

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 Year 7: How do different beliefs/worldviews influence people?	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 R.E as an academic discipline through theological, philosophical and historical lenses, with reference to practical application when studying worldviews of God within the major world religions. 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 core Jewish beliefs and the personal and global influences these have. The year will finish with exploration of the Sikh experience, culminating in a Langar at the local Gurdwara, as well as a visit to St Alban's church, tying together a rich curriculum that will stretch all students in their awareness of religion in the world.	<p>Communicate: Students will learn to communicate their beliefs, respecting all positions.</p> <p>Apply: They will see the application of these beliefs in the lives of other people within and beyond the Cantell Community.</p> <p>Inquire: Students will inquire into various beliefs using the knowledge of Subject Specialists and members of the Student Body.</p> <p>Contextualise: Students will examine contemporary examples of how beliefs and worldviews influence individuals, communities and the wider world.</p> <p>Evaluate: Students will explore the value of these beliefs to themselves and others.</p>
8 Does religion help in a difficult world?	Students will begin the year with an in-depth inquiry into the question 'What is the answer to the existence of evil?' Students will consider religious and non-religious explanations of the causes of evil. Students will inquire into the story of The Fall (Original Sin) and the nature versus nurture debate. They will inquire into and debate common religious responses, such as free will, life as a test, suffering as a punishment, suffering as an opportunity to develop character. Students will proceed to explore answers to the key question by looking at Buddhist and Christian perspectives. With Buddhism, students will start by inquiring into the Four Sights and then explore teachings about the Three Poisons, the Four Noble Truths and karma. The study will conclude with an examination of Buddhist beliefs about reaching enlightenment by following the Noble Eightfold Path. The final study on Christianity will focus on the life and teachings of Jesus and the message of The Gospel. Students will explore the key concepts of forgiveness and reconciliation.	<p>Communicate: Students will learn to communicate their ideas about how people can succeed and thrive in the face of adversity.</p> <p>Apply: They will explore and debate the responses of other people within and beyond the Cantell Community.</p> <p>Inquire: Students will inquire into Christian, Buddhist and non-religious responses.</p> <p>Contextualise: Students will examine how different responses have helped others.</p> <p>Evaluate: Students will explore the value of these responses to themselves and others.</p>
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 an exploration of basic Philosophy and ultimate questions such as the existence of God and the question 'what is the meaning of life?' We finish with an introduction to the study of Ethics and ethical ideas such as the Doctrine of Double Effect. In the Spring term students study a unit on The Islamic Worldview. We look at why students should study Islam, with an inquiry into Islamic answers to worldview questions such as 'who is the greatest?' and 'who is in charge?'. At every stage students explore the impact of the Islamic world view. We then proceed to As the year finishes, students inquire into Applied Ethics (Axiology), learning how to develop an ethical framework before considering concepts such as Sanctity and Quality of life. Finally, we want students to explore ethical responses to key questions like 'what is a good job?'	<p>Communicate: Students will learn to communicate their approaches to theological questions as well as ethical and philosophical problems</p> <p>Apply: They will explore the approaches of other people within and beyond the Cantell Community.</p> <p>Inquire: Students will inquire into ethical frameworks, religious beliefs using the knowledge of subject specialists and members of the student Body.</p> <p>Contextualise: Students will examine examples of how the beliefs help individuals, communities and the wider world.</p> <p>Evaluate: Students will explore the value of these beliefs to themselves and others using logical chains of reasoning.</p>