

Religious Education - How does religion change the world?

To give students the ability to describe and explain how people are affected by religious and philosophical beliefs whether they are religious or not.. Students will develop their understanding of various beliefs with a particular emphasis on Christianity, Islam and Sikhism. These are the three main religions followed by students at Cantell. Students will develop their understanding by following the Latest version of the Living Difference Cycle: Communicate, Apply, Inquire, Contextualise, Evaluate.They will demonstrate abilities to listen to and empathise with a variety of perspectives using logical chains of reasoning to evaluate these perspectives in order to formulate a deeper understanding of their own beliefs.. Religious Education skills link to every aspect of life including employment; students will be better prepared for life beyond school.

	Knowledge	Skills
7 How does belief in God change the world?	Students need to understand why belief of any nature is so important; belief affects actions which affect not only the individual but the wider world. The Autumn term will focus on development of the skills required in RE as per the Living Difference Cycle (henceforth referred to as 'The Cycle' Students will be introduced to Theology as an academic discipline with reference to practical application, by studying core beliefs about God in Christianity, Hinduism, Islam and Sikhism. The impact of these beliefs will then be considered with regard to different religious experiences such as prayer and miracles. The Inquiry will then proceed with a more detailed examination of the Sikh experience, culminating in a model Langar. The year will finish with exploration of how beliefs have led to Inspirational Individuals such as Gandhi and Martin Luther King changing the world.	Communicate: Students will learn to communicate their beliefs about God and Sikhism. Apply: They will see the application of these beliefs in the lives of other people within and beyond the Cantell Community. Inquire: Students will inquire into various beliefs using the knowledge of Subject Specialists and members of the Student Body. Contextualise: Students will examine examples of how the beliefs influence individuals, communities and the wider world. Evaluate: Students will explore the value of these beliefs to themselves and others.
8 How do we overcome adversity?	Students will begin the year with in -depth Inquiry into the problem of Evil and religious and non-religious responses. Students will consider the nature of good and evil and religious and non-religious explanations. Students will inquire into the story of The Fall (Original Sin) and the nature versus nurture debate. They will inquire into common religious responses such as free Will, life as a test, suffering as a punishment, suffering as an opportunity to develop character. This will lead to a written essay responding to Epicurus' Problem of Evil. The students will proceed to explore answers to the key question by looking at Buddhist and Christian perspectives and looking at why these religions have had such a major effect on the world. The year will finish with an Inquiry how society should deal with evil, through the Criminal Justice system and evaluation as to whether religious views have anything to offer,	Communicate: Students will learn to communicate their ideas about how people can succeed and thrive in the face of adversity. Apply: They will explore and debate the responses of other people within and beyond the Cantell Community. Inquire: Students will inquire into Christian, Buddhist and Non-religious responses. Contextualise: Students will examine how different responses have helped others. Evaluate: Students will explore the value of these responses to themselves and others.
9 Why do Theology and Philosophy matter?	As students approach options we want to explore why Theology and Philosophy matter and why they are still studied at A Level, Degree and Postgraduate level. We begin with a unit on Ethics (Axiology) considering concepts such as Sanctity and Quality of life. This culminates in an essay based on the legal case Re A. We then proceed to an exploration of basic Philosophy and ultimate questions such as the existence of God (Teleological and Cosmological Arguments, culminating with the essential question 'what is the meaning of life?' We then look at why students should study Islam, with an inquiry into the concept of Tawhid and differences between the Sunni and Shia branches of the faith. As the year finishes we want students to explore responses to key questions like 'what is a good job?how much money is enough? why should we care about others?' from Theological and Philosophical perspectives.	Communicate: Students will learn to communicate their approaches to ethical and philosophical problems Apply: They will explore the approaches of other people within and beyond the Cantell Community. Inquire: Students will inquire into ethical frameworks, religious beliefs using the knowledge of Subject Specialists and members of the Student Body. Contextualise: Students will examine examples of how the beliefs help individuals, communities and the wider world. Evaluate: Students will explore the value of these beliefs to themselves and others using logical chains of reasoning.