

RE Curriculum Overview



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the Locally Agreed Syllabus as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Our RE curriculum challenges students to ask perceptive questions, analyse beliefs and meanings and articulate arguments from a variety of perspectives. It allows for a deep exploration of Christian faith as well as engaging extensively with other world views and contemporary issues. We believe that a high-quality Religious Education should ensure that all students acquire a core knowledge and understanding of the beliefs and practises of the religions and worldviews which not only shape their history and culture, but which guide their own development. Students learn to understand the origins of people's beliefs, how to diligently show respect to the diverse range of religious beliefs they encounter and become confident in knowing their own identity.

Curriculum Aims

During their time at Cottingham High School, all Religious Education learners will become:

- Discoverers of Worldviews - During the study of RE, Philosophy and Ethics at Cottingham High School, learners will learn to demonstrate what it means to show commitment to a belief, both religious and non-religious. Learners will be able to communicate their ideas, beliefs and opinions confidently and coherently.
- Philosophical and Ethical Thinkers - Learners will also be encouraged to develop personal responses to and reflect upon life's big questions. In addition, they will be able to demonstrate a clear understanding of tolerance and apply this to real world examples. Learners will have the opportunity to reflect upon their own morality as well as that of others in society.
- Comparison Collators - By studying RE, learners will interpret a range of religious texts as well as other academic sources used in the 21st century. Learners will engage with a range of texts presented by various theologians, philosophers and ethicists. Learners will be able to apply them to a range of life experiences, and these texts will help to extend their working vocabulary and academic progression. Learners will analyse a range of sources that examine human morality; allowing them to evaluate perspectives and worldviews that shape the world we live in.
- Tolerant Global Citizens - Learners will learn to identify and compare similarities between different worldviews, including social milestones, practices and celebrations. They will also explore historical and cultural timelines that demonstrate the development of religions and belief systems in our society.
- A Respector of Cultural Traditions - This subject prepares learners for the future and develops tolerant, responsible citizens. Learners will objectively investigate diversity within Britain as well as reflecting upon the benefits and challenges of this. Learners will explore the concept and meaning of a 'global village' and how individuals contribute to that global village through communication and unity. RE allows learners the opportunity to consider the religious landscape of both the UK and the world around them, focusing on the impact that religion and worldviews have on the past, present and future.
- Inquisitive Researchers - By exploring the importance of human relationships within society, learners will consider the role that knowledge, communication and respect have on their future beyond school.

Building on prior learning - What can students do by the end of KS2?

Throughout key stage 2, students learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They communicate their ideas, recognising other people's viewpoints.
- They consider their own beliefs and values and those of others in the light of their learning in religious education.

What are the knowledge / skills gaps?

There are usually gaps in the student's religious knowledge as they are only required to study Christianity and two other religions at KS2. Different primary schools often teach different religions. There is also often a lack of focus on current ethical issues.

Curriculum Structure

Our programme of study is founded on the sequential development of three 'knowledge pillars' outlined below. However, in our delivery of the curriculum content the three knowledge types are not artificially separated from each other, and learners explore and deepen their knowledge and understanding of all three pillars simultaneously as they progress through the programme of study in KS3 and KS4.

Substantive Knowledge

The substantive knowledge includes the 'substance' of religious and non-religious traditions students study through the topics and faiths we explore. Substantive content includes:

- different ways that people express religion and non-religion in their lives, including diverse lived experiences and the comparisons of different traditions
- knowledge about artefacts and texts associated with different religious and non-religious traditions
- concepts that relate to religious and non-religious traditions, such as 'dharma', 'incarnation', 'ritual', 'authority', 'prayer', 'sacred', 'anatta' and 'moksha'
- the very concepts of 'religion' and 'non-religion' and debates around these ideas

There are well-established conventions within RE to refer to ways of categorising subject-specific concepts:

- concepts that are common to religious and non-religious experience (such as 'interpretation')
- concepts that are common to multiple forms of religious experience (such as 'sacrifice')
- concepts specific to a religious tradition (such as the Christian notion of 'incarnation')

Ways of Knowing

'Ways of knowing' is the deliberate development of scholarly techniques through which we explore the substantive content. It refers to the different ways that students learn how it is possible to explore that substantive knowledge. In essence it is the development of the skills required to become an expert practitioner in the subject.

