



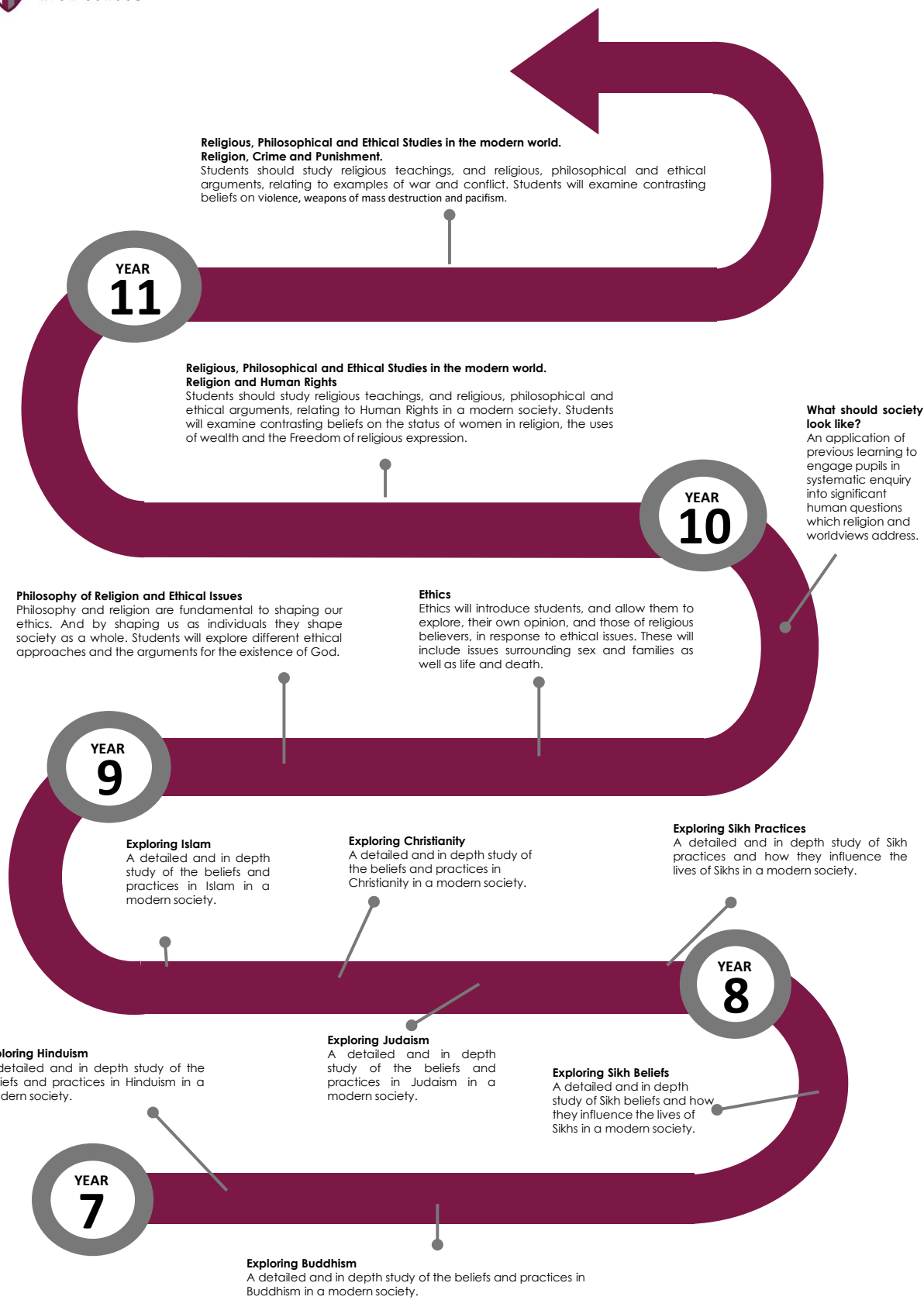
Rayner Stephens
HIGH SCHOOL

**Curriculum
Intent
for
Religion and World Views**

At Rayner Stephens we aim to create open-minded, empathetic and well informed individuals who are able to maintain their own well-being and to encourage community cohesion by promoting mutual respect and tolerance in a diverse society and contemporary society. Our curriculum supports us to do this by allowing students the opportunities to learn about and evaluate a wide variety of world and religious views and the impact of these beliefs on individuals and communities. We aim for our students to be able to confidently discuss different beliefs and challenging content in a sensitive and articulate manner. We aim for our students to recognise the important role of belief systems in behaviours, cultural heritage, history and current affairs. Inclusivity of language and content is at the core of our department and students will learn how to celebrate diversity as well as challenging stereotypes or misconceptions about individuals or communities.



