



X Curriculum Overview Plan



Whole school curriculum intent

Enable students to participate in an ongoing search for wisdom, through exploring questions raised in human experience and answers offered by religious and non religious communities. This will help promote students awareness, cultural capital and personal development.

Key stage 3/4 subject curriculum intent

The principal aim of RE is to engage, inspire, challenge and encourage students to be critical thinkers. Equipping them with the knowledge and skills required to understand the world around them. We raise challenging questions within RE and the curriculum is built to support students in exploring the answers to them, reviewing the beliefs of various communities as well as their own. We inspire to develop responsibility and respect within our students, allowing them to enter the wider community prepared.



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| Year Group | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 7 | Topic | Introduction to Big Questions. | | Islam | | Judaism | |
| | Core knowledge from this topic | <p>The topic will start with an overlook at the role of RE within careers, outlining clearly how this subject can support their aspirations and opportunities (EMPLOYABILITY CAPITAL). We will look to address such questions as what is the point of RE and what jobs does it lead to (VOCATIONS). Students will move on and learn to assess different responses to big questions raised within all aspects of life (SUBJECT CAPITAL). These responses include various different religious views as well as atheist responses. The questions that we look at include ‘How did I get here’, where students get to look at the different responses from science (The big Bang) and Theological arguments such as the design argument of William Paley. ‘Is there a God or not’, raising many arguments for religious and non religious people. ‘What is my purpose in life’, analysing how for a believer a purpose lies within belief in God and serving him. ‘How were we created’, where students analyse various creation stories from varying religions and cultures. Students will be expected to reason their thoughts towards these questions as well as express the beliefs of others (PERSONAL DEVELOPMENT AND EMPOWERMENT). Students then move to looking at issues that arise in an unfair society and review various religious codes of conduct for living, assessing if religions can help people to be good, and does believing make a difference within society. Within the assessment students will be expected to take a key question, critically analyse their own views and reason how other believers would respond. (PERSONAL DEVELOPMENT AND EMPOWERMENT). These key questions allow students to build systematically their understanding of religious beliefs and expression. By starting with beliefs in God and creation, students can then unpick the purpose of life for believers and understand how belief impacts action.</p> <p>CHRISTMAS TRIP TO LOCAL CHURCH, (building links with local community, SOCIAL AND CULTURAL CAPITAL).</p> | | <p>Within this unit students will learn about the key features of belonging to the Muslim faith and review the challenges of practicing that faith today (SOCIAL AND CULTURAL CAPITAL). We begin by studying the 5 pillars of Islam, spending a lesson on each one. Zakat, Shahada, Sawm, Salah and Hajj. Within those lessons students assess what challenges there are belonging to this faith within today’s society (SUBJECT CAPITAL). A couple of lessons are dedicated in particular to the study of prayer in Islam, reviewing the challenges that praying 5 times a day bring, looking at young and mature Muslim followers. We then spend time reviewing the Quran and its teachings, assessing codes of conduct for living. Within the assessment students will outline the key features of Muslim prayer, referring to the experiences of Muslims and how it brings a community together (SOCIAL AND CULTURAL CAPITAL).</p> <p>VISIT TO NUNEATON MOSQUE AND MUSLIM SOCIETY (building links with the local community, SOCIAL AND CULTURAL CAPITAL).</p> | | <p>Students will learn the varying aspects of belonging to the Jewish faith, understanding the big concepts that apply to belonging (SUBJECT CAPITAL). Paying particular attention to a Jewish persons beliefs makes a difference to ways of living. For example reviewing the key religious instruction that we must love God with all our heart, mind and soul. This leads to the practice of the wearing the Teflin, or having the Mezuzah pinned to the door post of every house. We review the inside or a Synagogue looking at its 3 roles as a house of learning, gathering and prayer. We assess dietary rules and how they impact ways of cooking and eating, Kosher foods. Students will learn how the key beliefs of a Jewish believer derive from historical events such as the story of Moses, which is celebrated through Passover. Or the story of fight between the Macabees and the Greek leaders, trying to fight for freedom of the Jewish people. This leads to the festival of Chanukah. Students will understand how these stories influence their community and codes for living (SOCIAL AND CULTURAL CAPITAL).</p> | |
| | Links to the national curriculum | 3.1 do we need to prove God existence 3.9 should happiness be the purpose in life 3.10 does religion help people to be good/how should we live 3.11 what difference does it make to believe in... | | The locally agreed syllabus stipulates that students must be able to study and access all 6 of the world religions. This unit allows them an in-depth study of the life of and challenges of been a Muslim. 3.8 what are the challenges of been a young Muslim. 3.10 does religion help people to be good? | | As already discussed the locally agreed syllabus outlines the requirements to review understand all of the 6 world religions. Within this topic we are assessing 3.11- what difference does it make to believe in...(aspects of the Jewish faith). | |
| | Previous content that this topic builds upon | Students will pull on their teachings of KS2 RE, students will unpick answers to key questions using previous knowledge taught. For example ‘How did we get here?’, students will use their knowledge of creation and beliefs in God to help them answer. Within this topic we are building upon their prior learning by reviewing their responses to these questions. | | Students will build upon the ‘codes of conduct’ that we had assessed during the previous term. Student will reevaluate the Muslim teachings on equality and build upon them, looking at other rules that guide Muslims on living. | | Students will be building upon their understandings of the key features of belonging to a religion. As they have studied the many aspects of belonging to the Muslim faith, dress, pilgrimage, worship and dietary requirements. Students will then look at how the Jewish faith practices these foundations. | |
| | Key vocabulary | Atheist Theist Agnostic | | Muslim Allah Zakat | | Kosher Orthodox Chukkah | |



