

What will my child learn in Religion, Philosophy and Ethics



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p><b>7.1 and 7.2 – Stories of the Prophets</b></p> <ul style="list-style-type: none"> <li>• What are the Abrahamic religions?</li> <li>• What are prophets &amp; where do we find their stories?</li> <li>• How did the world come about? (Genesis- creation ex nihilo/ 7 days)</li> <li>• Students will approach this unit using enquiry-based learning so that they may formulate a response to the unit key question “The prophets were good role models” - Discuss. Throughout the unit, students will be given opportunities to develop their oracy, reading, and writing skills through a variety of activities provided by the teacher. The development of these skills will be facilitated through tasks that provide students with the opportunity to share their experiences, participate in the discussion and questioning of beliefs and practices as part of debate.</li> </ul>	<p><b>7.3 – Who is Jesus?</b></p> <p>Overview of Jesus as man rooted in a Jewish first-century context</p> <ul style="list-style-type: none"> <li>• Knowing that Christians regard Jesus as the incarnation of God and part of the Trinity (while others may view him as a prophet, or just a human teacher)</li> <li>• Working knowledge of basic Jewish laws and what Jesus was pushing against in his teachings of Kingdom, Agape love, Salvation. Describe some of Jesus’ parables and teachings and explain what this might teach about the Kingdom of God.</li> <li>• How Jesus’ behaviour begins to point to his identity- through exploring miracles</li> </ul>	<p><b>7.4 – Who is Muhammed?</b></p> <p>Introduction of concepts of Tawhid, Allah, Islam, Shirk, Ummah, Prophet and Sunnah. Working knowledge of Meccan society and what Muhammad was pushing against with the creation of the Constitution of Medina and the Ummah.</p> <ul style="list-style-type: none"> <li>• Consider Muhammad as a leader: religious and political</li> <li>• Consider the impact of the Prophet Muhammad’s teachings then and today.</li> </ul>	<p><b>7.5 and 7.6 – Who were the Gurus/Who was the Buddha?</b></p> <ul style="list-style-type: none"> <li>• To gain an overview of the lives of the four ‘main’ Gurus</li> <li>• To have knowledge of the main contributions to Sikhism each Guru has made (the conception of the faith, The Langar, The Khalsa, The Holy Book)</li> <li>• To explain how the Gurus made an impact on Sikhs today, both as individuals and a community, and when they were alive. (For O/D students to fully engage with this aspect).</li> <li>• Additional knowledge of the main beliefs and practices to complete an overview of Sikhism as a religion.</li> <li>• Introduction of concepts of Guru, Guru Granth Sahib, Langar, Khalsa, Waheguru, Gurdwara.</li> </ul>		

Year 8	8.1 – Hindu Beliefs/Jewish Beliefs	8.2 – Christian Beliefs	8.3 – Islamic Beliefs	8.4 – Argument for the existence of God/Evil and suffering
	<ul style="list-style-type: none"> <li>• Beliefs: This concept focuses on understanding the beliefs and teachings of different religions, including their key doctrines, scriptures, and theological concepts.</li> <li>• Ethics and Morality: This concept examines the moral and ethical teachings within religions, including topics such as justice, compassion, forgiveness, and personal conduct.</li> <li>• Sacred Texts: This concept focuses on the study of significant religious texts, such as the Bible, Qur'an, Torah, or Vedas, and their interpretations within different religious traditions.</li> <li>• Social and Cultural Context: It explores the historical, social, and cultural contexts in which religions emerge and develop, including the impact of religion on art, architecture, literature, and society.</li> </ul>	<p>Beliefs: This concept focuses on understanding the beliefs and teachings of different religions, including their key doctrines, scriptures, and theological concepts.</p> <ul style="list-style-type: none"> <li>• Ethics and Morality: This concept examines the moral and ethical teachings within religions, including topics such as justice, compassion, forgiveness, and personal conduct.</li> <li>• Sacred Texts: This concept focuses on the study of significant religious texts, such as the Bible, Qur'an, Torah, or Vedas, and their interpretations within different religious traditions.</li> <li>• Social and Cultural Context: It explores the historical, social,</li> </ul>	<p>Beliefs: This concept focuses on understanding the beliefs and teachings of different religions, including their key doctrines, scriptures, and theological concepts.</p> <ul style="list-style-type: none"> <li>• Ethics and Morality: This concept examines the moral and ethical teachings within religions, including topics such as justice, compassion, forgiveness, and personal conduct.</li> <li>• Sacred Texts: This concept focuses on the study of significant religious texts, such as the Bible, Qur'an, Torah, or Vedas, and their interpretations within different religious traditions.</li> <li>• Social and Cultural Context: It explores the historical, social,</li> </ul>	<p>What is evil? Define evil – moral &amp; natural</p> <ul style="list-style-type: none"> <li>· Nature vs nurture – Are people morally responsible for their actions?</li> </ul> <p>Meaning of nature and nurture</p> <p>Examples of scenarios</p> <ul style="list-style-type: none"> <li>· Problem of evil &amp; its responses</li> </ul> <p>Problem - Mackie - inconsistent triad</p> <p>Responses - Irenaeus &amp; Augustine, Hick</p> <ul style="list-style-type: none"> <li>· What do Christians believe about the origin of evil?–</li> </ul> <p>Free will, sin and original sin. Link to Genesis</p> <ul style="list-style-type: none"> <li>· Story of Job (may not be a whole lesson so follow with next few lessons) Analysing the story of Job – focus on literacy</li> <li>· How to Buddhists respond to suffering?</li> </ul> <p>Enlightenment, Eightfold Path &amp; Dharma</p> <ul style="list-style-type: none"> <li>· 4 Noble Truths &amp; 5 moral precepts &amp; karma</li> </ul>

