

# IDSALL SCHOOL

## Religious Education Curriculum



### **Our Vision for RE:**

Religious Education makes a significant contribution to the personal development of students. R.E. is not simply about gaining knowledge and understanding about religious and non religious worldviews. It helps students develop their own worldviews through the exploration of some of the big questions addressed by religious traditions and non religious philosophical convictions. Through their encounters with big questions, students will learn that having a good and meaningful life and being a good person are achievable regardless of whether they are religious or not.

### ***Shropshire agreed syllabus 2021-2026***

Religious Education at Idsall School therefore engages students in religious and non-religious world views shared and experienced by members of our school community as well as the wider community of Shropshire and Britain today. We are striving to enlighten students to the broader human experience in a 21<sup>st</sup> century world and develop them as individuals who are:

- Aware of the risks to our planet
- Accepting of others views and differences
- Celebratory of different faiths
- Understanding of how the past has shaped the world we live in today.

Our scheme of work enables students to reflect on their own world views and to make sense of the diverse, complex world around them. Students will work to make progress in substantive knowledge, ways of knowing, and personal knowledge.

At Idsall School we are constantly seeking to ensure that the Religious Education curriculum is relevant and current. We utilise the Shropshire syllabus, which came into force from September 2022, as a basis for our R.E. curriculum. At key stage 3 Religious Education teaches students tolerance and acceptance of the beliefs of others and to examine their own beliefs. They also have the opportunity to interact with and ask questions of members of different faith communities. This allows students to develop their cultural capital and an awareness of the wider world of faith around them. Throughout this syllabus we weave in the key aspects of Spiritual, Moral, Social and Cultural values and the topics covered at KS3 provide a solid foundation for GCSE Religious Studies and A level Religious Studies.

## Prior Knowledge KS2 (Taken from the Shropshire agreed syllabus 2021-2026):

[SYLLABUS-Shropshire-SACRE-2021.pdf \(shropshirelg.net\)](#)

### End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul>
<ul style="list-style-type: none"> <li>make clear links between texts/sources of authority and the key concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>describe how people show their beliefs in how they worship and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul>
<ul style="list-style-type: none"> <li>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify some differences in how people put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>give good reasons for the views they have and the connections they make</li> </ul>

### End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> </ul>
<ul style="list-style-type: none"> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> </ul>	<ul style="list-style-type: none"> <li>using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> </ul>
<ul style="list-style-type: none"> <li>give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> </ul>		<ul style="list-style-type: none"> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>

End of Key stage outcomes (Taken from the Shropshire agreed syllabus 2021-2026): [SYLLABUS-Shropshire-SACRE-2021.pdf](#)  
[\(shropshirelg.net\)](#)

**What should students gain from RE in Key stage 3?**

- Extend and deepen their knowledge and understanding of a range of religions and beliefs
- Recognise the local, national and global contexts of religious and beliefs
- Draw on a wide range of subject specific language confidently and flexibly
- Use the concepts of religious study to describe the nature of religion
- Understand how beliefs influence the values and lives of individuals and groups
- Understand how religions and beliefs have an impact on wider current affairs
- Appraise the practices and beliefs they study based on analysis, interpretation and evaluation