Religion and Worldview Learning Journey



YEAR
11

Religious, Philosophical and Ethical Studies in the modern world.

Religion, Crime and Punishment.

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to examples of war and conflict. Students will examine contrasting beliefs on violence, weapons of mass destruction and pacifism.

YEAR
10

Religious, Philosophical and Ethical Studies in the modern world.

Religion and Human Rights

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to Human Rights in a modern society. Students will examine contrasting beliefs on the status of women in religion, the uses of wealth and the Freedom of religious expression.

What should society look like?

An application of previous learning to engage pupils in systematic enquiry into significant human questions which religion and worldviews address.

YEAR
9

Philosophy of Religion and Ethical Issues

Philosophy and religion are fundamental to shaping our ethics. And by shaping us as individuals they shape society as a whole. Students will explore different ethical approaches and the arguments for the existence of God.

Ethics

Ethics will introduce students, and allow them to explore, their own opinion, and those of religious believers, in response to ethical issues. These will include issues surrounding sex and families as well as life and death.

YEAR
8

Exploring Islam

A detailed and in depth study of the beliefs and practices in Islam in a modern society.

Exploring Christianity

A detailed and in depth study of the beliefs and practices in Christianity in a modern society.

Exploring Sikh Practices

A detailed and in depth study of Sikh practices and how they influence the lives of Sikhs in a modern society.

YEAR
7

Exploring Hinduism

A detailed and in depth study of the beliefs and practices in Hinduism in a modern society.

Exploring Judaism

A detailed and in depth study of the beliefs and practices in Judaism in a modern society.

Exploring Sikh Beliefs

A detailed and in depth study of Sikh beliefs and how they influence the lives of Sikhs in a modern society.

Exploring Buddhism

A detailed and in depth study of the beliefs and practices in Buddhism in a modern society.

Year 9 – RS

Curriculum intent	Students will be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.			
	Topic 1 Does living biblically mean obeying the whole bible?	Topic 2 Does religion help people to be good?	Topic 3 What difference do our beliefs make?	Topic 4 Is death the end?
Knowledge	•	•	•	•
Procedural Knowledge	<p>Explain and interpret ways that the history and culture of religion can influence people. (A1)</p> <p>Explain and interpret sources of wisdom and authority. (A2)</p> <p>Explain religious and non-religious worldviews. (B1)</p> <p>Analyse the nature of religion. (B3)</p> <p>Examine and evaluate issues about community relations and respect for all. (C2)</p>	<p>Explain and interpret sources of wisdom and authority. (A2)</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed. (B2)</p> <p>Explore the ultimate questions and make a well-informed personal response (C1)</p> <p>Explore and express insights in to morality and ethics. (C3)</p>	<p>Explain and interpret ways that the history and culture of religion can influence people. (A1)</p> <p>Observe and interpret a wide range of ways in which commitment and identity are expressed. (B2)</p> <p>Explore the ultimate questions and make a well-informed personal response (C1)</p> <p>Explain religious and non-religious worldviews. (B1)</p> <p>Explore and express insights in to morality and ethics. (C3)</p>	<p>Explain and interpret sources of wisdom and authority. (A2)</p> <p>Explain religious and non-religious worldviews. (B1)</p> <p>Explore the ultimate questions and make a well-informed personal response (C1)</p> <p>Explore and express insights in to morality and ethics. (C3)</p>
Assessments	<p>Extended Writing</p> <p>To what extent does Situation Ethics provide a practical basis for making moral decisions for both religious believers and non-believers.</p>	<p>End of topic exam</p> <p>Retrieval Text analysis Evaluation Question</p>	<p>Extended Writing</p>	<p>End of topic exam</p> <p>Retrieval Text analysis Evaluation Question</p>
Enrichment				

Year 8 Religion and Worldviews –Does living biblically mean obeying the whole Bible?

