

The World Around Us (RE)

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Key Stage 3 & Key Stage 4

In both KS3 & KS4, students are provided with the opportunity to develop the following skills:

- Investigation - asking relevant questions, knowing how to use different types of sources as a way of getting information and knowing what may constitute evidence for understanding religion.
- Interpretation - the ability to draw meaning from artefacts, works of art, poetry and symbolism, the ability to interpret religious language and the ability to suggest meanings of religious texts.
 - Reflection - the ability to reflect on feelings, relationships, experience, ultimate questions, religious practices and beliefs.
- Empathy - the ability to consider thoughts, feelings, abilities, attitudes, beliefs and values of others, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow and the ability to see the world through the eyes of others and to see issues from others' point of view.
- Application - How religious beliefs can help people reach decisions and understand other people's reasons for reaching everyday decisions.
- Evaluation - the ability to debate issues of religious significance with reference to evidence and argument, weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
 - Analysis - distinguishing between opinion, belief and fact and distinguishing between features of different religions.
 - Explanation - the ability to present your own and other people's points of view and identify reason and purpose.

- Expression - the ability to explain concepts, rituals and practices and the ability to identify and articulate matters of deep conviction, concern and respond to religious issues through a variety of media.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 7</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>Christianity</u></p> <p>Introduction to the world around us</p> <p>Using the bible</p> <p>The importance of the church</p> <p>Prayer</p> <p>Pilgrimages</p>	<p><u>Christianity - Moses and the Old Testament</u></p> <p>Life in Ancient Egypt - monotheism/polytheism and slavery and Moses' birth and escaping death.</p> <p>Growing up in Egypt - Moses' character and The Exile - Moses' murder and flee.</p> <p>God's calling - The Burning Bush and Religious Experience.</p> <p>Convincing Pharaoh - The Ten Plagues.</p>	<p><u>Buddhism - expressions of spirituality</u></p> <p>Lifestyle of Buddhist monks within the community - Sangha.</p> <p>Role of meditation.</p> <p>Experiences of the Buddha.</p> <p>Shrine in the home, Buddha image (for some Buddhists)</p> <p>Visit to a Buddhist temple.</p>	<p><u>Religious buildings</u></p> <p>Church Synagogue Temple Mosque</p> <p>Should religious buildings be sold to help the poor?</p> <p>What do religious buildings do to support the economy?</p>	<p><u>Buddhism - Ethics and relationships</u></p> <p>Equanimity of the Buddha</p> <p>Noble 8-Fold Path: Right Speech, Action & livelihood.</p> <p>Understanding is more important than Belief.</p> <p>5 Moral Precepts, dietary rules.</p> <p>Metta and Ahimsa (loving kindness and non-violence)</p>	<p><u>Religion and art</u></p> <p>This topic allows pupils to explore the different religious traditions concerning art and depictions of their faith. In it there will be links to the use of symbols, and what these symbols provoke within believers from the six main religions within the UK.</p>

		The Exodus - The Parting of the Red Sea.				
Pupils should be able to do... (Skills being developed)	Recognises the effect that religious followers believe prayer has in their lives and the wider world.	<p>Explores how people in the past demonstrated their faith.</p> <p>Explores how people in the present demonstrate their faith.</p>	<p>Explains how and why metaphors and similes convey meanings and how they relate to religious beliefs and actions.</p> <p>Uses knowledge and research to help answer questions about the meaning and purpose of life, both for themselves and for those in different religions.</p>	<p>Suggests why people have different ideas about what is valuable or important.</p> <p>Reconsiders their own point of view after examining the arguments of others.</p>	<p>Identifies what can influence moral values and choices.</p> <p>Recognises there are religious answers to puzzling aspects of life and experience for followers of religions.</p>	<p>Analyses the different ways people express themselves simply.</p> <p>Reflects on sources of guidance in their own lives.</p> <p>Describes the symbolism and traditions in the most important festivals in a range of religions.</p>
Key Vocabulary	Followers Prayer Pilgrimages Church	Faith Past Present Monotheism	Buddhist Meditation Temple Buddha	Valuable Economy Synagogue Church	Values Choices Kindness Non-violence	Symbolism Tradition Expression Religion