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| | | Belief Purpose Creation | Shahada Swam Salah Hajj Quran | Passover Tallit Synagogue Mazuzah Macabees | | | |
| | Development of cultural capital | Students are looking at the wider world and responses to big ethical questions. Students are looking at a variety of responses as well as their own. Students are learning to appreciate differences in opinions and becoming aware of religious codes of conducts. | Students are aware of how Muslims live and how religion effects their lives. Students are gaining a knowledge and understanding of different faiths and how believers put into practice codes of conduct, festivals, practices and reflect on beliefs in life after death. | Students are aware of how Jewish people live and how religion effects their lives. Students are gaining a knowledge and understanding of different faiths and how believers put into practice codes of conduct, festivals, practices and reflect on beliefs in life after death. | | | |
| | Development of reading | Happiness in Christianity: what does the Bible say?. Psalms 2:12, 32:1–2) to the happiness that comes from acting to make the world better (e.g. Psalms 41:1, Matthew 5:9). How far do the commandments in Matthew 22:37–39 Peter Singer- nobody can be happy while others suffer- http://www.bbc.co.uk/ethics/charity/duty_1.shtml Story of William Paley and the watch maker. Creation stories- Yanomami, Aborigine, Muslim, Christian Essay on ‘The Thinker’, https://studycorgi.com/the-thinker-august-rodins-sculpture/ | Muslim prayer and Mosque- https://schools.warwickshire.gov.uk/managing-schools/standing-advisory-council-religious-education-sacre/4?documentId=33&categoryId=6 https://www.reonline.org.uk/wp-content/uploads/2019/05/2-2-B-1.pdf https://www.thetimes.co.uk/article/muslims-urged-to-spend-zakat-charitable-giving-in-the-uk-7772c9lm8 https://www.theguardian.com/global-development-professionals-network/2017/jun/22/zakat-requires-muslims-to-donate-25-of-their-wealth-could-this-end-poverty | The Torah documents the history and moral code of the Jews as God’s chosen people, e.g. Deuteronomy 14:2. Story of Moses and the Exodus Story of Hanukkah | | | |
| | Concepts –what will students be able to do at the end of the topic | Skills: respond to key questions analytically, developing their own responses and expressing the views of others. Knowledge: Religious and non-religious views towards key questions, this includes theological arguments for and against belief in God, the various accounts towards creation and religious duties. | Skills: Make links between what the Holy Qur’an says and how Muslims behave, talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Recognise some objects used by Muslims and suggest why they are important. Knowledge: Students are able to explain clearly all the many aspects of belonging to the Muslim faith. This includes the 5 pillars of Islam and students are to provide examples of Islamic living. Students are also able to identify the challenges to belonging to Islam and suggest resolutions for such challenges. | Skills: Make links between some Jewish teachings and how Jewish people live. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways Knowledge: Students can identify what it means to belong to the Jewish faith and identify codes for living. They will be able to explain how belief is practiced through festivals and traditions. Students will be able to explain key features of Jewish life clearly and also be able to talk about differences within religion also (orthodox/liberal). | | | |
| Year Group | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 8 | Topic | Buddhism | | Sikhism | | What are the challenges of being a young Sikh/Buddhist/Muslim believer? | |
| | Core knowledge from this topic | Students will study many aspects of belonging to the Buddhist faith. To begin students will look at the differences between a Buddhist monk and a lay Buddhist. Looking at the additional responsibilities and restrictions to life that being a Buddhist monk brings (SOCIAL AND CULTURAL CAPITAL). Students review the challenges of being a monk and review arguments as to why a Buddhist monk is willing to give up aspects of living in order to reach enlightenment. They will complete an assessment that students have to reason why Buddhist monks would take such restrictions. Outlining how the life of a monk adds value to spiritual development (PERSONAL DEVELOPMENT AND EMPOWERMENT). Students study the key principles of the Buddhist faith, the four Noble truths, the 8 fold path and the story of Siddhartha Gautama who founded Buddhism. Time is spent reviewing the place of meditation within Buddhism and its purpose in clearing the mind | Students will know and understand the key beliefs of belonging to the Sikh faith. This will include understanding the key features of the Gurdwara and how it provides langha (service to others). Students will then move on to understanding the key beliefs of the 5 k’s, beliefs in God and key Sikh festivals. They will be able to identify the key symbols of belonging (SOCIAL AND CULTURAL CAPITAL). Students know how Sikhs can be baptised and symbols of becoming a dedicated believer to the faith. Students will review the Sikh beliefs towards creation, looking at the main Sikh key religious figures. Using the 2015 Sikh official report students will be able to understand the emigration of Sikhs to British community and what they have provided to society (SUBJECT CAPITAL). | This investigation enables pupils to learn in depth from Buddhists, Jews, Muslims and Sikhs and their ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils’ own thinking (PERSONAL DEVELOPMENT AND EMPOWERMENT). Students will be investigating what is good about being a teenage Sikh, Jew, Buddhist or Muslim in Britain today and appraise what challenges are involved. Students will explore what Sikh, Buddhist, Jewish or Muslim teenagers say about Western values and express their own views (SOCIAL AND CULTURAL CAPITAL). They will move on to understand how ancient spiritual practices still sustain believers. They will explore accounts for how and why teenagers have to hold multiple religious and social identities in a diverse society. They will examine and evaluate British society’s treatment of immigrant religious groups. Students will complete an | | | |



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| | and attaining enlightenment. Students will learn the importance of Wesak and how it is celebrated. | | assessments that allows them to reason and problem solve, what are the issue that young believers face and how can they overcome these issues? (SUBJECT CAPITAL). |
| | EARLY OCTOBER VISIT TO TARA KADAMPA MEDITATION CENTER (SUBJECT AND CULTURAL CAPITAL) | | |
| Links to the national curriculum | Meeting the locally agreed syllabus requirements of study of all 6 world religions. An in-depth study of the life of a Buddhist. Students also assess the challenges of been a Buddhist monk and the requirements of belonging to an ordained community.- 3-8. | Meeting the locally agreed syllabus requirements of the study of all world religions. Students also begin to understand what difference it makes to believe in key Sikh fundamentals, 3.11 of SOL, what difference does it make to believe in... | Key Question: KS3 3.8 What is good and what is challenging about being a teenage Sikh /Buddhist /Muslim/Jew in Britain today? |
| Previous content that this topic builds upon | Students have looked at the different aspects of belonging to the Jewish and Islamic faith. Students will apply the same codes of living to the Buddhist faith. Rules for living, dietary requirements, festivals, worship and symbols of belonging. | Students have begun to understand the key beliefs of all faiths and are versed in knowing how key beliefs influences the actions of a believer. Students will continue to develop their understanding of God and practices of the Sikh faith. | Students will be using their learning from the study of Islam, Judaism, Sikhism and Buddhism to support their investigation into this theme. Students will call upon their learning of the beliefs and values of the religious believers and applying them to modern day issues. |
| Key vocabulary | Lay Buddhist Buddhist monk Vihara 8 fold path Meditation Four noble truths Sangha Dharma | Guru Granth Sahib Guru Khanda Khalsa Langar Sewa Sangat Sikh Vahiguru Guru Nanak Gurdwara | Sikhism, Judaism, Islam, Buddhist, commitment, prejudice, scriptures, believing and belonging, the five pillars of Islam, Ummah, mosque, lesser and greater Jihad, Islamophobia, prayer, spirituality, 8 fold path, Dhamma, the three jewels, Sangha, Lay Buddhist, Monk, refuge, Vihara, dual heritage, Gudwara, weddings, rituals. |
| Development of cultural capital | Students are aware of how Buddhists live and how religion effects their lives. Students are gaining a knowledge and understanding of different faiths and how believers put into practice codes of conduct, festivals, practices and reflect on beliefs in life after death. | Students will be aware of the key Sikh beliefs and how their faith influences their actions. They will be able to describe the 5ks and understand how Sikhs identify themselves. Students will be able to communicate how Sikh service of langha extends to a wider community and why it is important that Sikhs help others. | Students gain a clear understanding of the challenges that are faced by young Muslim, Sikh, Jew, Buddhist believers. Students will review the key beliefs of those religions and then move to addressing prejudices, conflicts, struggles that these young believers face when practicing their religion in 21 st century Britain. |
| Development of reading | Story of Siddatha Guatama, from birth to enlightenment The Buddhas raft parable The Buddhas parable of two arrows https://www.rickhanson.net/four-noble-truths-noble-truth-suffering/ | https://www.bbc.co.uk/mediacentre/proginfo/2020/04/young-sikh-and-proud Story of the disappearance of Guru Nanak. British Sikh Report 201 Information on the 10 Gurus 'Shine coconut moon', by Meesha Meminger The birth of a Guru. http://www.discover Sikhism.com/sikh_gurus/guru_nanak_birth_of_a_guru.html | Hadith of Ibn Majah. Hadith Qur'an 39.10 A Buddhist story- the sad story of Kisagotami and the mustard seed British Sikh Report 2015 The story of Manta Singh. |
| Concepts –what will students be able to do at the end of the topic | Skills: Offer an account of the impact of the idea that overcoming dukkha and attaining enlightenment is achievable by anyone without supernatural help, in relation to Buddhism's spread in the West, giving reasons. Consider and evaluate how far the ideas of the Buddhist Dharma help students to make sense of the world and their own experience | Skills: Comment thoughtfully on the value and purpose of religious practices and rituals in a Sikh's daily life. Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today. Knowledge: | Skills: Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society. Examine and evaluate British society's treatment of immigrant religious groups. Knowledge: Students will give reasons and arguments for their views of the challenges of religious commitment. To be able to |