**RE teaching and learning should enable pupils to ...**

**A. make sense of a range of religious and non-religious beliefs**

**B. understand the impact and significance of religious and non-religious beliefs**

**C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied**

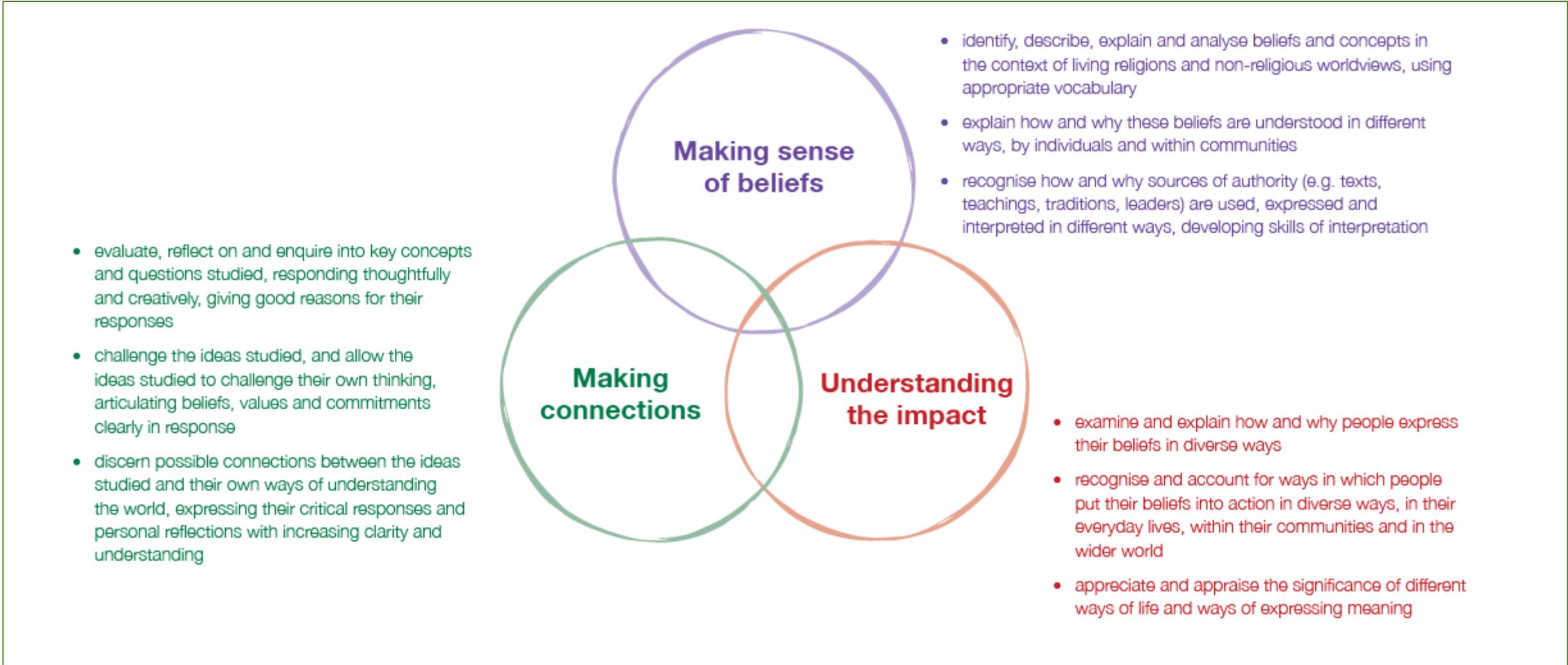
**End of key stage outcomes**

**More specifically students should be taught to:**

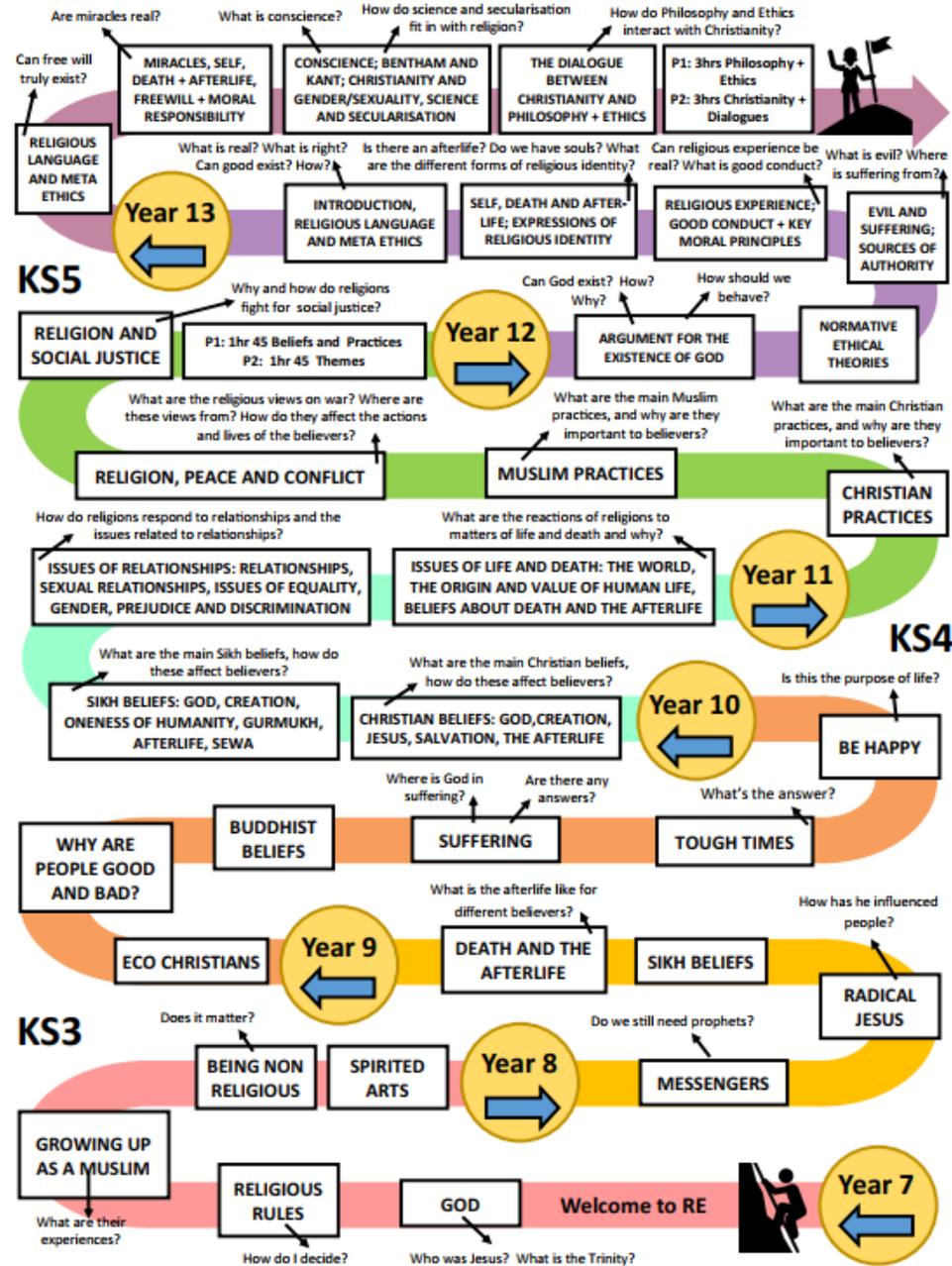
<ul style="list-style-type: none"> <li>• give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> </ul>	<ul style="list-style-type: none"> <li>• give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> </ul>
<ul style="list-style-type: none"> <li>• taking account of context(s), explain how and why people use and make sense of texts/ sources of authority differently</li> </ul>	<ul style="list-style-type: none"> <li>• show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> </ul>
<ul style="list-style-type: none"> <li>• in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>		<ul style="list-style-type: none"> <li>• respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul>