It includes

- knowledge of the methods, processes and tools of scholarship that are used to study and interpret religions
- knowledge of the types of conversation (or 'modes of enquiry') that academic communities have about religion/non-religion

Through this, students will be taught to consider

- how knowledge came about (for example, who constructed the knowledge or how it might have been formed from academic disciplines)

- the status of claims (for example, how accurate a generalisation about religion might be)
- the difference between conceptions and misconceptions (for example, whether the term ‘believer’ is an appropriate term for all adherents and practitioners of different traditions)
- the type of method that may have been used to derive that knowledge and the suitability of methods (for example, the strengths and limitations of interview methods for portions of curriculum content)

Personal Knowledge

The development of personal knowledge enables our learners to develop their understanding of their ‘personal worldview’. This position is their own viewpoint or perspective on the world, which is influenced by, for example, their values, prior experiences and own sense of identity.

Key subject skills – KS3

Theology	Philosophy	Social Sciences
<p>Throughout each year at KS3 students will explore questions about the nature of God, the relationship between humanity and God and the relationship between humanity and the universe. Students will engage with diverse texts and sources of authority found in a range of religious traditions. Students will also investigate the beliefs and concepts which underpin faith and understand where these beliefs come from. Consideration will be given to how beliefs have changed over time and the similarities and differences both within faiths and across faiths. Students throughout KS3 will consider how these beliefs and concepts provide a guide for many people in understanding life, the universe and everything.</p> <p>Through exploring this students will be able to:</p> <ul style="list-style-type: none"> • identify religious beliefs and worldviews and give a coherent account of a believer’s response to the world. • Understand the diversity of thought within religious groups. • Understand how sources of authority influence beliefs of theological and ethical issues. 	<p>Throughout each year at KS3 students will explore philosophical questions about the meaning of life, existence and reality. These will include the creation of the universe, life after death, how life should be lived and further ‘ultimate questions’ explored by humanity. Philosophy allows students to understand how and why people do what they do in an attempt to live a good life. Students will develop their ability to reason, engage in dialogue and discussion, deepen understanding about belief, truth, what is real and what it means to be good or evil, right or wrong.</p> <p>Through exploring this students will be able to:</p> <ul style="list-style-type: none"> • explore ultimate questions and evaluate the responses of these from scholars, both secular and religious. • Reason, evaluate and critically assess a range of ideas. • establish a person perspective, based upon considered arguments, on a range of philosophical ideas. 	<p>Throughout each year KS3 students will explore the role religion plays in the lives of individuals, the local community and communities throughout Britain and the world. Students will explore its history, its art, its ideas, its social institutions and the way religion and religious belief impact human lives. Throughout this approach students will develop an appreciation of the diversity of religious tradition in Britain and throughout the world. By studying personal and community rituals and celebrations an understanding of the impact of religion and worldviews will be developed.</p> <p>Through exploring this students will be able to:</p> <ul style="list-style-type: none"> • identify the influence of the religious life in contemporary Britain. • Identify and assess the impact of religious thought on art, culture and social institutions. • Develop an understanding of the diverse nature of modern society.

Key Subject Skills – KS4

Assessment Objective	Descriptor
A01 (50%)	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none">• beliefs, practices and sources of authority• influence on individuals, communities and societies• similarities and differences within and/or between religions and beliefs.
A02 (50%)	Analyse and evaluate aspects of religion and belief, including their significance and influence.

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 2 vocabulary, developed throughout KS3 and KS4 – Describe, Explain, Discuss, Analyse, Evaluate, Sources, Comparison, Contrast, Similarity, Difference, Communicate.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Cottingham High School, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning.

Assessment

Formative assessment is used throughout the year to check learners’ knowledge and understanding, using feedback techniques including exit tickets and end of topic quizzes. Summative assessment is calendared at curriculum end points within each academic year and is conducted more formally.

