



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S  
SCHOOL

## (Religious Education)

### Year 7 – 11 Curriculum rationale

**Curriculum intent:** *In RE we aim for students to gain a deep awareness of their own and others' identities, to wrestle with the mysteries of life and the answers given by a wide variety of religions, belief and non-belief in order to develop a clear sense of what is of real value in world today.*

#### YEAR 7

- To begin to explain how beliefs and practices impact a believer.
- To make judgements about divergent views of belief, non-belief and philosophical concepts.
- To develop a subject specific vocabulary.

#### YEAR 8

- To explain and analyse how beliefs and practices impact a believer.
- To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with evidence and examples.
- To build a good subject specific vocabulary and develop discursive writing skills.

#### YEAR 9

- To extend explanation with detailed analysis on how beliefs and practices impact a believer.
- To evaluate divergent views of belief, non-belief, ethical and philosophical concepts with sophisticated critical analysis.
- To show a good subject specific vocabulary in extended discursive writing and application to real life scenarios.

#### GCSE

- To demonstrate a knowledge of religion, belief and non-belief including:
  - Beliefs, practices and sources of authority
  - Influences on individuals, communities and societies
  - Similarities and differences within and between religions and beliefs
- To analyse and evaluate aspects of religion, belief and non-belief including their significance and influence in the world today.
- To use a wide range of subject specific knowledge and vocabulary developed over KS3/4 in a variety of writing styles.
- To apply demonstrated knowledge and understanding to a variety of current issues locally, nationally and worldwide.

**Robinson Crusoe – Daniel Defoe** – *“How wrong I had been. Friday was as loyal a friend as any man could want. With his many different skills he enriched my life on the island. We had found that two working together could do much more than working separately.”*

Literacy/Reading/Oracy opportunities: *Please see the extensive reading opportunities for each topic. In addition, most topics have a key word list for spelling and definitions and all topics have a knowledge organiser.*

	Autumn		Spring		Summer	
Year 7	The Island – What is Religion?	How do Jewish beliefs inform their practices?	How do Christian beliefs inform their practices?	Why do people celebrate? (World festivals)	Why is the Bible important to believers?	How is Islam practiced in Britain?
Why?	<p>This topic introduces the why and how people follow religious ideas. As only 38% of the UK population have no belief (2019 census) it is important for students to be introduced to the diversity of belief and shared values in society. The concepts explored in Term 1 will then be developed through study of religions in Y7 and Y8.</p> <p>The Island scheme enables students to explore general ideas about how religions form and opportunity is given for this to be applied to KS2 learning of any religion. This is important as we take students from a diverse background of educational facilities who may or may not follow their local SACRE, therefore</p>	<p>The UK is home to over 270,000 Jews, making it the fifth largest Jewish population in the world. The British Jewish community contributes greatly to Britain's national sense of self and features prominently in all aspects of public life, with a presence in high offices of the state, the civil service, the judiciary, and the armed forces. Through the study of Judaism students will develop their learning from Term 1 and begin to understand how some practices are embedded in social culture.</p> <p>This will allow students to share and develop knowledge from KS2. In addition, the topics are linked to the Island in Term 1 so students can "make</p>	<p>This topic introduces the history and the significant stories of Christianity. As over 50% of the UK population have regard themselves as Christian (2019 census) it is important for students to understand their beliefs and values, understanding the relevance of Christian events in today's society. Students will have the opportunity to share and develop knowledge from KS2 about Christian events. This is important as students come from a range of schools which follow varied denominations of Christianity. It further covers British holidays giving historical and</p>	<p>The study of festivals reflects our social heritage, which is a mixture of customs, traditions, moral values, attitudes, beliefs and ideals which makes us who we are and links us to our past. As Britain is a multicultural society. It is important for students to be introduced to the diversity of belief and shared values in British society.</p> <p>This will allow students to share and develop knowledge from KS2 about various religious concepts and build on their knowledge from Term 1.</p> <p>This is further developed in the study of Islam in Term 6, Y8 and for study at GCSE.</p>	<p>The religious traditions of Great Britain are, in the main, Christian, but also diverse. Today people follow many different religions and some people have no religious belief at all. In this pluralist and more secular society, Christianity remains an important faith for millions of people in Britain; there are many denominations which make up the Christian family. Students will study the main beliefs, teachings and practices of Christianity, including different views and practices across the denominations to reflect the diversity of belief in Britain. In this scheme students will focus on the Christian holy book to develop an in depth knowledge and understanding, this will in turn enable them to use the source of wisdom effectively at KS4 and KS5.</p>	<p>Islam is the second largest religion in the UK, with results from the UK 2021 Census giving the UK Muslim population 3.9 million. Teaching Muslim beliefs and practices will develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>This scheme is to develop their introductory learning in Term 1 and KS2 worship, celebration and rites of passage. It will also introduce written skills in assessing why particular practices have value.</p> <p><i>"Islamic Studies has become a subject of strategic importance in our multicultural society. Without a doubt given the political turmoil</i></p>