# Teaching and learning approach and the aims for RE in Shropshire

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE:

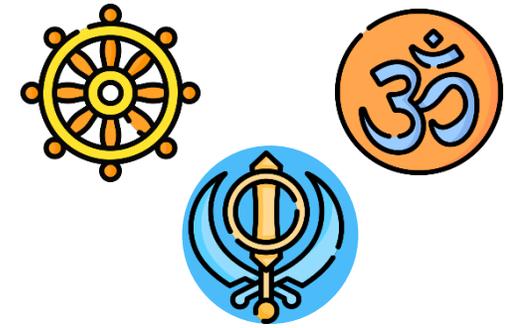


# RE Curriculum Map





# Y7 Religious Education



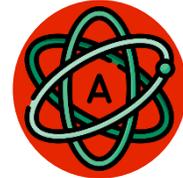
What is my learning journey this year?

What does it mean for Christians to believe in God as Trinity?

Good, bad; right, wrong: how do I decide?

What difference does it make to be non-religious in Britain today?

START Y7



ON TO Y8

WELCOME TO RE

Why do Christians believe Jesus was God on Earth?

What is good and what is challenging about being a Muslim teenager in Britain today?

How can people express the spiritual through the arts?



**The Big Picture - Intent:**

The Year 7 RE curriculum provides students with an opportunity to look at our school community and our local community. We discuss how and why RE has a relevance and meaning for us today. It aims to promote love of learning in RE by focusing on engaging topics, such as “Good, bad, right and wrong ... how do I decide?” and “What difference does it make to be non-religious in Britain today?”. These key enquiry questions are taken directly from the Shropshire Agreed Syllabus 2021 – 2026. Students will develop their skills in description, explanation, analysis and evaluation.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

Re is delivered over 60 minutes per week. The overarching theme for this year is Religion and Worldviews and this is split into 7 topics in year 7.

**Topics are:** Introduction to RE; God as Trinity; Good, bad, right and wrong; What is good and what is challenging about being a Muslim teenager in Britain today; Why do Christians believe Jesus was God on Earth? ; What difference does it make to be non-religious in Britain today?; How can people express the spiritual through the arts?

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students review their PLC at the end of each unit.

Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts.

Lessons throughout the year are engaging with a wide variety of individual and group activities. There are opportunities to develop key skills such as problem solving, communication and presentation.

Reinforcing key words and previously learnt concepts are the basis of the Do Now activities helping to build connections in learning.

Assessment opportunities vary from written PEEL paragraphs using key words, debating ethical dilemmas through to preparing questions to hot seat visitors.

**Key Summative Assessments:**

End of year exam

**Autumn Term Assessments:**

Vocab test based upon each topics key words.

“I can discuss why studying RE important.”

Extended written piece using K, U, and vocab

“I can discuss why the Trinity is important to Christians.”

Extended written piece using K, U, and vocab

“I can explain why Christmas is so important for Christians today.” (Speech / presentation)

**Spring Term Assessments:**

Cumulative vocab test

Good, bad; right, wrong: How do I decide? Ethical dilemma, extended written piece using K, U, and vocab

“I can discuss the challenges and opportunities facing Muslim teenagers in GB.” Extended written piece

**Summer Term Assessments:**

Cumulative vocab test

“I can discuss if it matters if you are non-religious.”  
Assessment Opportunity: K, U & E

(prepare interview questions / hot seat a humanist, followed by a write up.)

**Impact:**

Students will have increased understanding and confidence in R.E. Students will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. Students will be able to draw links and comparisons between religion, religious people and their own lives regardless of whether they hold personal belief. During year 7, there will be a development of cultural capital, evidenced through class discussions, an appreciation of the worldview of others and the lenses with which they see the world and a greater understanding of diversity and tolerance in our local and school communities.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y8)
<b>Unit: Religion and Worldviews</b>			
<b>Introduction to RE at Idsall school</b>	<ul style="list-style-type: none"> <li>Establish the difference between fact and beliefs</li> <li>Discuss how beliefs affect our lives</li> </ul>	<p>This introductory unit was written as a baseline unit, as we have numerous feeder schools who provide a variety of different experiences. We begin by looking at our local and school community and discuss where our worldviews come from by using the animation “Nobody stands nowhere” as a springboard for our questions.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What is religious education?</li> <li>What is belief?</li> <li>What is the language that frames belief? Theist, Atheist Agnostic</li> <li>What are my beliefs and values?</li> <li>Why do people become religious?</li> <li>Why is it important to understand other people’s beliefs and values?</li> </ul>	<p>To build upon the concepts covered in year 7:</p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p>
<b>What does it mean for Christians to believe in God as Trinity? (God)</b>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Explore Christian beliefs and practices</li> <li>Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts.</li> <li>Consider the inadequacy of the view that God is ‘an old man in the sky’ as far as Christians are concerned.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how the Christian community respond to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, etc., in churches.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Evaluate their learning and express a view, giving a coherent account and offering reasons for their responses:</li> <li>Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?</li> </ul>	<p>The doctrine of the Trinity means that there is one God who eternally exists as three distinct Persons — the Father, Son, and Holy Spirit. Stated differently, God is one in essence and three in person. These definitions express three crucial truths: (1) The Father, Son, and Holy Spirit are distinct Persons, (2) each Person is fully God, (3) there is only one God</p> <p>Students will clarify what Christians mean by the term ‘God’ using biblical views of God through the medium of stained glass windows. They will have the opportunity to explore how a belief in God as Trinity, helps Christians in their everyday life.</p> <p><b>Key Terminology:</b></p> <p>Omnipotent, Omnibenevolent, Omniscient, Omnipresent, Immanent, Transcendent, Infinite and Eternal.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What do Christians mean by the term God?</li> <li>What are some of God’s characteristics?</li> <li>Why do Christians worship God as a trinity?</li> <li>What difference does belief in God as a trinity make to Christians?</li> <li>What difference would it make if Christians only believed in one person of the Trinity?</li> <li>Can Christians draw God?</li> </ul>	<p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>