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| | | Knowledge: Students will be able to explain the different beliefs of a Buddhist and be explicit about how those beliefs affect actions and practice. Students will understand the role of karma as the foundation of Buddhist belief and how it informs action. Students will know the difference between lay and ordained monks, and be able to communicate some of the challenges to belonging to the Buddhist faith (been an ordained monk and making that sacrifice). | Students will be able to explain the key fundamentals of belonging to the Sikh faith. This includes the 5Ks, symbols of belonging, beliefs in God and the tradition of Langha (service). Students will also know the key features of a Gudwara and how it acts as a pillar of Sikh community. | explain the similarities and differences between the commitments of young Buddhists, Muslims, Jew and Sikhs. Develop their own insights and interpretations of issues facing religious communities today. | | | |
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| Year Group | Topic | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 9 | | 3.14 What does Hinduism teach about the nature of God and ways to show devotion to God. | 3.1 Do we need to prove God's existence? | 3.3 What was so radical about Jesus? | 3.4 Is Death the end? Does it matter? | 3.10b Does Hinduism help people to be good? | 3.12 Is religion a power for peace or a cause of conflict in the world today? |
| | Core knowledge from this topic | <p>Students will know the key beliefs of a Hindu with regards to God and prayer. Students will study views towards God before learning how Hindus show devotion to God. (SOCIAL AND CULTURAL CAPITAL) This includes how Brahman exists in all hearts and is the absolute, ultimate truth. This also includes understanding that Hinduism is a monotheistic religion. We will learn key concepts of God including Trimurti, avatars, Shakti, and look at the life of Krishna who is the main incarnation of Vishnu (who is a popular deity to Hindus to pray and show devotion to).</p> <p>This is later built upon in year 10 when students get to study the theory of advaita Vedanta and look at the diversity in views towards Brahman- Vaishnavism and shivism.</p> <p>Students will be able to outline the differences between personal prayer and congregational prayer. Analysing the pros and cons of both, students use the solid example of Puja done within a home verses prayer carried out a Mandir. These are examples of how Hindus show devotion to Brahman. Students will also review the role of murti within puja.</p> | <p>Students will understand the key principles of atheists, agnostics, theists and Humanists. This needs to be understood before we can move on to review arguments for and against the existence of God. (PERSONAL DEVELOPMENT AND EMPOWERMENT- CRITICAL THINKING).</p> <p>Students will annotate the arguments for and against the existence of God, starting with Aquinas' five proofs for God's existence. (PERSONAL DEVELOPMENT AND EMPOWERMENT- CRITICAL THINKING/REASONING) Students will discuss the need to prove God's existence, reviewing the concept of faith for Christians. Students will need to understand the Christian teachings of God in order to develop their understanding, this include the 4 omni's and the concept of Trinity.</p> <p>Students will learn the key teachings of the creation story. Learning the key terms of a creationist and a non-literalist.</p> <p>This is reviewed in year 10 when students get to learn the Hindu story of creation in unit 2. Students will compare the two stories.</p> | <p>Students will study the life and work of Jesus for Christians (SUBJECT CAPITAL- BIG CONCEPTS WITHIN CHRISTIANITY). For Christians He is a key religious figure and students will review their impacts upon faith. Students will learn the key aspects of the crucifixion of Jesus and will learn the intentions of Gods divine plan for man. Students will learn what the word radical means and look at the actions of Jesus to assess if he himself was radical. This will include his teaching towards women, his criticisms towards the Jewish leaders, his teachings on equality and forgiveness. Students will learn key religious stories that support these and then within an assessment reach a conclusion on whether or not Jesus was a radical (PERSONAL DEVELOPMENT AND EMPOWERMENT- REASONING). Students will assess the death of Jesus and analyse why he had to suffer, looking at the divine plan and why his suffering was a solution to the debt/sins of man.</p> <p>Students will include examples of Jesus'...</p> <ul style="list-style-type: none"> • Miracles • Teachings • Crucifixion • Resurrection • Incarnation | <p>Students will look at questions about death and analyse the various responses from both religious and atheist perspectives. (PERSONAL DEVELOPMENT AND EMPOWERMENT- CRITICAL THINKING AND STUDENTS VOICE OWN FEELINGS) Students will also be introduced to Humanists and study some of their key beliefs. We begin by looking at the question 'is death the end?', students unpick their own attitudes towards these questions whilst analysing the views of others (religious and non religious). Some time is spent looking at Hindu response to this question, where students will learn the key principles of reincarnation, moksha and samsara. Students will discuss the roles of funerals and consider their importance. Students will know the key points of a Christian and Humanist funeral. Students will assess what death means to a Humanist. Students will learn about the Christians perspectives as to what hell actually is, and review the religious ideas of Dantes Inferno and his 9 pits of hell.(SOCIAL AND CULTURAL CAPITAL).</p> <p>The beliefs in life after death do determine how a believer would respond to many of the ethical issues that will be raised within KS4. For example,</p> | <p>Students will be able to describe the Hindu teaching on duty and how Hindus are influenced by the concept of Dharma (appropriate behaviour). (SUBJECT CAPITAL- BIG CONCEPTS WITHIN HINDUISM) Students will analyse examples of Hindu teachings. For example purity, self-control, detachment, truth, non-violence and the view of what is good. Students will review the 4 aims of Hindu life and consider the impact of these on every day living. (SOCIAL AND CULTURAL CAPITAL- ETHICS/VALUES).</p> <p>Students will learn explicitly</p> <ul style="list-style-type: none"> • Beliefs surrounding Dharma • The • Hindu teaching of Varna ashrama • Prayer and family rituals, • Santana dharma • ahimsa • mind/sense control • humility and love • 4 aims of Hindu life • Free will and responses to suffering <p>The principles of life and teachings of dharma are embedded through the GCSE that students will all study in year 11. A Hindus beliefs in dharma, humility, ahimsa, form</p> | <p>Students will be able to explain reasons why religions can be seen as a power for peace in the world. They should also be able to express why religion can also be seen as a cause of conflict (PERSONAL DEVELOPMENT ANMD EMPOWERMENT- CRITICAL THINKING AND REASONING). Students will review the social role of the church within communities and look at the positive impact it has (SOCIAL AND CULTURAL CAPITAL- COMMUNITY/ETHICS). Students will review key teachings of Christianity and Jesus that to emphasis the key principles of helping other and kindness that Christianity is built upon. Students will look at the role of religious charities and the work that they carry out. Students will use the examples of ISKON food for life (Hindu) and tear fund (Christian). Students will review historical and recent examples of how religions have been a cause of persecution, reviewing the work of organisations like 'open doors' and the work they carry out to support persecuted Christians.</p> <p>Students will review the work of evangelism and interfaith dialogue in trying to break down barriers and create links between different religions.</p> <p>This is built upon in year 11 where students are then</p> |



