

Area of
study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Autumn term

Introductory overview study:**What is religion/a worldview?**

Students inquire into why we study RE through the following questions:

What is religion/ A worldview?

What does religion look like in Britain today?

What does religion look like in my life/others?

How do different beliefs about God influence people?

During the second part of this introductory topic students enquire into what different religions/worldviews believe about God from a range of perspectives.

These include Hinduism, Christianity, Islam, Sikhism and Humanism.

Students finish the unit by looking at examples of how people say they experience God in prayer and through miracles, culminating in a debate about whether or not God exists.

- Communicate - What religion means to individual students.
- Apply – Discover how others in the class and the local community have experienced religion.
- Inquire – Explain different beliefs about God.
- Contextualise – Explain how these beliefs influence the lives of believers.
- Evaluate different beliefs about God.

How do
different
beliefs/
worldviews
influence
people?

Spring term

Depth Study: Judaism**What are the core beliefs of Judaism?**

The aim is to provide students with an introduction to core Jewish beliefs in order to enrich understanding of the other 'Abrahamic faiths' (Islam and Christianity), which they will study in discrete units in years 8 and 9 respectively. As they progress through the curriculum into Key Stage 4, students are expected to compare and contrast the beliefs of these three faiths.

Students will Inquire into the Jewish faith by considering Jewish beliefs about the origins of the universe and human life. They will then inquire into the life of Abraham and consider the importance of The Covenant. From there, students will inquire into the life of Moses and the significance of the Law and idea of The Promised Land. Students will consider Jewish history and the significance of the hope for a messiah.

- Communicate - Understanding of the Christian Faith.
- Apply – Discover different perspectives (religious and secular) on Christianity.
- Inquire – Explain core concepts in Christian Theology.
- Contextualise – Explain how these beliefs lead to different experiences.
- Evaluate different perspectives on Christianity.

What are
the core
beliefs of
Judaism?

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Your child will be able to...
(Skills)

Summer Term

What is Sikhism and how does it influence people?

Depth Study: Sikhism

What is Sikhism?

Students will Inquire into the Sikh faith by studying the origins of Sikhism in the lives of the 10 human Gurus and the foundation of the Khalsa, followed by study of the importance of the Guru Granth Sahib. Students will then inquire in Sikh theology through the concepts of karma, virtue, the Five Evils, reincarnation, mukti and Sach Khand.

How does Sikhism influence people?

The unit continues with an examination of the importance of the Sikh festivals of Divali and Vaisakhi and core Sikh values of equality and service.

- Communicate - Key knowledge of Sikh beliefs.
- Apply – Discover what being a Sikh means to members of the Cantell Community.
- Inquire – Explain core Sikh beliefs
- Contextualise – Explain how these beliefs influence the lives of Sikhs and the wider world.
- Evaluate the relevance of Sikh beliefs.

**Enrichment opportunity-
Summer
Term**

We aim to offer all our students the opportunity to visit a local church and Gurdwara in the summer term so they can see how the content they have learned throughout the year make an impact in their local community.

Area of
study

Your child will ... (Knowledge)

Your child will be able to...
(Skills)

Autumn term

Does
Religion
help in a
difficult
world?**Overview Study: Good and Evil****What are the causes of good and evil?**

Students will engage in a philosophical and theological study of the nature and problem of evil. They will inquire into different definitions of good and evil, Christian beliefs about original sin (Genesis), secular and religious beliefs about human autonomy/free will, the nature versus nurture debate (intrinsic and extrinsic causes of behaviour).

What are the responses to good and evil?

The unit continues with an examination of different responses to the existence of evil and suffering including arguments based on divine justice, life as a test, suffering as a way of developing character (Irenaean Theodicy) and the problem of evil as proposed by Epicurus. The topic will culminate with a class debate about whether God exists in the light of suffering.

- Communicate - Explain different ideas about good and evil in this world.
- Apply – Discover what other students and individuals believe about the origin of evil.
- Inquire – Analyse different suggestions as to the cause of good and evil.
- Contextualise – Explain different responses to suffering and evil.
- Evaluate - Debate the Problem of Evil.

Spring term

How does
Buddhism
respond
to
suffering?**Depth Study: What is Buddhism?****What do Buddhists believe?**

This unit provides an introduction to core Buddhist beliefs, not least because the whole Buddhist religion seeks to deal with the problem of suffering, but also because Buddhism is a popular option for further study at A Level Religious Studies. Students will inquire into the Four sights, the Three Poisons, Four Noble Truths and Noble Eightfold path. Students will be able to connect these concepts with the ultimate goal of enlightenment and Nirvana.