<p><b>Content</b></p>	<p><b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge</p>	<p><b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.</p>	<p><b>Future learning (Y8)</b></p>
<p><b>Why do Christians believe Jesus was God on Earth? (Incarnation)</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explain how the Bible uses different types of text (for example, the Gospels) and language (such as, metaphor) to communicate ideas about Jesus as God incarnate.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Show how Christian worship reflects Christian beliefs in Jesus as God incarnate.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Reflect on the value of belief in Jesus as God incarnate for Christians in the world today</li> </ul>	<p>This module links the two previous Y7 topics, by recapping students' learning about the nature of God in Christian belief. Students will look at a painting by Banksy and a poem by Steve Turner which put a modern, and thought provoking, twist on the Incarnation.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>Incarnation; Jesus as the Saviour; Christmas; Jesus as light of the world; Omnipotent; Omnibenevolent; Omniscient; Omnipresent; Immanent</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Who is Jesus?</li> <li>Why did Jesus come to earth?</li> <li>Why is Christmas so important for Christians?</li> </ul>	<p>To build upon the concepts covered in year 7:</p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y8)
<p><b>Good, bad; right, wrong: how do I decide? (Wisdom)</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>• Explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong.</li> <li>• Explain how and why people use and make sense of different sources of authority in deciding how to live.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>• Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>• Offer a coherent account of the impact of beliefs on how people decide what is right and wrong</li> </ul>	<p>This module starts off by revisiting our own values (nobody stands nowhere) and recap where people get their moral values from e.g. society; family; conscience; religion; we explore which have most authority and why. Students briefly explore Jesus’ Jewish background. We use the 10 commandments as a springboard to explaining the two greatest commandments. This is contrasted with the 5 pillars of Islam. Students will be examining how beliefs, values and principles act as a guide for moral decision-making, using case studies and moral dilemmas.</p> <p><b>Christianity:</b> Teachings of Jesus: Two Great Commandments (Matthew 22:36–39) as a consolidation of the 10 commandments; The Golden Rule (Matthew 7:12).</p> <p><b>Islam:</b> Students will revisit the 5 pillars (if the were covered in primary school.) and discuss whether they are important today.</p> <p><b>Key Terminology:</b></p> <p>Ethics; Morality; Absolute morality; Relative morality; Moral compass; Beliefs; Code of conduct; Actions; Behaviour; Conscience</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What do we mean by ‘right’ and ‘wrong’?</li> <li>• Where does our sense of right and wrong come from?</li> <li>• Do all religious people make the same decisions?</li> </ul>	<p>To build upon the concepts covered in year 7:</p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>