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| | <p>This is built upon later in year 10 where students learn about the varying ways of prayer, look at the object of prayer including Gurus and other sacred objects. Looking and outside and inside prayer. And looking at diversity within prayer through</p> | <p>Students will understand the role of evil and suffering in the debate towards the existence of God. This will then lead to analysing the arguments of whether or not the UK is a secular or not. Understanding how laws, festivals and traditions are rooted in the Christian tradition, evaluating the role of religion in society today.</p> <p>Students will analyse results from the 2011 census to show how religion and increased/decreased in the UK. Discussion to be had around the 2021 census and options regarding stating beliefs.</p> | <p>Students will also compare Jesus to other Key religious radical figures, Martin Luther King, Mother Theresa and Oscar Romero.</p> <p>This is later built upon in year 11 where students study 'Human rights and how these radical figures evoked change.</p> <p>Students will also review the role of the sacred text as radical, understanding what its role is for Christians and how it influences through its teachings.</p> <p style="text-align: center;">INFLUENTIAL PEOPLE</p> | <p>abortion and the Hindu response outlines that it is wrong due to the belief God gave all life, committing the act would attain negative karma which would impact their chances of achieving Moksha. This is built on later within the topic 'good and evil' which students continue to learn the fundamental beliefs of Christian and Hindus regarding afterlife.</p> <p>Students within this topic will explicitly review the following-</p> <ul style="list-style-type: none"> • Life after death Christian- use key word eschatological, use quotes- key reading (Nicene Creed) • Differences in Christian beliefs in purgatory • Assess Is hell real? • Hindu beliefs in life after death • Humanist view towards life after death different though • Funeral Christian • Funeral Hindu | <p>the basis if many of the ethical choices that are studied within the GCSE.</p> <p style="text-align: center;">VISIT THE SHREE KRISHNA TEMPLE, HARNALL LANE</p> | <p>reviewing the work of the ecumenical movement in the Christian church as a Sources of creating reconciliation and peace amongst Christian denominations. They will also look at the role of mission work in helping building communities.</p> <p>Students will learn what interfaith dialogue and evangelism is, looking at examples that apply to both Christians and Hindus. Students will weigh the positives and negatives of the varying methods of evangelism.</p> <p>This is later built upon in year 11 where students understand the role of mission work to help promote Christianity in other countries.</p> |
| Links to the national curriculum | 3.14 | 3.1 | 3.3 | 3.4 | 3.10b | 3.12 |
| Previous content that this topic builds upon | Students have studied the views and beliefs towards God from various religions. Students will | Within year 7 students have begun to unpick various responses to the ethical | Students have looked at the key principles of the Christian faith. Understanding the belief in | Students have learnt the various religious views towards life after death. Within year 8 they learnt | Through the systematic study of the main religions, students have become aware of how | Students have looked at what makes Jesus radical, this includes his teachings on how to |



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| | be able to compare the Hindu concept of God to others. | question 'How did we get here', within this they have already learnt the religious and non religious views towards creation. Students have learnt the key sequence of the Christian creation story and will not build on that knowledge with looking at the views of literalist and non literalists. | after life and key principles surrounding God. This is used to understand the messages and actions of Jesus. | the beliefs in life after death for a Buddhist, so already have knowledge of samsara, karma, reincarnation. Students will be building on this knowledge and looking at the Hindu interpretation of these words. | belief impacts action. Within year 7 students were able to assess key religious teachings that guide believers on how to treat others. For examples the story of the Good Samaritan and the Humanists Golden rule. Students will now build on this by reviewing the Hindu beliefs in helping others and being good. | treat others and forgiveness. Students will apply this to examples of Christian charities and the social role of the Church. Also, students have studied the key principles of Hinduism that guide believers to be good. Students will know examples of how this is put into action through the work of ISKON. |
| Key vocabulary | Monotheistic Brahman Shakti Avatara Nirguna Saguna Brahma shiva Trimurti Vishnu Kirshna Murti Puja Mandir murti | Creation Literalist Creationist Jesus Incarnation Trinity Census Secular Omnipresent Omniscient Omnibenevolent Omnipotent Theist Agnostic Atheist | Radical Suffering Jewish Pharisees Romans Atonement Forgiveness Crucifixion Miracles Incarnation Resurrection | Heaven Hell purgatory Karma Reincarnation Samsara Moksha atman Funeral rites Humanists Secular Hindu Theist Atheist | Dharma Varnaashramadharma Santana dharma 4 aims of life Puja Freewill Suffering Ahimsa | Evangelism Interfaith dialogue Tearfund Persecution World wide church Open doors ISKON |
| Development of cultural capital | Students are gaining an awareness of the basic beliefs in God a Hindu. They are becoming aware of how belief in God impacts behaviour within prayer. | Students are developing an understanding of the responses of Atheists, Theists and Agnostics towards the question does God exist? Students will be able to interpret their own beliefs as well as articulate that of others. | Students are gaining an understanding of why Jesus was so important to Christians and how his teaching impacts their codes of conduct for living. Students are looking at the different teachings of Jesus and assess how Christians put them into practice. | Students consider the many different answers to the beliefs in life after death. Students also begin to assess their own views. Students are gaining an understanding of religious and non-religious perspectives, helping them to broaden their understandings of different cultures and religions. | Students are gaining an understanding of religious practices for Hindus. They are becoming aware of how belief in God, duty and karma impacts behaviour for believers | Students will assess if religions is cause of conflict or peace. Students will articulate examples of how believers contribute to society in a positive was as well as addressing the negative conations to belonging. |
| Development of reading | Views towards God- https://docs.google.com/document/d/12gkqzAAz_H4Hr6OwUFAvQtTmnBqo-176PJ07fS9uBFI/edit - article on comparing Hinduism and Buddhism. Story of Krishna article- https://docs.google.com/document/d/1v8YiJ5HFMcq0oAvpxcMjJTynUsMZTTV-MGvUg8iOaTM/edit Article- Murti not idol- https://docs.google.com/document/d/1gzTTVb7FnBrRx0 | Aquinas's 5 proofs of Gods existence. Trinity- John 10:30, 14:6-11 Census 2011 results Article- An eternal flame- how a sports God lost God? https://docs.google.com/document/d/11id-4SXzyUi4lx0NYfs134Mw6HRtgLx5w1oc40nxa4/edit Article from the Times- The relevance of religion in modern times. https://docs.google.com/document/d/1gzTTVb7FnBrRx0 | Jesus Incarnation 1:14, Luke 1:28-33 Crucifixion, Matthew 27:28-50 Ressurrection: Luke 24:1-9 Article- 3 reasons why Jesus miracles are relevant today- https://docs.google.com/document/d/1AD6IKzf3yO5O4OTQlgGqkww3emKJPmsyoUyRuAVINkg/edit Article from the times- Was Jesus a radical or an introvert, https://docs.google.com/document/d/1bUWGpGXW5A5H69PD | Eschatological beliefs: John 11:25-26, John 14:2-7 Judgement: Matthew 25:31-46, Article- 'Why the you in an afterlife wouldn't really be you.' https://docs.google.com/document/d/1i_OCljq8xdU38dwN0fm2QB3Ar-pNQJaDz4gqv11L958/edit | Sanatana dharma/varna ashrama dharma- Bhagavata Purana 1.2.6, The Mahabharata Book 9.60 Mind/sense, humility/love- Bhagavad Gita 18: 42-43, 13. 8-12, 16:1-3 | Open doors- https://www.opendoorsuk.org/ Tearfund- https://www.tearfund.org/ Persecution of Christians- https://www.opendoorsusa.org/christian-persecution/stories/ |



