



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
Year 7	Topic	K3.1. What is religion?		Muslim/Christianity- Layover Unit		3.3. If it is the same world view how does it look so different?	
	Core knowledge from this topic	<ul style="list-style-type: none"> Religion is hard to define and all religions do not look the same nor are they expressed in the same way. 'Religion' comes from a Latin term but 'dharma' and 'deen' are terms sometimes used to describe non Christian traditions. Students will also investigate their views towards religion, exploring what world views are and thinking about their own world view (PERSONAL EMPOWERMENT) The understanding of what is meant by religion might be different in non-Western cultures and scholarship and care must be taken when applying Western ideas to organised worldviews such as Sanatan Dharma and Buddhist traditions. (SUBJECT CAPITAL) Using common binaries e.g. (religious/secular) creates limitations and a false sense of simplicity; the religious landscape is messy. Individuals and communities might identify with organised worldviews such as religious traditions, but their lived experience may be incredibly diverse. Religion might be about beliefs/faith, ritual, works, experience and/or belonging and how each of these is expressed can also be diverse. (SOCIAL AND CULTURAL CAPITAL) The Reformation was about simplifying the Christian religion of its elaborate rituals (Roman Catholic) and bringing a greater focus on knowing the Bible and nurturing a personal relationship with God. However, many expressions of Christianity, including Protestant ones, still use a lot of rituals to express the meaning at the centre of the Christian tradition. <p>VISIT TO Atherstone local church (building links with the 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>		<ul style="list-style-type: none"> Religion and worldviews influence people Society and people can also shape and influence organised worldviews (such as religious traditions) Religion is being influenced by events happening in the world which is also leading to an increased role for digital media related to religion. Someone's personal worldview might be aligned to the same organised worldview as another person (e.g. they are both Christians) but how this looks in lived, embodied practice can be very different. Worship might look very different in Christian worldviews, depending on which denominations (e.g. Roman Catholic, Anglican, Greek Orthodox etc) they are aligned with, yet have the same goal (i.e. to offer reverence to a deity). The interpretation of sacred texts by theists (those who hold a belief in a god or deity) can vary widely depending on their religious tradition, beliefs, and lived practices as well as their own positionality. Those with Christian worldviews might advocate on a spectrum for controversial issues such as sexuality, abortion, climate change, motherhood and family. The way they interpret the Bible and what it says/means often has the biggest influence on advocacy position. Muslim worldviews can include Sunni, Shia, Ahmadiyya and Sufi expressions. Whilst there are many unifying aspects of these Islamic worldviews there are also some important differences. Digital religion is changing the way many religious worldviews are being expressed. This is particularly visible for Christian and Sikh worldviews. 	
	Links to the national curriculum	Human and Social Sciences		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 Muslim/Christian life before attempting question 3.3.		Theology and Human and Social Sciences	
	Previous content that this topic builds upon	This links back to: <ul style="list-style-type: none"> Unit U2.7 & diversity in Christian, Muslim and Hindu worldviews. Unit L2.5- ideas about God/deity/supreme being from a range of worldviews. Unit U2.4- ideas regarding living well from Dharmic and Islamic worldviews Unit U2.3 Changes to religious worldviews over time and the increase in those identifying as non religious in the recent census 		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.		Unit U2.3- changes to religious worldviews over time and the increase in those identifying as non religious in the recent census. Also, generational diversity within Dharmic worldviews and diverse expressions of Christian worldviews locally and globally <ul style="list-style-type: none"> Unit L2.7-Differences in the way religious worldviews are expressed in, through and by art and architecture Unit K3.1- The concept of religion and whether or not this can be defined 	
	Key vocabulary	Census Colonialism Contested Deen, Dharma (Dharmic) Ethnography Pluralism Religion Religious experience Ritual Secularisation		Muslim Allah Zakat Shahada Swam Salah Hajj		Worldview Denomination Worship Digital religion. Religion Identity Beliefs Values Behaviours Experiences Church Christianity Sunni Shia Islam Sufi Ahmadiyya Sikh	
	Development of cultural capital	<ul style="list-style-type: none"> Students securely know that religion is hard to define and that all religions do not look the same nor are expressed in the same way (for example, decolonising Dharmic traditions before study). Students securely know individuals and communities might identify with organised worldviews such as religious traditions, but their lived experience may be incredibly diverse. 		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.		<ul style="list-style-type: none"> Students securely know religion is hard to define and that all religions do not look the same nor are expressed in the same way e.g. such as the lived expressions of Christian and Muslim worldviews. Students securely know now that individuals and communities might identify with organised worldviews such as religious traditions but their lived experience may be incredibly diverse, such as through digital expressions of organised worldviews (e.g. Christian and Sikh worldviews). 	