		Moses	Spirituality	Temple mosque	Buddha	Art
<p>Year 8</p> <p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p><u>Is the earth sacred?</u></p> <p>The future of our planet</p> <p>Pollution & deforestation</p> <p>What do religions say about the environment?</p> <p>Environmental activism.</p> <p>Ahimsa and Sewa</p>	<p><u>Philosophy for children</u></p> <p>The nature of God</p> <p>Beliefs about life after death</p> <p>Atheist, Theist, Agnostic</p> <p>Scientific Challenges to Creation.</p> <p>The Design Argument</p> <p>The Problem of Evil</p> <p>Miracles</p> <p>Visions</p>	<p><u>Sikhism - expressions of spirituality</u></p> <p>Worship in the home; sunrise and evening.</p> <p>5 Ks, Gurdwara, 'condemnation' of some rituals e.g. fasting pilgrimage.</p> <p>Commitment to religion/voluntary organisations Jore melal (Holy days) & Gurpurbs (Celebrations of the Gurus).</p> <p>Visit to a Sikh temple.</p>	<p><u>Christianity - ethics and relationships</u></p> <p>The 10 Commandments and The Golden Rule</p> <p>Agape, service and compassion.</p> <p>Relate, Christian attitudes and values to issues of race, gender and personal relationships e.g. marriage and divorce.</p>	<p><u>Myths</u></p> <p>Introduction to Hero Myths - Campbell's Journey</p> <p>Hero Myth - Hercules</p> <p>Hero Myths in Religion</p> <p>Create Your Own Hero Myth</p>	<p><u>Sikhism - ethics and relationships</u></p> <p>Nam Simran, Kirat Karna, Vand Chhakna Seva – Service</p> <p>Prohibitions on cutting hair, drugs, adultery etc.</p> <p>Encouragement of normal family life.</p> <p>Relationship with the Khalsa.</p>

<p>Pupils should be able to do... (Skills being developed)</p>	<p>Makes connections with the hopes which the adults in their lives have for them.</p> <p>Identifies between what they value and how they live their life.</p>	<p>Demonstrates developing philosophical ideas when responding to difficult questions about the universe and our existence.</p> <p>Identifies their own ideas about creation.</p>	<p>Describes how a religion began, its key founder/s and principles.</p> <p>Explores the use of language in worship.</p>	<p>Describes simple ways to avoid stereotyping</p> <p>Describes how people of different religions coexist and cooperate with each other.</p>	<p>Shares own values and commitments and suggests where those ideals have come from.</p> <p>Outlines the factors that affect their identity, including a positive sense of self.</p>	<p>Describes the symbolism and traditions in the most important festivals in a range of religions.</p> <p>Demonstrates understanding of the principal beliefs and teachings in a religion.</p>
<p>Key Vocabulary</p>	<p>Planet Deforestation Pollution Environment Activism Ahimsa Aswa</p>	<p>Atheist Theist Agnostic Scientific Design argument Miracles Visions</p>	<p>5 K's Gurdwara Condemnation Jore melal Gurpurbs Gurus</p>	<p>Commandments Golden rule Agape Compassion Stereotype</p>	<p>Stereotypes, Prejudice Discrimination Slavery</p>	<p>Oppression Non-violent protest Justice</p>
<p>Year 9</p> <p>Pupils should know... (Core knowledge and concepts to be</p>	<p><u>Judaism - ethics and relationships</u></p> <p>Sense of Jewish identity expressed in Family,</p>	<p><u>Determinism and free will</u> Locke and Pavlov - Determinism Sartre and Rogers - Free Will</p>	<p><u>Judaism - expressions of spirituality</u> Prayer (tefillah), symbolism and symbols; Magen</p>	<p><u>Christianity - global issues</u> Stewardship and sustainable Development</p>	<p><u>Prejudice and Discrimination</u> Stereotypes, Prejudice and Discrimination</p>	<p><u>Prejudice and Discrimination</u> Fighting Oppression - Non-Violent Protest Malcolm X - By Any</p>