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| | | ent/d/1Ncg4AP6u3B0ar9PidgssqzGhcAPmN0tMla7YtLTskBk/edit Article on prayer and sports- https://docs.google.com/document/d/11id-4SXzyUi4lx0NYfsl134Mw6HRtgLx5w1oc40nxa4/edit Hindu text- Absolute truth- Chandogya Upanishads 3:14.1 | HYqIjP1MmvDdx35GAsrU7DqIGzXX8/edit | gh4UkQKIS6SnZ-IRuj1CagXWVhs/edit Article- ten example of how Jesus treated women, https://docs.google.com/document/d/1wvAasmfuG4RKR3uUffvQNdzYXVWafZZ0Zpa_xb3fBCw/edit | | | |
| | Concepts –what will students be able to do at the end of the topic | <p>Skills: Explain how murtis fit with the Hindu concept of the oneness of God/Reality. Suggest a range of reasons for why meditation is important.</p> <p>Knowledge: To explore the Hindu views towards God, that he is the absolute truth and exists within all our hearts. To know that this is a monotheistic religion where Brahman is the one true God. To explore the attitudes towards Trimurti, avatars, Vishnu (as the greatest form of Brahman), Krishna as his avatara and the female personification of God (Shakti). To investigate the concepts of Nirguna and Saguna and to know what these concepts mean to Hindus understanding of God. Students will learn about Puja and how worship is carried out within the home and within the Mandir. They will also learn how the murti is a key feature within Puja. For comparison students will outline some of the key features of Christian prayer also.</p> | <p>Skills: Analyse the value of proof and faith in this debate. Justify a view as to the value of the attempt to prove God’s existence using rational arguments.</p> <p>Knowledge: To build on their knowledge and understanding of the key concepts- theist, agnostic, atheist. To challenge arguments against the existences of God through Aquinas 5 proofs, which will be our key reading for this topic. To learn the Christian concepts of God which include trinity and the 4 omni’s. To review the creation story as an argument for the existence of God, to know the difference between a literalist and a non literalist. To understand how a believer would respond to the question of evil and suffering in the world and to consider the role of religion within 21st century UK.</p> | <p>Skills: Evaluate different views on whether Christians have been radical enough. Be able to express insight into the question of how radical Jesus was, in the light of different views</p> <p>Knowledge: Students will know the reasons why Jesus was viewed as a radical, looking at his actions and beliefs. Students will learn examples of bible stories to help evidence the different interpretations that people had of Jesus. Radical, conformist, revolutionary or pacifist?</p> | <p>Skills: Judge the importance of this life compared to the hope of an afterlife, offering different views. Evaluate the impact of differing views of life after death on how individuals view earthly life.</p> <p>Knowledge: The locally agreed syllabus does also outline the need to learn about secular views as responses to questions and belonging and living. 3.4 is death the end, does it matter? Students will be introduced to the Humanist sector and understand how atheist and non-religious groups differ in their views to life after death. Students will raise questions about their own understandings towards life after death as well as exploring a range of religious responses to this question also. Students will also learn the funeral rites of religious and secular funerals. Students will learn the key beliefs for a Christian and a Hindu with regards to life after death. This includes reincarnation, Moksha, Samsara and for a Christian Heaven, hell and purgatory.</p> | <p>Skills: Offer reasons for a range of ways in which Hinduism inspires moral behaviour. Consider whether a belief in karma can lead to an acceptance of evil and give reasons for your conclusions.</p> <p>Knowledge: To know the Hindu 4 aims in life and to understand the role of dharma within them. This then shows how believers try to fulfil their duty by caring for others. Further to that students must know that duty is further defined by varna (social group) and ashrama (stage of life). Students will also review the key teachings of Ahimsa, which is the principle of non violence, all off which guides Hindus to be good. Students will also assess the responses of Hindus to evil and suffering within the world.</p> | <p>Skills: Express well-informed insights into the nature of peace: active non-violence or passive absence of war? Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil?</p> <p>Knowledge: Students will know the social role of the church and look at how it contributes towards society. They will also look to assess the work of religious charities within their communities. Students will also Look at the work of evangelism and interfaith dialogue as a method for Christians to create peaceful relationships with the different denominations. On the reverse students will also be able to see examples of how religion can be a cause of conflict, looking at examples of the persecution of Christians past and present. Students will also know the work of charities that respond to such suffering, e.g. tearfund and open doors.</p> |
| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 10 | Topic | Relationships | Christian and Hindu practices | Life after Death | Christian and Hindu beliefs and practices | Good and Evil | Christian and Hindu practices |