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	Development of reading	<p>Story of Bernadette and her religious experience. Different views towards The Trinity. Rudolf Otto & the Numinous – article.</p>		<p>5 pillars of Islam- ' (Qur'an 2:110). Zakat- Qur'an 70:24–25).' Muslim prayer and Mosque- https://schools.warwickshire.gov.uk/managing-schools/standing-advisory-council-religious-education-sacre/4?documentId=33&categoryId=6 Reading article on Zakat.</p>			
	Concepts –what will students be able to do at the end of the topic	<ul style="list-style-type: none"> Students engage confidently in ethnographic studies – developing knowledge and understanding that in practice, religion and worldviews are hard to define and look different to all people. Students more confidently employ reasoning as applied to different situations and scenarios of life. Students know how to ask questions ethically without causing harm/upset to recipients. Students respond with growing confidence to epistemological questioning e.g. where does this knowledge come from and how reliable is it? Students demonstrate historical theological skills – exploring the history of beliefs and practices. 		<p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> Students engage confidently in ethnographic studies – developing knowledge and understanding that in practice religion and worldviews are hard to define and look different to all people. Students make effective use of encounter – making good use of visits and visitors, such as through encounter with a range of Christian and/or Muslim expressions/denominations. 	
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	3.2 How might a world view you a sense of right and wrong?		Overlay Buddhism		Overlay Sikhism	
	Core knowledge from this topic	<ul style="list-style-type: none"> Humans develop a moral compass and there are different theories about how and why that occurs. Some worldviews draw upon wisdom and guidance from sacred texts in order to navigate moral and ethical situations. Christian worldviews often include a reference to judgement when considering right actions (SUBJECT CAPITAL). Dietrich Bonhoeffer's teachings on what provides a sense of right from wrong are an example of morality and ethics in Christian worldviews. He established the 'Confessing Church' in response to Nazism in 1940s Germany. Racial justice is an important consideration for many people with Christian worldviews and Christian theology around this has been applied to ethical scenarios such as the treatment of the Windrush generation. Humanism is an organised worldview which enshrines Human Rights (1969 UN Convention of Elimination of All Forms of Racial Discrimination). Jeremy Bentham's ethical theory includes utilitarianism (the theory that the best action in any situation is one which creates the greatest amount of good for the greatest number of people). Absolutism is the belief in an absolute or unlimited power, authority, or principles(SUBJECT CAPITAL). Joseph Fletcher developed 'Situation Ethics' (an ethical theory that emphasises the importance of evaluating each situation individually and making moral decisions based on the specific circumstances rather than following fixed moral rules or principles). Meta-ethics scrutinizes the language of ethics and what might influence a sense of right from wrong in individuals(PERSONAL EMPOWERMENT)•. 		<p>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 and attaining enlightenment. Students will learn the importance of Wesak and how it is celebrated.</p> <p>EARLY OCTOBER VISIT TO TARA KADAMPA MEDITATION CENTER (SUBJECT AND CULTURAL CAPITAL)</p>		<p>Students will know and understand the key beliefs of belonging to the Sikh faith. This will include understanding the key features of the Gurbani 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).</p>	
	Links to the national curriculum	Theology and Philosophy		Meeting the locally agreed syllabus requirements of an over lay unit. 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		Meeting the locally agreed syllabus requirements of the study of overlay units. Students also begin to understand what difference it makes to believe in key Sikh fundamentals.	



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	Previous content that this topic builds upon	Unit U2.4 and examples of what might help someone to live well • Unit L2.4 and how a worldview might lead you to do hard things for good reasons e.g. fasting, pilgrimage, charity work, non-violent protest	Students have looked at the different aspects of belonging to the 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.
	Key vocabulary	Secular Utilitarianism Situation Ethics Morality Relative Philosophy X Morality	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
	Development of cultural capital	<ul style="list-style-type: none"> Students securely know that sacred texts can be interpreted in different ways by different members of the same organised worldview. Students securely know that factors impacting on identity have led to a range of interpretations of sacred texts. Students securely know about certain philosophies and ethical theories (e.g. utilitarianism, situations ethics, meta-ethics) and applying these to modern day contexts and scenarios. 	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.
	Development of reading		<p>Story of Siddatha Guatama, from birth to enlightenment</p> <p>The Buddhas raft parable</p> <p>The Buddhas parable of two arrows</p>	<p>https://www.bbc.co.uk/mediacentre/proginfo/2020/04/young-sikh-and-proud</p> <p>British Sikh Report 2015</p> <p>'Shine coconut moon', by Meesha Meminger</p> <p>The birth of a Guru. http://www.discoversikhism.com/sikh_gurus/guru_nanak_birth_of_a_guru.html</p>
	Concepts –what will students be able to do at the end of the topic	<p>). Students engage confidently in exegesis of sacred texts e.g. the Bible. • Students demonstrate liberation theological skills – identifying how interpretations of some sacred texts, such as in liberation theology, may have led to freedom of oppression. • Students confidently apply philosophies and ethical theories to current contexts and situations. • Students more confidently employ reasoning as applied to different situations and scenarios of life.</p>	<p>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</p> <p>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).</p>	<p>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.</p> <p>Knowledge: 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.</p>