<p>students may have covered different religions and themes.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Social</b> – understanding how communities work</p> <p><b>Moral</b> – right, wrong and consequences</p> <p><b>Spiritual</b> – exploring values and Self discovery</p> <p><b>Cultural</b> – celebration and understanding cultural influences</p>	<p>sense” of practices and develop their knowledge.</p> <p>This is further developed in Y8 Term 3 with comparative religions and the study of beliefs and practices at GCSE.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p><b>Moral</b> - understanding of the consequences of their behaviour and actions</p> <p><b>British Values</b> - to acquire an appreciation for and respect for their own and other cultures</p>	<p>religious importance to them.</p> <p>The concepts explored in Term 3 will then be developed through study of religions in Y7 and Y8, philosophy in Y9 and form the building blocks for study at GCSE.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p><b>Moral</b> - understanding of the consequences of their behaviour and actions</p> <p><b>British Values</b> - to acquire an appreciation for and respect for their own and other cultures</p>	<p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b></p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning willingness to reflect on their experiences</li> <li>• <b>Moral</b> - understanding of the consequences of their behaviour and actions</li> </ul> <p><b>British Values</b> - to acquire an appreciation for and respect for their own and other cultures</p>	<p>This topic explicitly links to Term 1 – The Island where students explored general societal concepts – they have an understanding of why holy books are used generally. This will develop their understanding from a Christian viewpoint.</p> <p>The learning feeds into Year 9 and GCSE beliefs and teachings through uses of sources of wisdom.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>British Values</b> - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p> <p><b>Cultural</b> - To acquire an appreciation for and respect for their own and other cultures</p>	<p><i>worldwide and the ever-present fears of extremism and terrorism, promoting intelligent debate and understanding of Islam and the role of Muslims in the contemporary world is increasingly vital. It’s a crucial 21st century issue and there is a growing recognition that Islamic Studies has become a subject of strategic importance in a multicultural society. The students of today, if properly taught, will become the teachers of the future with a vision for multiculturalism and peaceful co-existence.” The Guardian</i></p> <p>This will feed into the Y8 exploration of common misconceptions of Islam and GCSE Muslim beliefs and teachings.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>British Values</b> - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p> <p><b>Cultural</b> - To acquire an appreciation for and respect for their own and other cultures</p>
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<p>How parents / carers can support</p>	<p>Extended homework project. Students will keep a first person diary as homework to record and evaluate their experiences on the Island.</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>Lord of the Flies – William Golding – “We’ve got to have rules and obey them. After all, we’re not savages.”</i></p>	<p>Discuss why rules are important at home and in daily life and the consequences of not keeping rules.</p> <p>Key Word spelling list</p> <p>Extended Reading:</p> <p><i>Genesis 17</i></p> <p><i>A Tapestry of Tales – Sandra Palmer</i></p>	<p>Discuss family celebrations and traditions around Christmas and easter.</p> <p>Key Word spelling list</p> <p>Extended reading:</p> <p><i>The Lion, the Witch and the Wardrobe – C.S. Lewis</i></p>	<p>Encourage exploration of morals within stories and regular testing of the knowledge organiser</p> <p>Key Word spelling list</p> <p><i>Extended reading:</i></p> <p><i>A Tapestry of Tales – Sandra Palmer</i></p>	<p>A set of 4 homework tasks will be set at the beginning of the term including a research task and activities to find different sections of the Bible. This can be done online however please encourage finding these with a Bible if you have one at home.</p> <p>Extended reading:</p> <p><i>Mister God, This is Anna – “Fynn” Sydney Hopkins</i></p>	<p>Key word spelling list</p> <p>Encourage extended reading on bbc bitesize.</p>
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Autumn		Spring		Summer	
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<p><b>Year 8</b></p>	<p><b>Does God exist?</b></p>	<p><b>How can we challenge prejudice and discrimination?</b></p>	<p><b>Teachings of Jesus: Is the Sermon on the Mount relevant?</b></p>	<p><b>How can Buddhist beliefs impact life choices?</b></p>	<p><b>What challenges do the Muslim community face today?</b></p>	<p><b>How is food used as an expression of religious beliefs?</b></p>
<p>Why?</p>	<p>This topic introduces Western philosophy about the existence of God and explores divergent religious and non-religious worldviews. This scheme provokes challenging questions about the ultimate meaning and purpose of life and enriches students understanding of their</p>	<p>This unit in prejudice and discrimination tackles current issues in the UK and beyond and will support an all-inclusive school culture and climate. This unit covers all forms of discrimination including speciesism which is now part of the GCSE curriculum.</p>	<p>Today people follow many different religions and some people have no religious belief at all. In this pluralist and more secular society, Christianity remains an important faith for millions of people in Britain; there are many denominations which make up the Christian family.</p>	<p>Teaching Buddhist beliefs and practices will develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their</p>	<p>Islam is the second largest religion in the UK, with results from the UK 2021 Census giving the UK Muslim population 3.9 million. Teaching Muslim beliefs and practices will develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand,</p>	<p>The role of food in religious culture is an important part of showing respect among their communities and many religions obey the religious commandments, hence food is prepared in different ways. The meaning of food is an exploration of culture from the Last supper of Jesus to Ramadan in Islam. Recent census data shows that the most common religious affiliations in the UK are</p>