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| <p>Core knowledge from this topic</p> | <p>VOCATIONS- <i>What the point of RE is? What jobs does it lead to? What employability skills does it promote? (EMPLYABILITY CAPITAL).</i></p> <p>Students will learn about varying aspects of relationships and apply the religious beliefs to the different topics. The role and purpose of sex for a believer, looking at procreation and types of love. Students will learn the key features of a Christian and Hindu wedding and review the significance of the ceremonies. Students will then looks at all the various religious views towards contraception, both traditional modern views and modern. The role of women within the Church and the Hindu faith will also be looked at in depth, analysing the modern and traditional views of religions. (PERSONAL DEVELOPMENT AND EMPOWERMENT- CRITICAL THINKING AND REASONING).</p> <p>Students will know the varying views towards divorce, contraception, cohabitation, adultery for the different believers, interpreting religious quotes to support the different Hindu and Christian perspectives. Students will be able to outline the arguments for and against arranged and interfaith marriage. Students will then analyse the arguments that surround homosexuality weddings within a religious building. (SOCIAL AND CULTURAL CAPITAL- ETHICS).</p> | <p>Students will learn the key beliefs of the role of suffering both within Christianity and Hinduism. Looking the causes and responses to suffering. Students will pay particular attention to religious stories of suffering, such as the story of Job. Students will learn the role of a sacred text for believers and analyse the guidance and stories within. (SUBJECT CAPITAL- BIG IDEAS/BIG CONEPTS).This will be applied both the Hindus Vedas and the Bible. Stories, guidance, inspiration, comfort, truth claims, public worship. Students will learn examples of sacraments such as baptism and Eucharist. The study of Baptism will be taken further and students will look at the differences between adult baptism ad infant. Learning the reasons why Baptism is important to believers.</p> <p>Students also learned the 6 roles of a sacred text for example a book of learning, stories, guidance and inspiration. (PERSONAL DEVELOPMENT AND EMPOWERMENT- PROBLEM SOLVING- FINDING/RESERACHING QUOTES AND STORIES THAT HELP TO ANIMATE TH EROLES OF A SCARED TEXT).</p> | <p>Students start the unit by looking at the key beliefs in creation, reviewing the terms literalist and non-literalist. Students learn what stewardship is and investigate the religious teaching towards it. Students then learn key terms sanctity of life and Ahimsa, these are key words that will be applied to life and death decisions. (PERSONAL DEVELOPMENT AND EMPOWERMENT- REASONING). Students then study and know the religious arguments for and against abortion.</p> <p>Within this half of the topic students revisit key beliefs on life after death for both Christians and Hindus, building knowledge on the eschatological beliefs of both (SUBJECT CAPITAL- SEQUENCED AND LOGICAL). Students will learn the key beliefs on life after death and funeral for a Humanist also. Students will compare funeral rites between nonreligious and religious. Hindus then review the Hindu views towards stewardship, looking at social concerns and groups such as the vrindavan forest project, ISKON food for life project and cow goshellas. (SOCIAL AND CULTURAL CAPITAL- COMMUNITY). Students them move to looking at the Christian and Hindu beliefs towards animals and our environment.</p> | <p>Start this unit by revisiting all beliefs about Brahman, moving onto more developed beliefs about God. Students will know the key belief of Advaita Vedanta and its meanings to Hindus. The belief that that we are all one living entity, and that maya is the illusion if you believe that we are separate entities. Students will move onto understanding that within Hinduism there are two different groups of believers, Vaishnavites and Shaivites. Students will study their differences in beliefs and practices. Students will move onto to study the Varying types of Hindu worship, looking at Bhajan, Japa, Bhakti, Dharshan, Havan and Puja. (Puja has been taught in year 9 about the basics of Hindu worship, Puja).</p> <p>Students will study the different prayer actions within Christianity, for example evangelicals and Quakers.. This leads to looking at the differences of Hindu temples in Britain and in India. (SUBJECT CAPITAL- SEQUENCED AND LOGICAL, BUILDING ON KNOWLEDEGE SURROUNDING PRAYER).</p> <p>Within this topic students will be looking further into the prayer and shrines for Hindus. This will include the role of Gurus and passed relatives in worship. Students will also be looking at worship indoors and outdoors and how the two differ. Students will also be looking at how temples are</p> | <p>Students will learn about what influences our decision making, looking at key theological argument such as utilitarianism and absolute morality. Students will then move on to looking at the key principles of punishment for a believer and the reasons why criminals commit offences. This lead to learning the work of prison reformers and the role of a prison chaplain within prison communities. Students will explore the religious responses to aims of punishment- how Gandhi and Jesus believed that punishment is about reform and forgiveness. Students analyse the difference between laws and a sin and students will know what the 7 sins are. (SOCIAL AND CULTURAL CAPITAL- ETHICS).</p> <p>Students continue this unit of study by looking at the arguments for and against capital punishment, from traditional and modern religious stand points. Students will also analyse just how many of the 6 aims of punishment, capital punishment meets. Students will learn the different religious views towards forgiven using religious stories and parables to support knowledge of the religious beliefs.(SOCIAL AND CULTURAL CAPITAL- ETHICS, BEHAVIOUR, COMMUNITY) Students will revisit the different religious responses towards suffering and evil.</p> | <p>Students will study the places of pilgrimage for a Christian and a Hindu. Varanasi, the river Ganges and Taize/Walsingham for a Christian. Students will study their importance and the activities that occur at all three. Students will learn the different festivals for the Christian and Hindu faith, analysing the religious stories and practices for all. (SOCIAL AND CULTURAL CAPITAL- COMMUNITY/EXPERIENCES).</p> <p>Students continue to develop their key understandings of Hindu beliefs, by learning the key beliefs in the Vaikuntha, and Yugas. (SUBJECT CAPITAL- SEQUENCED AND LOGICAL- BUILDING ON PREVIOUS KNOWLEDGE OF HINDU BELIEFS).</p> <p>This is later built on in year 11 where students get to know the differences between prakriti and the vaikuntha. Hey will also add to their knowledge on creation for Hindus by understandings the teaching of the purusha man.</p> |
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| | | | | | Britain are different to those in India. Students will also be building on their knowledge of festivals by looking at more in-depth understanding of Christmas and Easter and building upon the understanding of Rakshabhandhan. | | |
| | | | | | VISIT FROM HINDU SPECIALIST | | |
| Links to the national curriculum (if applicable) | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Previous content that this topic builds upon | Dharma, Karma, Samsara, (taught within year 9), students will review how these teachings guide choices on such ethical decision as contraception and same sex marriage. | Students have now accumulated many examples of religious stories and texts that guide choices and actions for believers. Students will be provided with further examples of how sacred texts guide/inspire believers. | Dharma, Karma, Samsara, (taught within year 9), students will review how these teachings guide choices on such ethical decision as euthanasia and abortion. | Students have looked at Hindu prayer within year 9. They will be deepening their understanding or prayer by assessing the varying types. Students will also be building on the knowledge of the key focuses of prayer. Students have a good understanding of the Hindu key beliefs and will now learn how Hindus differ in practices, learning about Vaishnavites and Shaivites. | Within year 9 students learnt about Karma and its influences. Students have also learnt about creation and arguments for and against a God (year 7 & 9). This will be built upon by learning how both believers respond to the problem of Good and Evil. Karma, Ahimsa, Sanctity of life (year 10 and 9) will also be applied to the debate of capital punishment, reviewing the views for and against it. | Students have looked at cosmology and creation with year 7. Within year 10 students have also looked at the views of creationist and non creationists. Students are now building on this with reviewing the Hindu views towards creation. | |
| Key vocabulary | Love Procreation Marriage Vows Contraception Traditional Modern Divorce Interfaith Arranged Homosexuality Modern Traditional | Free will Karma suffering Prayer Sacred texts Vedas Bible Scripture Baptism Adult Infant Sacraments Eucharist | Eschatological Funeral Humanist Rites Eulogy cremation Vrindavan ISKON Peter Stringer Animal Rights Creation Stewardship Sanctity of life Ahimsa Abortion Euthanasia | Advaita Vedanta Non duality Maya Vaishnavism Shavism Bhajan Bhajan Japa Bhakti Darshan Havan Sacred text Gurus Elders Indoor Outdoor Mandir India Christmas | Absolute morality Utilitarianism Relative morality Retribution Protection Vindication Reparation Deterrence Reformation Prison reformers Prison Chaplains 7 sins Capital punishment Traditional Modern Forgiveness Suffering | Pilgrimage Varanasi River Ganges Taize Walsingham Vaikuntha Yugas | |