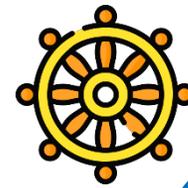
Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y8)
<p><b>What is good and what is challenging about being a Muslim teenager in Britain today?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>• Explain the importance of the key beliefs studied (e.g. Iman, ibadah, akhlaq) for Muslim ways of living in Britain today.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>• Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>• Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.</li> </ul>	<p>This module naturally follows on from the previous one (Good, bad; right, wrong: how do I decide?) Students will look at celebrity Muslims from the world of sport sharing their beliefs and discuss whether they are a good role model for Muslims living in Britain today. We will look at the important idea of Islamophobia and the need for religious tolerance, through the creative photography of Ridwan Adhami (<a href="http://www.ridwanadhami.com">www.ridwanadhami.com</a>)</p> <p><b>Key Terminology:</b></p> <p>The 5 pillars of Islam; Imam (faith); Ibadah (worship and belief in action); Akhlaq (moral conduct); Islamophobia; Prejudice; Tolerance; Stereotypes.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What is British Islam?</li> <li>• What challenges do Muslim teenagers face?</li> <li>• How might Muslim teenagers cope with these challenges?</li> <li>• How do artists challenge stereotypes?</li> </ul>	<p>To build upon the concepts covered in year 7:</p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y8)
<p><b>What difference does it make to be non-religious in Britain today? (Religious and non-religious worldviews).</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explain what is meant by the terms ‘atheist’ and ‘agnostic’, and give reasons for the range of views that can be covered by these terms (e.g. SBNR, ‘nones’, Humanists, etc.)</li> <li>Explain what sources of authority non-religious people might use and why, to decide how to live</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Show how Humanist beliefs/principles guide some nonreligious people in making moral decisions</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.</li> </ul>	<p>This module recaps themes from the introductory module ( Welcome to R.E.). Through out year 7 we have focused upon Christianity and Islam. But what if you are not religious? This unit looks at the varieties of names non-religious people adopt and the values that are important to non-religious people in Britain today.</p> <p>We hope to link with a local humanist group (<a href="http://www.shropshire.humanist.org.uk/">http://www.shropshire.humanist.org.uk/</a>) in order to answer the question ‘What difference does it make to be non-religious in Britain today?’</p> <p><b>Key Terminology:</b></p> <p>Atheist; Agnostic; Humanists; SBNR = Spiritual but Not Religious; Morals; Beliefs; Code of conduct; Behaviour; Conscience; Decisions</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What is an atheist and what do they believe?</li> <li>What are humanists and what do they believe?</li> </ul>	<p><b>To build upon the concepts covered in year 7:</b></p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y8)
<p>How can people express the spiritual through the arts?</p>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Compare and explain at least two ways to describe 'the spiritual'</li> <li>Explain how and why music and art are important ways of expressing the spiritual</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Show how people express spirituality in different ways (e.g. through art, music, activism)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves.</li> </ul>	<p>There are a range of definitions of 'spiritual' and 'spirituality', including students' ideas. We investigate what some people mean by 'living a spiritual life' or being a spiritual person. There are different methods of expressing and exploring the spiritual beyond words. We will focus on two contrasting religious ideas of the spiritual, namely Islam and Buddhism.</p> <p><b>Muslims:</b> Ways in which Muslim art overcomes the prohibition on picturing God and still express faith. We will explore calligraphy and calligrams.</p> <p><b>Buddhists:</b> Buddhists use sand <i>mandalas</i> (representations of the Universe) to aid meditation in Tibetan Buddhism. Impermanence is an all important teaching in Buddhism.</p> <p><b>'Spirited Arts' competition.</b></p> <p><a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/">https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/</a></p> <p>Students will be encouraged to explore the competition themes via a variety of media. We welcome entries in (almost!) any art form your pupils can think of, including:</p> <p>Art (painting, drawing, sketching etc) Poetry Photography Dance Music Drama Sculpture</p> <p><b>Key Terminology:</b></p> <p>God; Higher being; Dance; Drama; Poetry; Sculpture; Art; Stained glass windows; Mandalas; Calligraphy and Calligrams.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What do we mean by the word 'spiritual'?</li> <li>How do religious people express their spiritual beliefs?</li> <li>Why is impermanence an important idea in Buddhism?</li> </ul>	<p><b>To build upon the concepts covered in year 7:</b></p> <p>Does the world need prophets today?</p> <p>What is so radical about Jesus?</p> <p>How are Sikh teachings on equality and service put into practice today?</p> <p>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</p>



# Y8 Religious Education



What is my learning journey this year?

START  
Y8



Does the world  
need prophets  
today?

What is so radical  
about Jesus?



How are Sikh  
teachings on  
equality and service  
put into practice  
today?

How far does it  
make a difference if  
you believe in life  
after death?



ON TO  
Y9

**The Big Picture - Intent:**

The Year 8 RE curriculum builds upon key words and themes explored in year 7.

We discuss how and why RE has a relevance and meaning for us today. It aims to promote love of learning in RE by focusing on engaging topics, such as “Does the world need prophets today?” and “What is so radical about Jesus?”. These key enquiry questions are taken directly from the Shropshire Agreed Syllabus 2021 – 2026. Students will develop their skills in description, explanation, analysis and evaluation.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

R.E. is delivered over 60 minutes per week. The overarching theme for this year is radical responses to big questions and this is split into 4 topics in year 8.

**Topics are:**

‘Does the world need prophets today’ module, when students research and present either Marcus Rashford (food poverty) Malala (education for girls) or Greta Thunberg (climate change).

Radical Jesus, looking at how his teaching has been influential in Latin America through Liberation Theology. Sikhism is our second largest religion at Idsall, so the module ‘How are Sikh teachings on equality and service put into practice today?’ is really relevant. Finally we look at different responses to life after death.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students review their PLC at the end of each unit.

Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts.

Lessons throughout the year are engaging with a wide variety of individual and group activities. There are opportunities to develop key skills such as problem solving, communication and presentation.

Reinforcing key words and previously learnt concepts are the basis of the Do Now activities helping to build connections in learning.

Assessment opportunities vary from written PEEL paragraphs using key words, debating ethical dilemmas through to preparing questions to hot seat visitors.

**Key Summative Assessments:**

End of year exam

**Autumn Term Assessments:**

Vocab test based upon each topics key words.

“I can discuss whether we still need prophets to speak out today.” Using homework research, students will complete a written assessment using PEEAL and key words.

“Did Oscar Romero do the right thing in speaking out for the poor?” (Speech / presentation)

**Spring Term Assessments:**

Cumulative vocab test

“I can give examples showing how Sikhs put Guru Nanak’s message into action. I can suggest what a non-Sikh could learn from this.” Assessment Opportunity: K, U & E

**Summer Term Assessments:**

Cumulative vocab test

Assessment Opportunity: K, U & E (Individual presentation / write up)

“I can discuss which ideas about life after death I find interesting and explain why.”