Year	Assessment Window	Topics to be assessed
7	Mid-Year	World religion symbols, Abraham and his contributions to monotheism, St Thomas Aquinas, Religion in the local areas and its links to Hull’s fishing heritage, Evaluation of God’s existence
	End of year	World religion symbols, Just war theory, Bible as a source of wisdom, The Buddha, Evaluation of whether or not words of religious wisdom can solve modern problems
8	Mid-Year	World religion symbols , The UK census data and why the Uk is becoming more secular, The use of technology/robots/AI within religion How religion has impacted UK society , Evaluation on the use of social media and tech in maintaining the relevance of religion
	End of year	World religion symbols, Oppenheimer and the atomic bomb, Human rights, Pacifism, Just war theory, Eva Korr/forgiveness

9	Mid-Year	World religion symbols, Historical figures eg, Henry 8th and Fredrich Nietzsche and their contribution to religion/society/culture, The UK census data and why the UK is becoming more secular, The world council of churches , Evaluation on whether it is possible to live in a world without religion
	End of year	World religion symbols , Derek Bentley, Pro-life vs Pro-choice, Aims of punishment, Sanctity of life, Death penalty
10	Autumn	Half Term 1 - Family and roles, Marriage- Christian and Jewish weddings, Divorce, Sexual relationship and use of contraception, Same sex relationships, The roles of women within the church Half Term 2 – Creation, Stewardship and the environment, Sanctity of life, Abortion, Euthanasia, Soul the afterlife
	Spring	Half term 3 – Morality, Causes of crime, The aims of Punishment and the prison movement, The death penalty, The problem of Evil Half Term 4 - Human Rights , Equality/Discrimination, Liberation theology and personal conviction, Censorship
	Summer	Half term 5/6 – Trinity, Life of Jesus, Bible and Salvation, Afterlife
11	Autumn	Christianity in the UK, Christian worship and rituals Christian celebrations, Modern Christianity and Evangelism
	Spring	The nature of God in Judaism, The Messianic age, Covenants, The Mitzvot/Pickuach Nefesh, Afterlife
	Spring 2	Jewish prayer, worship, rituals, daily life/Kosher, Jewish festivals

Curriculum Sequencing

The sequencing of units in KS3 closely follows the Locally agreed syllabus for RE provision in the East Riding. The syllabus approaches learning via ‘The enquiry model’ which establishes a sequence of learning with 6 key principles, so that pupils build upon their prior knowledge and understanding to ensure progression. Enquiry is therefore placed at the heart of the learning journey.

1. Enquiry: pupils are given carefully structured opportunities to find out for themselves, making their own connections and drawing their own conclusions.
2. Ask questions: pupils are engaged from the outset in ‘big questions’ to provide a context for carrying out an investigation to answer their own questions, drawing on previous learning.
3. Investigate: Promote questioning and discussion about key religious concepts use a multidisciplinary approach to deepen learning and extend pupils’ investigations into religion and other worldviews, looking through different lenses.
4. Interpret and analyse: Give access to examples of living religious practice and use resources to stimulate pupils’ learning, both about and from this.
5. Reflect and respond: integrate opportunities for reflection throughout the process of enquiry, enabling them to deepen their knowledge and understanding.
6. Evaluate and review: encourage pupils to develop well-founded reasons and justify their conclusions or views.

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	How Has the Idea of God Developed? <ol style="list-style-type: none"> 1. What is religion? What is belief? 2. What influences a person’s beliefs and morality? 3. Does God exist? 4. How has religion shaped our community? 	Where Can Wisdom Be Found Today? <ol style="list-style-type: none"> 1. What is wisdom? What does it mean to be wise? 2. What are wise words? Where do they come from? 	Sacred Earth: How valuable is the Earth? <ol style="list-style-type: none"> 1. Why is Earth sacred? 2. Where in the world is special? 3. What are places of pilgrimage for religious people?

	<ol style="list-style-type: none"> 5. How has religion shaped our community? 6. How did ideas about God develop? 7. What does it mean to be religious? 8. Can you be spiritual without believing in God? 9. How do humans demonstrate belonging? 	<ol style="list-style-type: none"> 3. Who is Jesus and why is he considered wise by Christians? 4. Who is Muhammad and why is he considered wise by Muslims? 5. Who is the Buddha and why is he considered wise by Buddhists? 6. Who is considered to be wise in the 21st century? 7. What impact do wise people have on the world today? 8. Do wise words solve modern problems? 	<ol style="list-style-type: none"> 4. What is the impact of travel for pilgrimage on the environment? 5. What is stewardship and why do people want to care for the planet? 6. What do different religions say about the environment and do they encourage care for the planet? 7. How can we live responsibly and how do religious communities contribute to environmental sustainability? 8. How can we help protect the environment?
Skills	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others.</p>