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| | | | | | Easter Rakshabandhan Holi Diwali Christmas Easter Personal prayer Liturgical prayer Statement of faith Puja Evangelicals quakers Mandir Congregation Individual | | |
| | Development of cultural capital | <p>Students start to assess the ethical issues of marriage, gender roles, sex, contraception, homosexuality and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> <p>Students start to assess the ethical issues of marriage, gender roles, sex, contraception, homosexuality and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> | <p>Students investigate the holy sacraments and the differences in practices for Christians. They will also start to assess the role of sacred texts for believer, looking at the many roles that sacred texts fulfil. They will know solid examples of quotes/stories within both religions and be able to provide examples of how scriptures influences living,</p> | <p>Students start to assess the ethical issues of life after death, looking at euthanasia, abortion, funeral rites the religious attitude towards animals and stewardship. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> <p>Students start to assess the ethical issues of life after death, looking at euthanasia, abortion, funeral rites the religious attitude towards animals and stewardship.</p> | <p>Students will deepen their understanding of the religious practices of prayer for both Christians and Hindus. Looking at how belief effects action. They will be able to describe the differences that exist within Hinduism also, assessing difference in views towards Brahman.</p> | <p>Students start to assess the ethical issues of morality, decision making, punishment, capital punishment, the role of suffering, forgiveness and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> <p>Students start to assess the ethical issues of morality, decision making, punishment, capital punishment, the role of suffering, forgiveness and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> | <p>Students will understand how pilgrimage impacts faith and will know solid examples of Taize, Walsingham and Varanasi.</p> <p>Students will understand Hindu beliefs towards creation, building on their knowledge of the creation story that they have already learnt. Students will understand how creation is linked to divine cosmic being 'purusha man'. This will develop their understanding of dharma for Hindus.</p> |
| | Development of reading | <p>Marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod</p> <p>Divorce Interpretations of Matthew 19:8-9, Mark 10:9</p> <p>Same sex- Leviticus 20:13 and 1 Timothy 1: 8-10</p> <p>Hindu view contraception- Bhagavata Purana 5.5.8</p> | <p>Hindu views to free will/responses to suffering/maya- bhagavad gita 5.5.8</p> <p>Eucharist- John 3:3-6</p> <p>Baptism- diverse views towards- John 3:5</p> | <p>Devoted mother (euthanasia)- https://www.theguardian.com/society/2010/jan/18/kay-gilderdale-lynn-attempted-murder</p> <p>global citizenship: Genesis 1:28,</p> <p>Christian and Hindu creation stories</p> <p>stewardship- 'Humanists for a Better World'</p> | <p>Hindu worship- Bhagavad Gita 3.19, 4.38. 6.11-12</p> <p>Focuses of worship- Bhagavad Gita</p> <p>Christian prayer-Matthew 18:20</p> <p>Rakshbandhan- myths of King Bali and Lakshmi and Indra the demon.</p> | <p>Suffering- Story of Job, Hindu responses to suffering: Brahma Sutras, 2.1.34-36</p> <p>Forgiveness- Story of Zacchaeus</p> <p>A mothers forgiveness https://www.bbc.co.uk/bitesize/clips/zjt2fg8</p> <p>Death penalty- Exodus 20:13, Matthew 5:38-39, 43-47</p> | <p>Vaikuntha- Srimad-Bhagavatam 3.15.16-23</p> <p>Yugas- Bhagavata Purana 1.2.6</p> |



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| | | | | <p>sanctity of human life: Genesis 1:31, Jeremiah 1:5</p> <p>Peter Singer's views on 'speciesism'</p> <p>Newspaper article- https://docs.google.com/document/d/1-EaA9HUwmTucJ5Ld8UUg8vkLO0K9gIde9jWAw2c3JBw/edit (woman with down syndrome fights abortions of disabled babies)</p> | | 'soul-making' (Irenaeus and John Hick) | |
| | Concepts –what will students be able to do at the end of the topic | <p>Skills: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, families and roles of men and women.</p> <p>Knowledge: Students have begun to highlight the many ethical concepts that arise within relationships. To begin this course students analysed how not all Christians have the same attitudes towards ethical concepts. This leads to diversity in views towards the role of men and women within the sacred places of worship. Students will know the varying views of believers towards topics such as interfaith marriage, contraception, arranged marriage and homosexual weddings.</p> | <p>Skills: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, and being able to explain how sacred texts can influence believers. Explain how the Bible uses different kinds of stories to tell a big story.</p> <p>Knowledge: Students will know the 6 roles of a sacred text, including how it provides inspiration and revelation. Students will know examples of Hindu texts and key quotes that provide responses to suffering and illusion. Students will also know the sacraments for Christian and be able describe difference practices within them.</p> | <p>Skills: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including towards euthanasia and abortion.</p> <p>Knowledge: Students will know the stories of creation and how religious believers differ in their views towards creation. Students will know the key terms sanctity of life and Ahimsa. They will then apply these to the ethical issues of abortion and euthanasia, as well as been able to explain the different religious views towards these topics. Students learn that there are differences also within the Hindu faith. They will understand what stewardship is and be able to provide Hindu and Christian examples.</p> | <p>Skills: Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. Show that they have begun to be aware that some people regularly worship God in different ways and in different places. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians and Hindus pray Identify some similarities and differences between the celebrations studied.</p> <p>Knowledge: To describe the differences between Vaishnavism and Shaivism, including how worship differs. Students will add to their existing knowledge of Hindu prayer, learning varying types of Hindu prayer. Students will also know the Hindu concept of advaita Vedanta. Students will also know the comparisons of prayer within Christianity, using the evangelical and quaker society as examples. Students will be able to describe the importance of key Hindu and Christian festivals.</p> | <p>Skills: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Knowledge: Students will know what influences a person before they make a decision, looking at the key terms absolute morality and utilitarianism. Students will be able to explain the aims of punishment and begin to analyse the reasons why criminals cause crime. Students will know the arguments for and against capital punishments for Christians and Hindus. They will learn the reasons why we suffer for Christians and Hindus and looks at both religions responses to these issues. Students will know key religious stories and quotes regarding forgiveness.</p> | <p>Skills: Explain and compare religious places of pilgrimage and provide examples of the impact of pilgrimage on faith.</p> <p>Knowledge: Students will understand what a pilgrimage is and it is beneficial to a believer. Students will be able to explain the key aspects of Taize, Walsingham and Varanasi as examples of pilgrimages. Students will also know key religious teachings of creation and times- Yugas and the Vaikuntha.</p> |
| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 11 | Topic | Christian and Hindu key religious beliefs and practices | Human Rights | Human rights | Revision | | |