**Impact:**

Students will have increased understanding and confidence in R.E. Students will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. Students will be able to draw links and comparisons between religion, religious people and their own lives regardless of whether they hold personal belief. During year 8, there will be a development of cultural capital, evidenced through class discussions and gurdwara visit, an appreciation of the worldview of others and the lenses with which they see the world and a greater understanding of diversity and tolerance in our local and school communities.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y9)
<p><b>Does the world need prophets today?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explain the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Discuss what a modern-day prophet would do and say, with examples, evidence and argument.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Offer a view as to whether the modern world needs prophets, who they might be, and how students themselves might respond to them.</li> </ul>	<p>'Does the world need prophets today' provides students the opportunity to research and present either Marcus Rashford (food poverty) Malala (education for girls) or Greta Thunberg (climate change). It links the concept of the Old Testament prophets, who radically championed social justice with modern figures who also champion important causes. We discuss whether society still needs prophets in the 21<sup>st</sup> century.</p> <p><b>Key Terminology:</b></p> <p>Prophet, Role model, Religion, Belief / believe, Values, Actions, Behaviour, Respect, Tolerance, Justice, Denounce, Announce, Impact, Community, Jesus, Malala.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What is a prophet?</li> <li>What do prophets do?</li> <li>Do we still need prophets to speak out ~ about what issues?</li> </ul>	<p><b>To build upon the concepts covered in year 8:</b></p> <p>In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>Should Christians be greener than everyone else?</p> <p>Why are people good and bad?</p> <p>The Buddha: how and why do his experiences and teachings have meaning for people today?</p> <p>Why is there suffering? Are there any good solutions? Christians, Buddhists, non-religious worldviews.</p> <p>What do people do when life gets hard?</p> <p>Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y9)
<p><b>What is so radical about Jesus?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explore the background contexts of Gospel accounts on Jesus’ relationship with ‘sinners’ and with the religious authorities.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Give reasons and examples to explain how far Christians respond to the teaching of Jesus.</li> <li>Explain how Christians use Jesus’ teaching to guide their actions/behaviour.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Respond to the challenges of Jesus’ teaching about love and justice, offering reasons and justifications for their responses.</li> </ul>	<p>Student begin with looking at how Jesus’ teachings were radical and how he championed social justice. We bring this up to date asking should Christians today be radical too? Our case study focus’ upon Oscar Romero who championed the poor, and like Jesus, paid the ultimate price. This unit culminates in a debate as to whether Oscar Romero did the right thing speaking out for the poor.</p> <p><b>Key Terminology:</b></p> <p>Sinners, Outcasts, Women, Actions, Justice, Oscar Romero</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Who is Jesus and why was he radical?</li> <li>Should Christians be radical too?</li> <li>How can Christians put Jesus’ message into action?</li> </ul>	<p><b>To build upon the concepts covered in year 8:</b></p> <p>In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>Should Christians be greener than everyone else?</p> <p>Why are people good and bad?</p> <p>The Buddha: how and why do his experiences and teachings have meaning for people today?</p> <p>Why is there suffering? Are there any good solutions? Christians, Buddhists, non-religious worldviews.</p> <p>What do people do when life gets hard?</p> <p>Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y9)
<p><b>How are Sikh teachings on equality and service put into practice today?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>• Explain the key beliefs of Sikhism (e.g. about God and the Gurus; Nam Simran, Kirat Karna and Vand Chhakna) and their importance for Sikhs living in Britain today.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>• Give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>• Offer an account of the value and impact of Sikh practice of service and equality in the UK today.</li> <li>• Comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses.</li> </ul>	<p>Students start with looking at Guru Nanak's background, the role of women in India in the 15<sup>th</sup> century and how the caste system had such a profound influence upon society. We discuss how Guru Nanak was a radical figure, speaking out against social injustice. His teachings about honest living, focusing on a spiritual path and feeding the poor have been central to Sikh charities such as Khalsa Aid and the Midland Langar Sewa Society. We look at how these key beliefs are vital to Sikhs today and what non Sikhs can learn from them.</p> <p><b>Key Terminology:</b></p> <p>Guru Nanak, 10 human Gurus, Mool Mantar, Equality, Sewa, Langar, Gurdwara, Guru Granth Sahib (11th Guru), Three Sikh duties: Nam Simran (meditation on God's name), Kirat Karna (honest hard work), Vand Chhakna (Sharing, giving to charity), Khalsa Aid, Ravi Singh, Midland Langar Seva Society, Randhir Singh.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• Who was Guru Nanak?</li> <li>• What did Guru Nanak teach?</li> <li>• How can Sikhs put Guru Nanak's message into action?</li> </ul>	<p><b>To build upon the concepts covered in year 8:</b></p> <p>In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>Should Christians be greener than everyone else?</p> <p>Why are people good and bad?</p> <p>The Buddha: how and why do his experiences and teachings have meaning for people today?</p> <p>Why is there suffering? Are there any good solutions? Christians, Buddhists, non-religious worldviews.</p> <p>What do people do when life gets hard?</p> <p>Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y9)
<p><b>How far does it make a difference if you believe in life after death? Christians, Sikhs, non-religious worldviews.</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explain the key beliefs about life after death in at least two traditions.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked.</li> <li>Give reasons and examples to explain why people have different views on the idea of life after death.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)</li> <li>Evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their responses.</li> </ul>	<p>This module gives students the opportunity to ask searching questions about the meaning of life and the after life. We are contrasting two religious beliefs: Resurrection and Reincarnation with a philosophical one. Students will be encouraged to evaluate how far different ideas about life after death help them make sense of the world.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>Christianity, Resurrection, Nicene Creed, Purgatory, Heaven, Hell, Eternal life, Soul, Sikhism, Reincarnation, Karma, Mukti, Past Life Experiences, Humanism, YOLO, Rewards / Punishments.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What do Christians believe happens when we die?</li> <li>What do Sikhs believe happens when we die?</li> <li>What do Humanists believe happens when we die?</li> </ul>	<p><b>To build upon the concepts covered in year 8:</b></p> <p>In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>Should Christians be greener than everyone else?</p> <p>Why are people good and bad?</p> <p>The Buddha: how and why do his experiences and teachings have meaning for people today?</p> <p>Why is there suffering? Are there any good solutions? Christians, Buddhists, non-religious worldviews.</p> <p>What do people do when life gets hard?</p> <p>Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews.</p>