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Global Dimension - What influence do religious traditions have on life today?</p> <ol style="list-style-type: none"> 1. What is the religious landscape of the UK? 2. What impact has religion had on British culture and traditions? 3. What does religion have to offer? 4. How diverse is Britain and what are the benefits of this? 5. How diverse is Britain and what are some of the challenges of this? 6. Does religion still have a place in modern society? 7. How does religion and religious organisations contribute to British life today? 8. What impact does modern technology have on religious belief and practice? 9. How do religions continue to grow? 	<p>How Valuable is Human Life?</p> <ol style="list-style-type: none"> 1. What are the causes of conflict? 2. Is war ever justified? 3. What are the impacts of war? 4. Is modern warfare ever necessary? 5. Is it right to be a pacifist? 6. What are Human Rights? 7. What is the Holocaust and why is it important to remember such events? 8. How do we remember? 9. How can survivors of the Holocaust help us learn from such tragic events? 10. Has the world learned from events such as the Holocaust? 11. Is all life equal? Are animals equal to Humans? 	<p>Where do we Come From? Where are we Going?</p> <ol style="list-style-type: none"> 1. What is the origin of the Universe? 2. Do Creation accounts successfully explain the origins of the universe? 3. Does Science have the answer? 4. What is the origin of Human life? 5. Who are we and what does it mean to be Human? 6. Does being religious help you to be a moral person? 7. What are the challenges of being religious in the 21st Century? 8. Is life sacred? 9. How would religious communities respond to the taking of human life? 10. Is there an afterlife?

	10. How does the role of Evangelism help faith communities to encourage new members? 11. Will religion and spirituality always have a place in society?		11. What is the evidence of the existence of an afterlife? 12. How do funeral rites and mourning rituals reflect beliefs in the afterlife?
Skills	Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others.	Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others	Literacy – Identify, describe, explain, compare, analyse, evaluate. Critical Assessment – interpret and evaluate differing points of view. Empathy – understand the thoughts, beliefs and opinions of others

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Building bridges Key Question: What is the future of religion?</p> <ol style="list-style-type: none"> How is religious practice is changing in the 21st century? Is religious belief and practice diminishing or growing? How is religious observance changing? Why are there so many different groups within one faith? What is the impact and influence of religion on society as a whole? Could society exist without religion? Why do some people think religion is irrelevant? What is the response of religious leaders/teachings to questions of equality? What do different sacred texts teach about how to live? - What examples of tolerance and respect can be found within and between communities? Do newer faiths like Baha’l have a better response to issues of equality than some of the world religions? How do they deal with such issues instead? (debating a religious 	<p>An introduction to GCSE - What is ethics and morality?</p> <ol style="list-style-type: none"> Where does a person’s moral/ethical code come from? What are the causes of crime? How do we punish in society? What are the aims of punishment? Does the prison system and other punishments work? What is the death penalty and what are the arguments for and against this? What is abortion and what is the law in UK surrounding this? What are the arguments for and against abortion? – Pro-life and Pro-choice What are the religious teachings on the sanctity of life? (Jewish/Christian) What are some of the worldviews surrounding abortion and why? Eg, Humanist and Christian 	<p>Religion and STEM - What is the contribution of religion to understanding the world?</p> <ol style="list-style-type: none"> What is the difference between evidence and proof? Does the universe need to have had a creator? *compare a range of viewpoints eg, Buddhism, Christianity and Humanism How reliable is Scientific evidence in relation to the origins of the world? What does Paley’s argument from design try to prove? What are the modern developments of this theory and are these arguments successful? What is the Cosmological argument (Aquinas)? What are the modern developments of this theory and are they successful? Does Science and Religion fit together? – What questions does religion answer that science perhaps does not? Eg, Morality and Spirituality Can you be a scientist/cosmologist and hold a religious belief in God? Reflect on Einstein’s quote ‘science without religion is lame, religion without science is blind’

	<p>controversy such as the role of women and the acceptance of LGBTQ)</p> <p>9. What beliefs do many religions have in common? - interreligious collaboration on shared issues such as responding to global hunger and conflict</p> <p>10. How do faiths and denominations work together? - Cases studies/charities eg, Mitzvah day</p>		<p>8. How has Religion contributed to Scientific and medical advances? – Islamic scientific discoveries and contributions to medicine (research mini project)</p> <p>9. Do all religious believers support medical advances? Eg, Euthanasia, cloning, saviour siblings, IVF</p>
Skills	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>	<p>Literacy – Identify, describe, explain, compare, analyse, evaluate.</p> <p>Critical Assessment – interpret and evaluate differing points of view.</p> <p>Empathy – understand the thoughts, beliefs and opinions of others</p>