Key Vocabulary:			2	Evil and Suffering	3	The Design Argument
1	Cosmological argument	An argument for the existence of God which claims that all things in nature depend on something else for their existence	<p>Evil in the form of suffering, whether intentional or not, is seen in the world all around us. Many consider the existence of evil to be at odds with the existence of God.</p> <p>The Problem of Evil is an argument often used by atheists in an attempt to prove that the Christian God doesn't exist. David Hume, a notable atheist philosopher, described it as 'the rock of atheism'. It presents the following argument:</p> <p>If God is omnipotent (all-powerful) then he would be able to remove evil from the world, if God is benevolent (all-loving) then he would want to remove evil from the world. Yet, evil exists in the form of natural and moral evil. Therefore, the Christian God does not exist. Atheists also point to the EXTENT of evil that is found in the world and also evidence of PURPOSELESS evil and suffering where nothing is learnt or gained.</p> <p>Christians have responded to the problem in a number of ways;</p> <p>1. Evil is the result of human FREE WILL. It is important for humans to have free will so that their actions can be judged and good actions can be rewarded after death.</p> <p>2. Evil and suffering can have GOOD EFFECTS on people e.g. can allow them to develop good qualities like compassion, bravery and loyalty.</p> <p>3. The DEVIL is responsible for evil as he tempts humans into wrong actions, as seen in the story of Adam and Eve in Genesis.</p>	<p>The Design Argument</p> <p>Some Christians believe that it is possible to prove the existence of God by observing the nature of the world we live in. The world shows signs of ORDER and things working to achieve a PURPOSE. This, they believe, is evidence of DESIGN. In other words, God is the DESIGNER of an ordered and purposeful world. William Paley supported this argument by way of ANALOGY. He drew a similarity between the world and an old-fashioned pocket watch. He argued that if you went for a walk and stumbled across a pocket watch in a field you would know that;</p> <p>a) The watch could not have appeared by itself</p> <p>b) It has been made for the purpose of telling the time</p> <p>c) A skilful watchmaker must have designed it</p> <p>Similarly he believed that:</p> <p>d) The world shows evidence of order and purpose e.g. gravity, reproduction of plants, rotation of the planets</p> <p>e) Therefore the world must be designed</p> <p>e) God must have designed the world</p> <p>Paley believed that lots of nature demonstrates ORDER and PURPOSE and that this is EVIDENCE of design in the world. Problem: If the world is designed by an omnipotent God, then why is there so much evil and suffering in the world?</p>		
2	Design argument	It points to evidence that suggests our world works well - ie that it was designed in a specific way. The argument follows that if it was designed like this, then someone or something must have designed it.				
3	Miracle	An extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.				
4	Omnibenevolent	The Christian faith teaches that God loves everyone unconditionally.				
5	Omnipotent	The Christian faith teaches that that God is all-powerful.				
6	Omnipresence	The Christian faith teaches that that God is everywhere.				
1	Miracles				4	Religious Experience
<p>If a miracle has really happened, it means that God has acted on the earth and that people witnessing it have had direct contact with God, so he must exist.</p> <p>If a miracle has happened, God must have performed the miracle and to perform it, he must exist.</p> <p>If an atheist or agnostic witnesses a miracle, their first reaction will be to look for a natural explanation. However, if they cannot find one, they will be led to believe in God.</p>					<p>Some Christians claim to have experienced God directly. To those who have had a religious experience, this is the greatest proof that God exists. This may be a persuasive argument for those who have had a religious experience, but such a personal experience is unlikely to convince an atheist. Many atheists argue these experiences have alternative explanations</p>	