# Y9 Religious Education



What is my learning journey this year?

Why are people good and bad?



Why is there suffering? Are there any good solutions?

Should happiness be the purpose of life?

START Y9



ON TO Y10

Should Christians be greener than everyone else?

The Buddha: how and why do his experiences and teachings have meaning for people today?

What do people do when life gets hard?

**The Big Picture - Intent:**

*The Year 9 RE curriculum builds upon key words and themes explored in years 7 and 8. We discuss how and why RE has a relevance and meaning for us today. It aims to promote love of learning in RE by focusing on engaging topics, such as “Why is there suffering? Are there any good solutions?” and “Should happiness be the purpose of life?”. These key enquiry questions are taken directly from the Shropshire Agreed Syllabus 2021 – 2026.*

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

R.E. is delivered over 60 minutes per week. The overarching theme for this year is philosophical questioning and this is split into 6 topics in year 9.

**Topics are:** Should Christians be greener than everyone else?; Why are people good and bad?; The Buddha: how and why do his experiences and teachings have meaning for people today?; Why is there suffering? Are there any good solutions?; What do people do when life gets hard?; Should happiness be the purpose of life? These big questions require debate, hot seating guests and student pitches!

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students review their PLC at the end of each unit.

Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts.

Lessons throughout the year are engaging with a wide variety of individual and group activities. There are opportunities to develop key skills such as problem solving, communication and presentation.

Reinforcing key words and previously learnt concepts are the basis of the Do Now activities helping to build connections in learning.

Assessment opportunities vary from written PEEL paragraphs using key words, debating ethical dilemmas through to preparing questions to hot seat visitors.

**Key Summative Assessments:**

End of year exam

**Autumn Term Assessments:**

Vocab test based upon each topics key words.

“I can discuss whether Christians should be greener than everyone else because of their beliefs about God, Creation and Stewardship.” Written: Extended writing, PEEAL, key words)

“I can discuss how people can be both good (made in God’s image) and bad (sinful) at the same time.” Artwork and write up.

**Spring Term Assessments:**

Cumulative vocab test

“What can Buddhism teach us about coping with modern life?” (Written: Extended writing, PEEAL, key words)

“I can discuss whether there are any good solutions to suffering.” (Ethical dilemmas)

**Summer Term Assessments:**

Cumulative vocab test

Debate: “Innocent suffering means that there cannot be a God”

“Should happiness be our ultimate goal in life or is there something else?” Creative response: board game.