<p>own and others beliefs and practices. It will enable students to think and question deeply and have an understanding of the diversity of belief in the UK and the wider world.</p> <p>This theme develops the KS2 general SACRE topic “What people believe about God”, builds on Y7 – beliefs and teachings and feeds into Y9 philosophy and GCSE themes.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>Cultural</b> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p><b>British Values</b> - to develop their self-knowledge, self-esteem and self-confidence</p>	<p>This unit develops the KS2 general SACRE topic “Being Human”, builds on Y7 The Island and Beliefs and practices. Additionally this feeds into Y9 Religious teachings and GCSE topics.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>Cultural</b> - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>British Values</b> - To distinguish right from wrong and to respect the civil and criminal law of England. - Encourage respect for other people.</p>	<p>In this scheme students will focus on Christian teachings with a focus on the teachings of Jesus to develop an in depth knowledge and understanding, this will in turn enable them to use the source of wisdom effectively at KS4 and assess the usefulness of these teachings in a multicultural country.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>British Values</b> - To acquire an appreciation for and respect for their own and other cultures</p>	<p>tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>This scheme is to develop their introductory learning in Y7 on religious practices and will feed in to a deeper understanding of religious practices at GCSE.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p> <p><b>British Values</b> - To acquire an appreciation for and respect for their own and other cultures</p>	<p>accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>This scheme is to develop their introductory learning in Y7 on religious practices. It will also tackle some misconceptions about Islam and address prejudice and Islamophobia.</p> <p><b><u>SMSC/BV</u></b></p> <p><i>“Islamic Studies has become a subject of strategic importance in our multicultural society. Without a doubt given the political turmoil worldwide and the ever-present fears of extremism and terrorism, promoting intelligent debate and understanding of Islam and the role of Muslims in the contemporary world is increasingly vital. It’s a crucial 21st century issue and there is a growing recognition that Islamic Studies has become a subject of strategic importance in a multicultural society. The students of today, if properly taught, will become the teachers of the future with a vision for multiculturalism and peaceful co-existence.” The Guardian</i></p>	<p>Christianity, Islam, Hindu, Sikh and Judaism all of which have connections between religious belief, practice and food.</p> <p>This unit will visit many ideas about food and food preparation developing students’ cultural capital and knowledge and appreciation of diversity of foods they are accustomed to in the UK. This will be further developed at GCSE Religious Practices.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Cultural</b> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p><b>British Values</b> - To acquire an appreciation for and respect for their own and other cultures</p>
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<p>How parents / carers can support</p>	<p>Discuss family belief and non belief about the existance of God. Watch Bruce almighty and discuss the attributes displayed by God and Bruce.</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>On The Origin of Species – Charles Darwin</i></p> <p><i>The Big Argument: Does God Exist? – John Ashton</i></p>	<p>Students will have the freedom to explore a topic of their choice concerning prejudice and discrimination. Please encourage your child to research thoroughly and complete tasks little and often to ensure a completed and deveopled project.</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>Noughts and Crosses – Malorie Blackman</i></p>	<p>Would the world be a better place if people treated others the way they would like to be treated or is this just a pipe dream? Discuss</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>Mister God, This is Anna – Fynn</i></p> <p><i>The Lion, the Witch and the Wardrobe – C.S. Lewis</i></p>	<p>Buddhists have no god that they worship but follow a set of moral principles to lead to enlightenment. Discuss if rules/gods are needed to be a “good” person?</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>A Pebble in your pocket (Mindful Stories) – Thich Nhat Hanh</i></p>	<p>Look up misconceptions in Islam on google and discuss some of these. Because of Islamophobia stemming from media representation, there is a lot of fear and misrepresentation.</p> <p>Key Word spelling list.</p> <p>Extended Reading:</p> <p><i>Generation M: Young Muslims Changing the World - Shelina Janmohamed</i></p>	<p>Talk about family traditional foods and how and why they ehave developed. Try some new foods at home and research their cultural or religious significance.</p>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Year 9</b>	<b>Conflict: Is pacifism possible?</b>	<b>Who is to blame for evil and suffering?</b>	<b>Is capital punishment ever acceptable?</b>	<b>Who’s life is important?</b>	<b>Can Religion and Science ever be compatible?</b>	<b>What are new religious movements (NRMs)?</b>
<p>Why?</p>	<p>This topic introduces ethical debate surrounding war and peace particularly poignant in a MOD school. This study will include divergent religious and non-religious worldviews and scholarly debate. This scheme provokes challenging questions about the use of</p>	<p>This topic introduces philosophical debate surrounding the one of life’s ultimate questions of “The Problem of Evil” or simply put “How can there be a loving God if there is evil and suffering in the world?” This study will include divergent religious and non-</p>	<p>This topic introduces ethical debate crime and punishment. This study will include divergent religious and non-religious worldviews and scholarly debate. This scheme provokes challenging questions about the use of punishment including capital</p>	<p>This topic introduces philosophy and ethical debate surrounding the importance and value of human life including divergent religious and non-religious worldviews. This scheme provokes challenging questions about the ultimate meaning and purpose of life and enriches</p>	<p>This topic introduces philosophical debate surrounding the one of life’s ultimate questions of “How did the universe begin and develop?” This study will include divergent religious and non-religious worldviews and scholarly debate. This scheme provokes challenging questions the origins of life and the existance of an</p>	<p>The term <b>new religious movement (NRM)</b> includes a wide range of movements of alternative spirituality. This term was introduced in the 1980s by scholars to replace the term cult which had been used for any kind of non-mainstream religion. The religious traditions of Great Britain are, in the main, Christian, but also diverse and therefore many of the NRMs</p>