		and cultural contexts in which religions emerge and develop, including the impact of religion on art, architecture, literature, and society.	and cultural contexts in which religions emerge and develop, including the impact of religion on art, architecture, literature, and society.	4 Noble Truths – Dukka, Samudaya, Nirodha, Marga  5 moral precepts - don't harm any living thing, don't steal, no sexual misconduct, no lying, no intoxication.
<b>Year 9</b>	<p align="center"><b>9.1 – Ethical Decisions</b></p> <ul style="list-style-type: none"> <li>• <b>Ethics and Morality:</b> This concept examines the moral and ethical teachings within religions, including topics such as justice, compassion, forgiveness, and personal conduct.</li> <li>• <b>Identity and Diversity:</b> It involves studying the diverse religious identities present within society and exploring how religion can shape individuals' identities, communities, and social cohesion.</li> <li>• <b>Social and Cultural Context:</b> It explores the historical, social, and cultural contexts in which religions emerge and develop, including the impact of religion on art, architecture, literature, and society.</li> <li>• <b>Philosophy of Religion:</b> This concept delves into philosophical questions related to religion, such as the existence of God, the problem of evil, religious experiences, and the nature of faith.</li> </ul>	<p align="center"><b>9.3 – Religion and Conflict</b></p> <p><b>PERSECUTION</b> To know what persecution means To be able to rank forms of persecution and give at least 3 historical examples of persecution: Tutsi/ Aztecs/ Witches/ native Americans.</p> <p><b>AMRITSAR</b> To understand what happened in Amritsar in the 1980s, leading to the killing of many Sikhs and the assassination of Indira Gandhi. To explore to what extent this was religious persecution.</p> <p><b>ISLAMOPHOBIA</b> To know what Islamophobia is To study the Muslim concept of jihad- greater and lesser- and how the media's portrayal of it has fed into Western Islamophobia d social collusion against groups within society- how does this compare to modern calls for equality etc.</p> <p><b>HOMOPHOBIA</b> To know what homophobia is To understand how some religious teachings, embody anti-gay views To consider.</p>	<p align="center"><b>9.5 - Changemakers</b></p> <p>An enquiry into the lives of 'changemakers' and how these individuals brought about lasting change using various approaches.</p> <p>To explore the idea of creating change through philosophical thought and activism.</p> <p>To reflect on the efficacy of these approaches by comparing their effects and merits.</p> <p>To discuss conflicts of authority, including where people have followed their personal conviction over the law or social norms.</p> <p>Describe their beliefs and actions, what new contribution did they make.</p> <p>To what extent to you agree with the change that this person wanted to make?</p>	

## Curriculum Overview |

### What will my child learn in Religion, Philosophy and Ethics GCSE



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<b>Year 10</b>	<p>EDUQAS GCSE RE – Relationships/Christian Beliefs and Practices</p> <p>This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles. Learners are expected to make relevant references to scripture and other sources of authority.</p> <p>Christianity – Christianity The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism.</p>			<p>EDUQAS GCSE RE – Islam</p> <p>Learners should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian.</p> <p>This knowledge may be applied throughout the assessment of the specified content.</p> <p>Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices.</p> <p>References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.</p>		

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<p><b>Year 11</b></p>	<p><b>EDUQAS GCSE RE – Issues of Life and Death</b></p> <p>This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.</p> <p>Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.</p> <p>Issues of Good and Evil</p> <p>This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Learners are expected to make relevant references to scripture and other sources of authority.</p>	<p><b>EDUQAS GCSE RE – Revision Prep for Exams/Human Rights</b></p> <p>This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief.</p> <p>Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination.</p> <p>Learners are expected to make relevant references to scripture and other sources of authority.</p>