learned	relationships and the home e.g. Kashrut, Shabbat. Halakhic life (walking with God).	Loeb and Leopold - Innocent Killers Are We Free or Morally Accountable?	David and menorah, mezuzah, tefillin, Worship in Synagogue. Status of Temple and Western Wall in Jerusalem. Fasting, being part of atonement at Yom Kippur. Commitment to religion/voluntary organisations. Visit to Liverpool synagogue.	Pacifism (Quakers) Global poverty and the work of Christian Aid and Cafod. Tear Fund, Salvation Army Respect for yourself Use of legal/illegal drugs, Body as Temple.	America's Dark Past - Slavery The KKK - Living in Terror The Montgomery Bus Boycott - The Rise of MLK A Helping Hand - MLK's Religious Experience	Means Necessary. Is There a Limit to Getting Justice? Discrimination in the 21st Century. Religion Acting Against Discrimination
Pupils should be able to do... (Skills being developed)	Understands the ways in which believers celebrate major events in the	Expresses their own views about fundamental questions and issues relating to	Understands the central beliefs of a religion and the sources of authority used to	Suggests what can happen when people, communities or countries do not	Explores how religion and beliefs have had an impact on different communities	Describes the significance and importance of their own beliefs and how they influence their

	<p>religious calendar.</p> <p>Explores how different religions support their community and forge links with other religions or groups within a locality.</p>	<p>purpose, truth and belonging.</p> <p>Explores moral judgements on a range of issues, comparing their own views to that of others.</p>	<p>support the beliefs.</p> <p>Describes different styles of worship, including public and private and what appeal they have to believers.</p>	<p>share the same values.</p> <p>Compares values in their own country to that in other countries, recognising different and similar values.</p>	<p>over time.</p> <p>Outlines if or how a country or religion is tolerant of race, gender, faith, disability and sexuality.</p>	<p>own lives.</p> <p>Compares their own views to that of different religions, e.g. regarding crime and punishment.</p>
Key Vocabulary	<p>Jewish identity</p> <p>Kashrut</p> <p>Shabbat</p> <p>Halakhic life</p>	<p>Determinism</p> <p>Free Will</p> <p>Morally</p> <p>Accountable</p>	<p>Prayer (tefillah)</p> <p>Symbolism</p> <p>menorah,</p> <p>Mezuzah</p> <p>Synagogue</p> <p>atonement</p>	<p>Stewardship</p> <p>Sustainable development</p> <p>Pacifism</p> <p>Global poverty</p> <p>Christian aid</p> <p>Cafod</p> <p>Tear Fund</p> <p>Salvation army</p>	<p>Stereotypes,</p> <p>Prejudice</p> <p>Discrimination</p> <p>Slavery</p>	<p>Oppression</p> <p>Non-violent protest</p> <p>Justice</p>
Year 10	<p>Module 1: Values, Beliefs and decision making</p> <p>Understand the concepts of</p>	<p>Module 1: Values, Beliefs and decision making</p> <p>Understand the moral decisions</p>	<p>Module 2: Environment</p> <p>Recognising that we all affect the environment.</p>	<p>Module 2: Environment</p> <p>Understand that there is a huge amount of natural</p>	<p>Module 3: Crime and Punishment</p> <p>Understand why rules and laws are important to create</p>	<p>Module 3: Crime and Punishment</p> <p>Describe effective alternatives to prison.</p>