**Impact:**

Students will have increased understanding and confidence in R.E. Students will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. Students will be able to draw links and comparisons between religion, religious people and their own lives regardless of whether they hold personal belief. During year 9, there will be a development of cultural capital, evidenced through class discussions, an appreciation of the worldview of others and the lenses with which they see the world and a greater understanding of diversity and tolerance in our local and school communities.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p>Should Christians be greener than everyone else?</p>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative</li> <li>• Explain the concepts of Creation and stewardship in Christianity.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give some examples of how Christians have responded to the idea of stewardship, as a community and individually</li> <li>• Show how Christians have used Genesis 1 and 2 to guide how they treat the environment.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Offer a justified response to the question of whether Christians should be better stewards than everyone else.</li> </ul>	<p>Students look at the Genesis narrative to help them understand, creation, stewardship and The Fall. We use St Cuthbert’s Church, Liverpool as a case study and explore how they have taken these ideas and implemented them in a practical way. They were awarded the Eco Church Gold award!</p> <p>We contrast Christian stewardship with Great Thunberg, Sir David Attenborough and COP 27. Our question being, Should Christians be greener than everyone else?</p> <p><b>Key Terminology:</b></p> <p>Genesis, Adam and Eve, Devil / Satan / Lucifer, The Fall, Original Sin, Freewill, Moral responsibility, Stewardship, Dominion, ‘Use not abuse’, Eco Church awards, Greta Thunberg.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What does the Bible say about God’s creation?</li> <li>• What can Christians learn from the Genesis story?</li> <li>• Do non-religious people also care about the planet?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p><b>Why are people good and bad?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Explain how the idea of ‘the Fall’ is found in the text of Genesis 3, and that this is a significant part of the ‘salvation narrative’ of the Bible.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Give a coherent account of how being ‘fallen’ has influenced how people live and behave.</li> </ul>	<p>This module dovetails with the previous Y9 one. Students focus on The Fall and the role of Eve. We question how humans, made in Imago Dei (God’s Image) can behave in sinful ways. Students look at how Jesus was tempted by the devil and reflect upon Stormzy’s belief that we are ‘blinded by your grace.’ Assessment is through a range of mediums: cakes, salt dough, oil pastels, 3D masks etc. and show how humanity has two sides.</p> <p><b>Key Terminology:</b></p> <p>The Fall, Original Sin, Freewill, Moral responsibility, Imago Dei (Humans made in the image of God), Omnipotent, Transcendent, Omnibenevolent, Jesus as Saviour.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What do Christians mean by ‘the fall’?</li> <li>Does everyone inherit original sin?</li> <li>How does Jesus’ death fit into this story?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p><b>The Buddha: how and why do his experiences and teachings have meaning for people today?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Describe how the life of the Buddha led to his teachings (dhamma)</li> <li>Explain the Buddhist dhamma (i.e. universal truths, noble truths, noble path).</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Show how Buddhist teachings guide them in making moral decisions (e.g. non-violence, vegetarianism)</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Evaluate how far the ideas of the Buddhist dhamma help students to make sense of the world and their own experience.</li> </ul>	<p>This is often the student’s first introduction to Buddhism. We study the life of Buddha and his teachings and will see if these concepts could inspire our own lives.</p> <p><b>Key Terminology:</b></p> <p>Buddha, Dhamma, Dukkha, Anicca, Anatta, Enlightenment, Samsara, Nibbana, Karma/Karma, Four Noble Truths, Noble Eightfold Path, Sangha, Mandala, Suffering.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Who was Buddha?</li> <li>What are Buddha’s teachings?</li> <li>How do people try to follow the teachings of Buddha?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p><b>Why is there suffering? Are there any good solutions? Christians, Buddhists, non-religious worldviews.</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>• Compare and explain two religious views of why humans suffer.</li> <li>• Explain at least two solutions to suffering offered by religious traditions.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>• Show how some religious and non-religious beliefs and teachings affect how people respond to suffering.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>• Offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition.</li> </ul>	<p>This unit, builds upon the foundations of KS3. Students are confronted with images from the news and social media and are given the opportunity to ask and attempt to answer; Why is there suffering? Are there any good solutions?</p> <p><b>Key Terminology:</b></p> <p>Adam and Eve, Devil / Satan / Lucifer, The Fall, Original Sin, Freewill, Moral responsibility, Imago Dei (Humans made in the image of God), Omnipotent, Transcendent, Omnibenevolent, Jesus as Saviour, Moral suffering, Natural suffering, The story of Job, Theodicy, Karma.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How does ‘the fall’ explain human suffering?</li> <li>• How does karma explain human suffering?</li> <li>• How do people respond to suffering?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p><b>What do people do when life gets hard?</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence.</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life, suffering and wisdom, and the key concepts studied.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.</li> </ul>	<p>This unit dovetails with the previous one (Why is there suffering? Are there any good solutions?). We look at the case study of Job, who never gave up his faith in God. Mark Williams, a local youth worker will share his own personal experience. We will reflect upon our own experiences and how we respond to tough times.</p> <p><b>Key Terminology:</b></p> <p>Moral suffering, Natural suffering, The story of Job, Innocent, Omnibenevolent, Omnipotent, Omniscient, Theodicy, Philosophy, Theist, Atheist, Agnostic.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Which evils are our own fault?</li> <li>Should a loving God prevent evil and suffering?</li> <li>Does God exist if there is evil and suffering?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Future learning (Y10)
<p><b>Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews.</b></p>	<p><b><i>Make sense of belief:</i></b></p> <ul style="list-style-type: none"> <li>Compare and explain different ways to happiness (e.g. Christian, Buddhist and non-religious).</li> </ul> <p><b><i>Understand the impact:</i></b></p> <ul style="list-style-type: none"> <li>Show how beliefs and teachings can affect people’s views on whether or not it is important to achieve happiness.</li> </ul> <p><b><i>Make connections:</i></b></p> <ul style="list-style-type: none"> <li>Offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own.</li> <li>Evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses.</li> </ul>	<p>Students will explore if happiness is the ultimate goal of humanity. What would a Christian say? How would Buddhists respond? What about the non religious philosophy of Utilitarianism? Is life about the ‘greatest happiness of the greatest number?’</p> <p><b>Key Terminology:</b></p> <p>Happiness, Unhappiness, Risk taking, Spiritual journey, True identity, Buddhism, Nirvana, Christianity, Born again, Utilitarianism.</p> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What makes humans happy?</li> <li>Can you measure happiness?</li> <li>Should happiness be our ultimate goal in life?</li> </ul>	<p><b>To build upon the concepts covered in year 9:</b></p> <p>To continue to build upon the vocabulary and concepts covered at KS3. In particular, high level thinking skills and analysis in the philosophical modules.</p> <p>To continue extended writing using PEEAL paragraphs offering a variety of arguments before reaching a justified conclusion.</p> <p>Christianity and Sikhism are the two religions taught at GCSE, their religious beliefs and practices covered at KS3 provide a solid foundation for KS4.</p>