<p>violence to resolve conflict and enriches students understanding of their own and others beliefs and how this impacts their lives. It will enable students to think and question deeply and develop critical thinking alongside discursive writing skills.</p> <p>This topic builds on their Y8 ethical studies and feeds into GCSE religious beliefs teachings and practices. Additionally, this topic also gives background to conflict poetry in GCSE English.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p><b>Moral</b> - Understanding of the consequences of their behaviour and actions</p>	<p><b>religious worldviews and scholarly debate.</b> This scheme provokes challenging questions about the ultimate meaning and purpose of life and enriches students understanding of their own and others beliefs and how this impacts their lives. It will enable students to think and question deeply and develop critical thinking alongside discursive writing skills.</p> <p>This topic builds on skills and content in term 1 and provides initial building blocks for the GCSE topic Good and Evil.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Moral</b> - Understanding of the consequences of their behaviour and actions</p> <p><b>Cultural</b> - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p>	<p>punishment and enriches students understanding of their own and others beliefs and how this impacts their lives. It will enable students to think and question deeply and develop critical thinking alongside discursive writing skills.</p> <p>This topic builds on skills and content in T1 and T2 and allows students to consolidate their learning through a discursive writing piece. It also provides initial building blocks for the study of themes in GCSE RE.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Moral</b> - Understanding of the consequences of their behaviour and actions</p> <p><b>Cultural</b> - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p>	<p>students understanding of their own and others beliefs and practices. It will enable students to think and question deeply and have an understanding of the value of life and how it is expressed in everyday situations in the UK and the wider world particularly in the area of medical ethics.</p> <p>This topic builds on ethical study in Y7 and Y8 and feeds into GCSE topics including Human Rights, Life and Death and Good and Evil.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Moral</b> - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>British Values</b> - To distinguish right from wrong and to respect the civil and criminal law of England. - Encourage respect for other people.</p>	<p>omnipotent God. It will enable students to think and question deeply and develop critical thinking alongside discursive writing skills.</p> <p>This topic builds on philosophical study in Y8 and feeds into GCSE RE including Life and Death and Beliefs.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p><b>Moral</b> - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p><b>British Values</b> - encourage respect for other people.</p>	<p>in this unit are practiced and seek new members in the UK. Although none of the NRMs will be studied in great detail, this is a eye opening unit for students to have a basic understanding of groups they may encounter in their everyday lives beyond education.</p> <p>These topics can be developed at GCSE as comparative religions in discursive writing.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> <p><b>British Values</b> - encourage respect for other people.</p>
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<p>How parents / carers can support</p>	<p>Discuss the moral arguments surrounding war and peace, causes of war and the idea that war maybe required to bring about peace.</p> <p>Key word spellings</p> <p>Extended Reading:</p> <p><b>The Problem of Pain - C.S. Lewis -</b></p>	<p>Discuss the moral argument of how can there be a God if there is pain and suffering in the world. Surely if God is loving and powerful he would do something about it?</p> <p>Extended Reading:</p> <p><b>The Problem of Pain - C.S. Lewis -</b> <i>“The real problem is not why some pious, humble, believing people suffer, but why some do not.”</i></p>	<p>Should the death penalty be brought back to the UK for certain cases? If so, which cases? If not, why not?</p> <p>Key word spellings</p>	<p>This unit tackles some big issues within medical ethics including euthanasia and abortion. Be prepared for your child to come home wanting to share their views and ask questions.</p> <p>Extended reading:</p> <p><b>Frankenstein – Mary Shelley</b></p> <p><b>My Sister’s Keeper – Jodi Picoult</b></p>	<p><i>Discuss the different views on the ultimate question on how the world began.</i></p> <p><i>“In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment.”</i></p> <p>Charles Darwin</p>	<p>This is a tricky unit as there is no agreed definition that distinguishes a religion from a cult. It could be said that most religious groups have some “cult’ attitudes and behaviours. Be prepared for your child to come home with knowledge of a wide variety religious cults and ideologies and want to tell you about them.</p>
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
<b>Year 10</b>	<b>Intro to course and Issues in Human Relationships</b>	<b>Issues of Life and Death</b>	<b>Issues of Good and Evil</b>	<b>Issues of Human Rights</b>		
<p>Why?</p>	<p><i>In Year 10 students study the WJEC Eduqas Religious Studies course. They examine divergent core Christian beliefs, teachings and practices from the perspective of a number of denominations and critically assess religious and secular views in response to questions concerning Human Rights, life and death, good and evil and human relationships. Students will practise the skills of describing, explaining and evaluating and continue to develop tolerance, respect for others, as well as a sense of belonging within a diverse British society in order for them to identify and develop their own beliefs</i></p>					