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| Core knowledge from this topic | Students will know the story of the Purusha cosmic being for Hindus. This looks at how the four varnas within Hinduism were created. Students also look at the prakriti, looking at the difference between prakriti and vaikuntha (Purusha/cosmology) Students will look at the 4 aims within Hinduism, Moksha, Dharma, Artha and Kama (Subject Capital). Students will look at Taize and Walsingham (revisiting pilgrimage that has been taught previous) looking at the specific examples of what pilgrimage does for faith and how the two places of pilgrimage are important for religious believers. Students also look at the Ecumenical movement and Church growth (Social and Cultural capital-community). Knowing how the Church spilt is being reconciled by Christians. Students will learn How the atonement of man was brought through the crucifixion of Jesus. | Students start this unit by looking at what is meant by the key word, dignity. Students will learn what the different religious views are towards dignity. Students will learn what Human rights are and look at key individuals who have fought for Human Rights, such as Oscar Romero, Gandhi and Martin Luther King. (Personal Development and Empowerment). Students will also learn examples of when personal convictions and laws clash, and look at how a believer resolves this within a situation. INFLUENTIAL PEOPLE | Students will know what censorship is and start to look at the different religious views around it. Students will also look at the different types of extremism and the religious responses to acts of terrorism. (Social and Cultural capital-SMSC/British Values) Within this topic students will also learn all the different arguments surround the acquiring and use of wealth. (Social and Cultural Capital-Ethics) Students will look at religious stories that support the religious views towards money. Students also learn and revisit the role charities and the reasons why believers feel it is important to support charities. VISIT FORM MARK LAMBE EDUQUAS SPEAKER | Revision will be interleaving and highlight all aspects of three exams. This will also include systematic exam skills practice through each session. Here is an example of the structure of lessons. Lesson 1- relationships revision, including all aspects of the topic. Do now at the start which includes questions from the topic. Using revision o'clock and plenary cube revision techniques. Question C exam practice. Christianity- concepts towards God, this includes the trinity and the teachings behind Jesus. Do now task at the start and revision fans that will be modelled to the group. Question B exam practice. Hinduism- study of Hindu worship and the varying types. This will include the application of knowledge to a question D, reviewing all the required skills. This interleaving approach will continue through exam period. | | |
| Links to the national curriculum (if applicable) | NA | NA | NA | NA | NA | NA |
| Previous content that this topic builds upon | Students have learnt the story of creation for Hindus, so we are building on the understanding of that for Hindus and the Purusha Cosmic man gives detail to how the 4 varnas within creation are created from him Body. Students will also revisit the aim of varnaashramadharma that had been taught in year 9, students will revisit this concept when looking at trigunas and 4 aims. Students are building also on the knowledge of vaikuntha by understanding the term prakirti which refers to the material world while vaikuntha is the spiritual world. | | | | | |
| Key vocabulary | Prakriti | Dignity | Censorship | All the key words of the course. | | |



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| | | <p>Cosmology Purusha Four aims Moksha Artha Kama Prakriti Varnaashramadharm</p> | <p>Respect Human Rights Liberation Theology Social Injustice Personal conviction</p> | <p>Extremism Wealth Charities</p> | | |
| | Development of cultural capital | <p>Students are deepening their understanding of the concepts that surround aims and goals in life for both believers. Students are also developing a greater understanding of creation for Hindus and the role of Jesus for Christians. Looking at how beliefs impacts action.</p> | <p>Students start to assess the ethical issues of Human rights, equality, social injustice, wealth, charities, radicalisation and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> | <p>Students start to assess the ethical issues of Human rights, equality, social injustice, wealth, charities, radicalisation and start to apply the religious responses to such issues. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions.</p> | | |
| | Development of reading | <p>Prakriti – Bhagavata Purna 1.2.6 Purusha- The Hindu creation story of ‘Purusha the primal man.’ Four aims- Bhagavata Puruna 1.2.6 Varnaashramadharm- The Mahabharata, Book 9.60 Samsara/moksha/atman- Bhagavad Gita 2.13, 8.6, 15.9, 2.15</p> | <p>attitudes toward the dignity of human life: Genesis 1:26-27 prejudice and discrimination: Galatians 3:27-29 wealth- Story of Lazzarus</p> | <p>Watch Martin Luther King’s <i>I have a dream</i> speech Traditional and changing views towards varna and status of dalits: Rig Veda 10:90, Manusmriti 9.149-157. Differing views of Gandhi and Dr. Ambedkar Quit India Speech- https://en.wikipedia.org/wiki/Quit_India_speech</p> | <p>Revision guides will be used to support independent study as homework’s.</p> | |
| | Concepts –what will students be able to do at the end of the topic | <p>Skills: Discuss and present ideas about what it means to be a Hindu, making links with their beliefs and practices. Knowledge: Students are able to explain the key features of Hindu belief with reference to cosmology. Looking at the 4 aims of Hindu life and adding to knowledge on the Hindu cosmology by understanding the concept of prakriti. Students will be able to describe triguna and forms of characteristics of a person. Students will know what the ecumenical movement is and how Jesus’ death confirmed</p> | <p>Skills: Explain some similarities and differences between the codes for living used by Christians and Hindus. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity as shown through the work of MLK, Gandhi and Oscar Romero. Knowledge: Students will be able to explain what human rights are and will know the religious teachings on equality. Students will know the work of Oscar Romero and will understand the term ‘liberation theology’. Students will know</p> | <p>Skills: Offer reasons/justify a range of ways in which religion inspires moral behaviour, and sometimes immoral behaviour Students will be able to explain the religious arguments for and against censorship, extremism and religious expressions. Students will know examples of Hindu and Christian charities and provide examples of the support they provide within communities.</p> | <p>To embed the learning and exam practice needed for all three papers.</p> | |



X Curriculum Overview Plan



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| | | the atonement of man with God. | examples of when personal convictions and law clash. | | | | |
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