islam shape the lives of its believers? Sacred Texts | |

| Year 9 RE Curriculum | | | | | | |
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| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Big idea/Theme | <u>Do religions act as a moral compass?</u> | <u>How do religions view crime and punishment?</u> | <u>Are religions peaceful? Conflict and peace</u> | <u>'What's love got to do with it?'</u> <u>Is religion or love the most important part of a marriage?</u> | <u>Do all religions think it is important to mark "milestones"</u> | <u>Can religions be 'made up'?</u> |
| Big Idea/Theme | Is abortion morally wrong? | Does the Bible tell Christians to punish or forgive? | How do religions view wars? | Is religion or love the most important part of a marriage? | | Are alternative religions really religions? |
| Big idea/Theme | Is euthanasia morally wrong? Is drug taking always morally wrong? | Why do religions support the death penalty? | Why do we have Holy wars? | Do religions treat men and women as equals? | | Can you design a religion? |