	<p>Examine and assess questions and religious and non-religious responses to issues surrounding relationships, such as marriage and the role of men and women and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine and assess questions and religious and non-religious responses to issues surrounding good and evil, such as capital punishment, justice and forgiveness and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine and assess questions and religious and non-religious responses to issues surrounding good and evil, such as capital punishment, justice and forgiveness and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine and assess the importance of Human Rights, with a focus on censorship, extremism and social justice and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Cultural</b> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p><b>Social</b> - Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Examine and assess questions and religious and non-religious responses to issues surrounding life and death, such as abortion and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</p>
<p>How parents / carers can support</p>	<p>At KS4, homework is set regularly in the form of exam practice, at least once a half term. In addition, regular low-stakes testing of key terms is set once per topic. Additional homework is set weekly and may involve independent research, wider reading or Seneca and booklet low stakes testing and recall.</p> <p>Students follow the WJEC/Eduqas course in Religious Studies ‘A’ and can access a range of revision materials through the school website and the exam board, as well as accessing platforms such as GCSE POD and GCSE Bitesize. Students are also encouraged to visit websites such as;</p> <ul style="list-style-type: none"> <li>- <a href="http://www.truetube.co.uk">www.truetube.co.uk</a></li> <li>- <a href="http://www.biblegateway.com">www.biblegateway.com</a></li> <li>- <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></li> </ul> <p>Key word spellings – 8 Key concepts per topic</p> <p><b>Extended reading for pleasure:</b></p> <p><b>Orlando – Virginia Woolf</b></p> <p><b>The Colour Purple – Alice Walker My Sister’s Keeper – Jodi Picoult</b></p>