How do these beliefs influence people?

We are looking to offer all students the opportunity to visit a Buddhist Monastery where they can see the application of these beliefs.

- Communicate - What causes suffering in the world.
- Apply – Discover what others in the class believe about the solution to suffering.
- Inquire – Explain Buddhist teachings about the causes and answer to suffering.
- Contextualise – Explain how these beliefs influence the lives of Buddhists.
- Evaluate - Debate whether Buddhist teachings are effective in helping people overcome suffering.

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(Skills)

Summer term

**What is
the
Christian
response
to Good
and Evil?*****Depth Study: Christianity*****What is Christianity?**

Students will Inquire into the Christian Faith by considering the message of the bible (Biblical Theology) and the roots of Christianity in Judaism through the story of Abraham (Covenant Theology). Students then inquire into the Incarnation and teachings of Jesus (Developing skills of Exegesis/Hermeneutics). This is followed by an exploration of the Crucifixion and Resurrection (Atonement). The significance of these is considered through developing an understanding of the Gospel (Grace).

How does Christianity influence people?

The unit continues with an examination of how these beliefs influence people Individually (conversion). Students will examine in detail the concepts of forgiveness and reconciliation.

- Communicate - Understanding of the Christian Faith.
- Apply – Discover different perspectives (religious and secular) on Christianity.
- Inquire – Explain core concepts in Christian Theology.
- Contextualise – Explain how these beliefs lead to different experiences.
- Evaluate different perspectives on Christianity.

Enrichment
opportunity-
Summer
Term

We aim to engage in enrichment activities organised with other schools in the local authority as well as encouraging students to participate in the Debating Club, which is run by members of the RE team.

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Autumn term

**Philosophy -
How do we
answer
ultimate
questions?**

Overview Study: Philosophy

Introduction to Philosophy

Students will begin the unit with an introduction to the subject of Philosophy, what it is, what we mean by ultimate questions and how logic is essential in the philosophical process (inductive and deductive reasoning). This will give students a valuable insight into the discipline of Philosophy which is a popular A Level option.

Introduction to ethics

Students will begin the unit with an introduction to the subject of Ethics and why decisions about right and wrong can benefit from the use of an ethical framework.

- Communicate - How they respond to ultimate questions.
- Apply – Discover a range of different responses.
- Inquire – Explain arguments for and against God’s existence.
- Contextualise – Explain how different life experiences lead to different views.
- Evaluate - Debate the existence of God and the meaning of life.

Spring term

**What is the
Islamic
worldview?**

Depth Study: Islam

What is the Islamic Worldview?

Students will begin the unit with a review of what is meant by the concept of a worldview, how everyone has them and an analysis of their own existing worldview. Students will be introduced to 7 key questions which determine different worldviews.

Investigation into and comparison of the the Islamic worldview and other worldviews.

Students will inquire into Islamic answers to the questions of Who is the Greatest? (Tawhid), Who is in charge? (Supremacy) What is a human being? What is true? What is right and wrong? What happens when we die? How is the world going to end?

- Communicate - Answers to the worldview questions.
- Apply – Explore the worldviews of other students.
- Inquire – Examine different Islamic answers to the worldview questions.
- Contextualise – Explain how different responses to these questions make a difference to the way people live.
- Evaluate - the different responses to the worldview questions, religious and secular.

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Summer

**Applied
Ethics -*****Overview Study: Applied Ethics***

Students examine different ethical approaches such as thinking through the consequences (consequentialism and utilitarianism), use of empathy, application of the Golden Rule and using logic (rationalism) as well as religious teachings about the sanctity and quality of life.

Applying the framework to ethical dilemmas

The final part of the unit applies the framework to complex questions about taking life euthanasia and the case of Re A, the use of animals as well as a final reflection on how what students to make the best choices in their future careers.

- Communicate - How they respond to ethical dilemmas.
- Apply – Discover a range of different responses.
- Inquire – Explain various steps to making decisions about complex scenarios.
- Contextualise – Explain how an ethical framework helps them to respond to matters of life and death, the use of animals and career decisions.
- Evaluate - Debate different viewpoints on the sanctity and quality of life.

Enrichment
opportunity-
Summer
Term

We are looking to collaborate with RE departments in other city schools in a crisis management event which will stretch students team working and decision making skills.