Key Stage 4 Year 10 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Theme 1 - Issues of Relationships:</p> <ol style="list-style-type: none"> 1. What are the Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century? (families, roles of women and men, marriage outside the religious tradition and cohabitation) 2. What are the Jewish beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century? (families, roles of women and men, marriage outside the religious tradition and cohabitation) 3. What is the nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain? 4. What is the nature and purpose of marriage as expressed through Jewish marriage 	<p>Theme 3- Issues of Good and Evil:</p> <ol style="list-style-type: none"> 1. What makes an act 'wrong'? What are the Religious and ethical responses: relative and absolute morality, free will, conscience, virtues, sin? 2. What are the beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation? 3. How should criminals be treated and what is the work of prison reformers and prison chaplains? 4. What are the varied Conservative and Liberal Christian responses to the Death Penalty? 5. What are the Orthodox and Reform Jewish responses to the Death Penalty? 6. What are the Christian and Jewish teachings about forgiveness? 	<p>Christianity – Beliefs and Teachings:</p> <ol style="list-style-type: none"> 1. What is the nature of God? 2. What does it mean to refer to God as 'Omnipotent', 'Omnibenevolent' and 'Omniscient' and how can this sort of God allow evil and suffering? 3. What is the Christian belief of the Holy Trinity and how does this demonstrate the belief in the oneness of God? 4. What is the role of the 'Word' and 'Spirit' in creation? 5. What is the nature and role of humans? 6. What are the beliefs and teachings about Jesus' incarnation? 7. What are the beliefs and teachings about Jesus' Crucifixion? 8. What are the beliefs and teachings about Jesus' Resurrection?

	<p>ceremonies including the Seven Blessings and Ketubah?</p> <ol style="list-style-type: none"> 5. What are the varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage? 6. What are the Orthodox and Reform Jewish attitudes towards adultery, issuing of the get, divorce, separation and re-marriage? 7. What are Christian teachings about the nature and purpose of sex and the use of contraception? 8. What are the Orthodox and Reform Jewish teachings about the nature and purpose of sex and the use of contraception? 9. What are the diverse attitudes within and across Christian traditions towards same sex relationships? 10. What are the Orthodox and Reform attitudes within and across Jewish traditions towards same sex relationships? 11. What are the diverse attitudes within Christianity toward the roles of women and men in worship and authority? 12. What are the Orthodox and Reform attitudes within Judaism toward the roles of women and men in worship and authority? <p>Theme 2- Issues of Life and death:</p> <ol style="list-style-type: none"> 1. What are the diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe? Genesis 1 and 2 2. What are Orthodox and Reform Jewish beliefs, teachings and attitudes about the accounts of the origin of the universe? 3. What is the relationship between Christian views and non-religious views of creation and the extent to which they conflict? 	<ol style="list-style-type: none"> 7. What are Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick)? 8. What are the Philosophical challenges posed by belief in God, free will and the existence of evil and suffering? 9. What are the diverse Jewish responses to The Holocaust (Shoah)? <p>Theme 4: Issues of Human Rights</p> <ol style="list-style-type: none"> 1. What are the Christian beliefs, teachings and attitudes toward the dignity of human life and how do Christian practices try to promote human rights including equality: agape in action? 2. What are the diverse Jewish beliefs, teachings and attitudes toward the dignity of human life and how do Jewish practices try to promote human rights including equality: tzedekah in action? 3. What are some of the examples of conflict between personal conviction and the laws of a country? 4. What is Censorship, freedom of religious expression and religious extremism and what are the diverse attitudes relating to these? 5. What are the Christian beliefs, teachings and attitudes towards prejudice and discrimination? 6. What are the Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality? 7. What are the Jewish beliefs, teachings and attitudes towards prejudice and discrimination? 	<ol style="list-style-type: none"> 9. What are the beliefs and teachings about Jesus' Ascension? 10. What are the diverse interpretations of the Bible as a source of authority? 11. What is the Christian belief about sin and salvation? 12. What is the role of the Holy Spirit in Evangelical worship? 13. What are the diverse Christian Eschatological beliefs?
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	<ol style="list-style-type: none"> 4. What is the relationship between Jewish views and non-religious views of creation and the extent to which they conflict? 5. What are Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship? 6. What are the Jewish and non-religious beliefs, teachings and attitudes about dominion, tikkun olam and bal tashchit, gemilut hasadim, stewardship, environmental responsibility, sustainability, and global citizenship? 7. What are the diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life? 8. 8.What are the Jewish beliefs, teachings and attitudes toward the origin and sanctity of human life: pikuach nefesh? 9. What are the non-religious beliefs about evolution; Charles Darwin, Richard Dawkins? 10. What are the diverse Christian and Jewish attitudes towards abortion? 11. What are the diverse Christian and Jewish attitudes towards Euthanasia? 12. What is the Humanist 'Dignity in Dying' Movement? 13. What are the non-religious views on the importance of human and animal life, as well as Peter Singer's views on 'speciesism'? 14. What are the Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell? 15. What are the Orthodox and Reform Jewish beliefs and teachings about life after death, including soul, judgement, heaven and hell, resurrection, sheol and olam ha-ba? 16. How do Christian and Humanist funerals in Britain reflect beliefs about the afterlife? 	<ol style="list-style-type: none"> 8. What are the Jewish beliefs, teachings and attitudes towards racial prejudice and discrimination, including the actions of J. Core? 9. What are the Ethical considerations about acquisition and use of wealth? 10. What are the actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid? 11. What are the Jewish Ethical considerations about acquisition and use of wealth: Maimonides' Eight Levels of Charity? 12. What are the actions and attitudes of Jewish charities in twenty first century Britain whose aim is to alleviate poverty: Tzedek? 	
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	17. How do Jewish funerals in Britain reflect beliefs about the afterlife?		
Skills	•	•	•

Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Christianity: Practices</p> <ol style="list-style-type: none"> 1. What is the nature and significance of liturgical, informal and individual worship? 2. What is the nature and importance of prayer e.g. The Lord’s Prayer/ Set prayers and informal prayers? 3. What are the different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship? 4. What are Sacraments and what are the diverse beliefs surrounding these? 5. What is the role, celebration and meaning of Baptism? 6. What are the divergent practices of Baptism and why are there different traditions relating to Baptism? 7. What is the role, celebration and meaning of the Eucharist? 8. What are the divergent practices of the Eucharist and why are there different traditions relating to this? 9. What is the importance of Pilgrimage for Christians? 10. How and why do Christians celebrate Christmas and Easter? 11. What is the role of Christianity in Britain and what is the census data showing with regards to religion and belief in Britain? 12. What is the role of the Church in the local and global community? 	<p>Judaism- Beliefs and Teachings:</p> <ol style="list-style-type: none"> 1. What is the nature of God in Judaism? Eg, Law giver and Judge 2. What is the nature and significance of Shekhinah? 3. What are the different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah)? 4. What is the meaning and significance of the Abrahamic Covenant? 5. What is the meaning and significance of the Covenant with Moses at Sinai? 6. What is the importance of the Ten Commandments within Judaism? 7. What are the beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life)? 8. What is the relationship between freewill and the 613 mitzvot (duties) between humans and with God? 9. What are the Orthodox and Reform beliefs and teachings about life after death, judgement, resurrection and the immortality of the soul? <p>Judaism- Practices:</p> <ol style="list-style-type: none"> 1. What is the nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah)? 	<p>Revision of all GCSE units in preparation for examinations</p>

	<p>13. What is the importance of mission, evangelism and church growth?</p> <p>14. What is the work of Tearfund: Christian beliefs in action?</p> <p>15. How have Christians been persecuted in the past and how are they still persecuted today around the world?</p> <p>16. How are Christians Working for reconciliation: World Council of Churches, The Ecumenical Movement</p>	<p>2. How do Jews worship in the home (in particular Shabbat) and what aides to worship are there in the home?</p> <p>3. What items are worn for worship eg, tallith, tefillin and kippah?</p> <p>4. What are the features and significance of different synagogues in Britain eg, significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan?</p> <p>5. What is the role and importance of Brit Milah?</p> <p>6. What are the features and importance of the Bar Mitzvah ceremony?</p> <p>7. What are the Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil?</p> <p>8. What are the features of the Jewish marriage ceremony?</p> <p>9. What are the Jewish mourning rituals?</p> <p>10. What are Kosher dietary laws?</p> <p>11. What are the benefits and challenges of keeping Kosher in Briain?</p> <p>12. What is the origin, meaning and celebration of the following festivals among different Jewish communities in Britain?</p> <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur • Pesach • Sukkot 	
Skills	•	•	