	Autumn		Spring	Summer	
Year 11	Christianity Beliefs and Teachings	Christianity Practices	Islam Beliefs and Teachings	Islam Practices	Exams
Why?	<p><i>In Year 11 students continue to study the WJEC Eduqas Religious Studies course. They examine divergent core Islamic beliefs, teachings and practices from the perspective of both Sunni and Shi'a Islam, divergent core Christian beliefs, teachings and practices from the perspective of a number of denominations and critically assess religious and secular views. In addition, students will revisit Y10 topics to ensure that the content is embedded to ensure they are confident to sit their GCSE. Students will practise the skills of describing, explaining and evaluating and continue to develop tolerance, respect for others, as well as a sense of belonging within a diverse British society in order for them to identify and develop their own beliefs.</i></p> <p>Examine divergent Christian beliefs about the nature of God and life of Jesus Christ and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine divergent Christian Practices around worship, mission and ecumenism and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine divergent Islamic beliefs such as articles of faith as well as a study of the life of prophet Muhammad (pbuh) and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p>Examine divergent Islamic practices such as the 5 pillars of Islam and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p><b><u>SMSC/BV</u></b></p> <p><b>Cultural</b> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p><b>Social</b> - Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Examine and assess questions and religious and non-religious responses to issues surrounding life and death, such as abortion and refine skills such as describing, explaining and evaluating through exam practice and class discussion.</p> <p><b>Spiritual</b> - Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p>				
How parents / carers can support	<p>At KS4, homework is set regularly in the form of exam practice, at least once a half term. In addition, regular low-stakes testing of key terms is set once per topic. Additional homework is set weekly and may involve independent research, wider reading or Seneca and booklet low stakes testing and recall.</p>				

Students follow the WJEC/Eduqas course in Religious Studies 'A' and can access a range of revision materials through the school website and the exam board, as well as accessing platforms such as GCSE POD and GCSE Bitesize. Students are also encouraged to visit websites such as;

- [www.truetube.co.uk](http://www.truetube.co.uk)

- [www.biblegateway.com](http://www.biblegateway.com)

- [www.reonline.org.uk](http://www.reonline.org.uk)

Key word spellings – 8 Key concepts per topic

**Extended reading for pleasure:**

**The Lion the Witch and the Wardrobe – C. S. Lewis**

**The Screwtape Letters – C. S. Lewis** - *"A moderated religion is as good for us as no religion at all – and more amusing."*

**Jane Eyre - Charlotte Bronte** – *"He stood between me and every thought of religion, as an eclipse intervenes between man and the broad sun. I could not, in those days, see God for his creature: of whom I had made an idol."*