Year 9 Religious Studies Spring Term Knowledge Organiser – Ethical Issues

Key Vocabulary:			Relationships and Families		Crime and Punishment		
1	Contraception	Methods used to prevent pregnancy and the transmission of STIs.	8	Sex Before Marriage	<p>Many religious traditions teach that people should wait until they are married to have sex. Nearly 70% of UK couples aged between 16-29 are cohabiting, rather than being married or in a civil partnership.</p> <p>Catholic Christianity teaches that the use of contraception, or methods to prevent pregnancy, goes against God’s command for humans to ‘be fruitful and increase in number’.</p> <p>There are contradictory teachings on homosexuality amongst religious groups. Islam teaches that Allah made ‘wives for [men]’ and that it is God’s plan for men and women to get married.</p> <p>In the Old Testament, it teaches Christians that God ‘made mankind in [His] image’, which some Christians believe means that homosexuality is part of God’s creation.</p> <p>Abortion was legalized in the UK in 1967. It is estimated that 1 in 3 women will have an abortion in their lifetime.</p> <p>Catholic Christianity teaches that life begins at conception, so abortion is the equivalent to murder.</p> <p>Islam and Christianity both teach that God gave us life, and that it is a sacred (holy/special) gift. Therefore, ending someone’s life, even with good intention, is the same as murder and is not permitted.</p> <p>Some Christians believe that ending someone’s suffering is ‘doing the most loving thing’.</p>	<p>13</p> <p style="text-align: center;">Corporal Punishment</p> <p>The Qur’an teaches Muslims that some crimes should be punished by using bodily harm, for example ‘flog them each with a hundred stripes’. However, Prophet Muhammad (pbuh) said ‘do not [use corporal punishment] to urge your family to fear Allah’.</p> <p>14</p> <p style="text-align: center;">Capital Punishment</p> <p>Many Christians disagree on the use of the death penalty. All life is sacred and belongs to God, so many Christians believe we should never take a life – even as a punishment.</p> <p>However the Old Testament teaches ‘a life for a life’ so some believe it is an acceptable punishment.</p> <p>15</p> <p style="text-align: center;">Forgiveness</p> <p>Jesus told his disciples to forgive ‘not seven times, but seventy seven’. He believed that nobody was perfect and so we shouldn’t stand in judgement of other people. Instead, we should forgive because ultimately we want God to forgive us.</p> <p>16</p> <p style="text-align: center;">Status of Women</p> <p>Both Christianity and Islam have different views on the status of women.</p> <p>Both teach that God created all lives, and so many religious people believe that women should be treated equally. However, this doesn’t necessarily mean that men and women should have the same roles or jobs.</p> <p>Catholics believe that women cannot be priests, because Jesus and his disciples were men. Islam teaches that women should not have authority over men in worship, and so women are not permitted to become imams.</p> <p>However both religions have important female figures, like Mary in Christianity, and Khadjiah in Islam.</p>	
			9	Contraception			
			2	Homosexuality			Being attracted to people of the same sex.
			3	Abortion			The termination of a pregnancy.
			4	Euthanasia			The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
			5	Corporal Punishment			Punishment used on the body, for example whipping or flogging.
			6	Capital Punishment			The death penalty.
7	Forgiveness	The action or process of forgiving or being forgiven after having done wrong.					
			10	Homosexuality			
			11	Abortion			
			12	Euthanasia			

Year 9 RS The Island– Summer Term Knowledge Organiser

Key Vocabulary:			Religion and Society		The Island	
1	Community	A group of people who share a common identity, or sense of belonging.	10	1. Religious Societies		5. & 6. Creating the Island <ul style="list-style-type: none"> You are going to be creating your own functioning civilisation on an island, using the information we've learned about societies, identity and community. To begin, you will draft the laws, election policies and regulations on the treatment of others that people will follow on your island. You will explain why these are important to you, and how they help promote the core ideas of justice, equality and community.
2	Khalsa	Sikh concept of community, which followers are baptized into.		<ul style="list-style-type: none"> Different religions have different rules and belief systems. These have a huge impact on how people live their lives. Groups like Hasidic Jews or Orthodox Christians follow rules that can be different to other societal rules or expectations. 		
3	Election	A democratic system of voting a leader into power.		2. Treatment of the Poor		7. & 8. Life on the Island <ul style="list-style-type: none"> Religious beliefs have an impact on how we live our lives. As you create your island, you will identify the different rites of passage that will be marked. These rituals mark a change in our identity, and play an important role in religious life. You will also identify how people will express their identity on your island, drawing comparisons with different religious codes of dress and behaviours.
4	Monarchy	The practice of having a royal family that leads, either politically or symbolically.		<ul style="list-style-type: none"> Religious and non-religious groups have different ideas on how the poor should be treated. Many religions focus on the role of charity, whilst recent social movements encourage social justice and equality. 		
5	Justice	The idea that people get what they deserve.		4. Election vs Monarchy		
6	Equality	The practice of treating all people equally.		<ul style="list-style-type: none"> The role of a monarchy has changed over time, and there are many non-religious discussions about the morality of having inherited power. We will compare these discussions to the debates in early Islam around inheriting power after the death of Prophet Muhammad (pbuh). 		9. Presenting the Island <p>Each group will present their island for peer review. We will judge the new societies based on:</p> <p>Simplicity of laws to follow- Are the rules easy to follow or are they complicated?</p> <p>Effectiveness of policies- Do you think their rules are effective? Do you think they will keep society in order?</p> <p>Inclusivity- Are people allowed to be unique and express their own identity?</p> <p>Creativity- Are people encouraged to be creative when expressing their identity?</p> <p>Successfulness- Do you think everything contributes to a successful society?</p>
7	Identity	How we present or perceive ourselves.		4. Religious and non-Religious Identity		
8	Ritual	A practice, often done in religion, that has special or significant meaning.		<ul style="list-style-type: none"> People express their identities in many different ways. Within religious traditions, there are many ways to express identity: through religious dress, ritual, worship, etc. These are often very similar to non-religious expressions of identity which also focus on how we dress, how we act and the rules that we follow. 		