	<p>uniqueness and making a positive contribution.</p> <p>Understand the concepts of positive and negative peer pressure.</p> <p>Describe how people behave in a 'good' way and recognise positive qualities in others.</p>	<p>and complex and that choices have consequences.</p> <p>Understand that people have religious and non-religious beliefs, and that these views affect moral decisions.</p> <p>Understanding the terms multiculturalism, equality and diversity, recognising that everybody matters</p>	<p>Understanding global warming and its importance.</p> <p>Understanding how human activity contributes to global warming.</p>	<p>energy that we can use.</p> <p>Understand that people with similar views form environmental action groups.</p> <p>Develop an interest and expertise in one area concerning the environment.</p> <p>Appreciate that all living creatures have rights.</p>	<p>a just and fair society.</p> <p>Recognise that bullying happens in many forms and it is harmful to everyone, especially the victim.</p> <p>Recognise that there are many reasons for crime, which often have their roots in poverty.</p> <p>Understand that there are different punishments for different crimes.</p>	<p>Show an understanding of prejudice and discrimination.</p> <p>Understand what persecution means and why people might be persecuted.</p>
<p>Pupils should be able to do... (Skills being developed)</p>	<p>Develop social perceptiveness and empathy.</p> <p>Understand that decision making has positive and</p>	<p>To develop tolerance and understanding of diverse opinions.</p> <p>Define the term integrity and understand why</p>	<p>Taking responsibility and accountability for your actions, good and bad.</p> <p>Respecting yourself and</p>	<p>Develop an understanding of renewable energy sources.</p> <p>Recognise that people in Britain may have a</p>	<p>Recognise that rules and laws are a way of living in modern Britain.</p> <p>Understand the different forms of</p>	<p>Have an understanding of alternative ideas to prison.</p> <p>Develop an understanding for the term rehabilitation.</p>

	<p>negative outcomes.</p> <p>Have an understanding of integrity and be able to take an ethical approach to different situations.</p> <p>To understand and describe the term 'modern Britain'.</p>	<p>this is important in some people's lives.</p> <p>Understand moral decisions and how they impact people's day-to-day living.</p> <p>Understand and be able to adapt to living in modern Britain.</p> <p>To develop their ability to be open to new experiences.</p>	<p>others around you no matter where you are.</p> <p>Developing the ability to have gratitude for others.</p>	<p>strong view on the environment.</p> <p>Understand that all living creatures have rights.</p> <p>Identify the moral issues raised regarding animals and the environment.</p>	<p>bullying.</p> <p>Understand that bullying is harmful to everyone.</p> <p>Have an understanding of why crime happens.</p> <p>Recognise that different crimes have different consequences.</p> <p>Develop a moral understanding of punishments associated with different crimes.</p>	<p>Have an understanding of prejudice and discrimination.</p>
Key Vocabulary	<p>Uniqueness</p> <p>Positive contribution</p> <p>Positive peer pressure</p> <p>Negative peer pressure</p> <p>Qualities</p> <p>Curriculum Vitae</p>	<p>Moral decisions</p> <p>Consequences</p> <p>Multiculturalism</p> <p>Equality</p> <p>Diversity</p> <p>Sanctity</p> <p>Theist</p> <p>Atheist</p> <p>Agnostic</p>	<p>Global warming</p> <p>Environment</p> <p>Recycling</p> <p>Greenhouse effect</p> <p>Carbon dioxide</p> <p>Energy efficient</p> <p>Emissions</p>	<p>Natural energy</p> <p>Environmental action</p> <p>Groups</p> <p>Solar</p> <p>Tidal</p> <p>Wave</p> <p>Wind</p> <p>Geothermal</p>	<p>Rules</p> <p>Laws</p> <p>Just</p> <p>Fair</p> <p>Society</p> <p>Bullying</p> <p>Cyberbullying</p> <p>Victim</p> <p>Poverty</p>	<p>Prison</p> <p>Prejudice</p> <p>Discrimination</p> <p>Persecution</p> <p>Holocaust</p> <p>Nazi</p> <p>Re-offend</p> <p>Crime</p> <p>Race</p>

	Ten commandments Bible Christianity Jew			Renewable Rights	Punishments Crime Sanctions Capital punishments	Gender equality Anne Frank
Year 11	<u>Module - 4 Peace and Conflict</u> Understand that everyone has a part to play in the promotion of peace in society. Understand that some people are pacifists and are opposed to war. Understand that some people believe war may be necessary to protect people and their freedom.	<u>Module - 4 Peace and Conflict</u> Understand that the armed forces exist to protect and ensure peace; appreciate the impact of fighting in wars on members of the armed forces and their families. Understand that the decision to go to war is complex and that people have different views on the necessity to resolve conflict.	<u>Module - 5 Beliefs and practice</u> Understand that a gathering of people with a common aim can be similar to a religious gathering. Understand that places of worship in all religions are special and can be described as sacred. Understand that a pilgrimage is a religious journey people take to learn more about	<u>Module 5 - Beliefs and practice</u> Understand that statements of beliefs are often called creeds. Understand that different religions understand and portray God in different ways. Understand that all religions celebrate their own festivals.	<u>Module 6 - Inspiration</u> Understand what inspiration means and that it can come from many sources. Understand that people can be influenced by different things. Appreciate that the wonder and awe of nature inspires many people.	<u>Module 6 - Inspiration</u> Understand that religion inspires many people. Understand that inspiration is not just a religious experience and that people may be inspired by other things.

		<p>Understand that weapons of mass destruction have the capacity to cause devastation.</p>	<p>their faith and themselves.</p> <p>Understand that religious and secular communities have their own ceremonies to mark rites of passage.</p>			
<p>Pupils should be able to do... (Skills being developed)</p>	<p>Use knowledge and research to show the promotion of peace in society.</p> <p>Develop an ethical approach to war.</p> <p>Explore that people have different views on war.</p>	<p>Develop a social perceptiveness of the armed forces and their families.</p> <p>Develop an understanding of the decisions that go into war.</p> <p>Have an ethical approach to weapons of mass destruction.</p>	<p>Be open to new experiences through religion.</p> <p>Explore different places of worship and understand that all are sacred in their own right.</p> <p>Describe how religious journeys help people learn more about their faith.</p> <p>Have an</p>	<p>Develop an understanding of others beliefs through different statements.</p> <p>Identify and evaluate your own experiences of common unity.</p> <p>Explore how different religions portray God</p> <p>Use knowledge and research to show how</p>	<p>Have an understanding that inspiration can come from different sources.</p> <p>Recognise that many things influence people.</p> <p>Recognise that nature can be inspiring.</p> <p>Recognise the role of nature within other religions, in particular how they</p>	<p>Have an understanding that different religions inspire people in many ways.</p> <p>Research the attendance of worship in the UK.</p> <p>Recognise that inspiration is not just a religious aspect.</p> <p>Analyse the impact inspirational speakers had on society at the</p>

			understanding of why people make different decisions when choosing a ceremony.	religions celebrate.	inspire awe and wonder.	time.
Key Terminology	Peace Community Poverty Racial tension Inequality Greed Pacifists Quakers Mahatma Gandhi Remembrance day Tragedy	Armed forces Injuries Post traumatic stress disorder (PTSD) Help for Heroes Invictus games Weapons of mass destruction Nuclear Chemical warfare International agreements	Religious gathering Christianity Quakers Church Temple Mosques Synagogues Notre Dame cathedral Pilgrimage Santiago de Compostela Muslim Hajj Civil partnership Atheist Humanist	Creeds Samaritans Bible Corinthian Omnipotent Omniscient Monotheism polytheism Islam Hinduism Festivals	Inspiration Awe Wonder Numinous Pagan	Collective worship Worshippers Inspirational speakers Religious participation