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	3.4 Religion and Conflict	3.4 a- Are Peace and reconciliation essential for living globally and ethically?	3.5 How might philosophies be drawn from scared texts on the way people chose to live?	Religion and life, ethics	3.7 Why do some people inhabit a theistic view while other reject it?	3.6 Is Religion a force for Good or Evil?
	Core knowledge from this topic	-students will understand conflict- Conflict is when two	Reconciliation, forgiveness, peace, and atonement are a	The interpretation of sacred texts by theists can vary widely	-Literalist Christians may believe that God created the world	• Worldviews influence people and defining factors include	• The current landscape of society with reference to



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		<p>people or groups disagree, and the disagreement causes friction. One party needs to feel that the other's point of view will have a negative effect on the final outcome.-students will analyse the causes of war- What is war and what causes it? War is caused by many different things, including competition over land, religious conflicts, and nationalism. Imperialism, racism, and slavery have also been causes of armed conflict and students will analyse their own views towards when war is acceptable (PERSONAL EMPOWERMENT)•..- holy war, any war fought by divine command or for a religious purpose. The concept of holy war is found in the Bible (e.g., the Book of Joshua) and has played a role in many religions. See crusade; jihad. Key People: Osama bin Laden. Related Topics: jihad religion,-Just war is warfare that is justified by a moral or legal tradition. Just war theory presumes that there are legitimate uses of war but also sets moral boundaries on the waging of war. It deals with two fundamental questions concerning the ethics of war and peace: When is it morally and legally justified to go to war (SOCIAL AND CULTURAL CAPITAL- COMMUNITY/ETHICS). r- Apartheid refers to the implementation and maintenance of a system of legalized racial segregation in which one racial group is deprived of political and civil rights. Apartheid is a crime against humanity punishable under the Rome Statute of the International Criminal Court (SOCIAL AND CULTURAL CAPITAL).</p>	<p>part of many of the world religions, but also are important for people who have a non-religious worldview. • Reconciliation and forgiveness feature in many religious celebrations and festivals. • Reconciliation links with peace keeping and has led to many peace keeping organisations around the world.(SUBJECT CAPITAL).. • Reconciliation is a significant concept in Christianity, and it encompasses several dimensions, including reconciliation with God, with others, and with oneself. • Reconciliation is an important concept in Islam, and it encompasses various dimensions related to restoring harmony, peace, and good relations among individuals, communities, and nations (PERSONAL EMPOWERMENT)•. • Reconciliation is a significant concept in Judaism, and it involves various aspects related to restoring harmony and repairing relationships. • Hindu Dharma teachings about reconciliation and forgiveness is multifaceted. It can involve personal, interpersonal, spiritual, philosophical, and environmental dimensions. It emphasises the importance of harmony, balance, and understanding, whether within oneself, with others, with the divine, or with the natural world.</p>	<p>depending on their religious tradition, beliefs, and practices. • Allegorical or symbolic interpretation of sacred texts is an approach to understanding religious scriptures that emphasises the deeper, hidden meanings and symbolism within the text, rather than taking the text literally. • In academic and more liberal religious circles, scholars and theists often use historical-critical methods to understand sacred texts in their historical and cultural context (origins, authorship, and cultural influences at the time of their composition). • Sacred texts from various religious traditions provide insights, descriptions, and interpretations of the concept of God or the divine(SUBJECT CAPITAL)... These can vary significantly between different religions and even within different sects or denominations of the same religion. This links back to: • Unit U2.2 Hermeneutic principles applied to sacred texts and stories and the impact interpretation can have on lived expression of worldviews. SOCIAL AND CULTURAL CAPITAL- COMMUNITY/ETHICS). • Unit U2.7 Ideas about truth drawn from different worldviews and how truth might be found This links to future learning: • GCSE topics such as creation, the nature of God, science and religion, gender equality, and the use of sources of authority. Important Substantive Knowledge Prior Knowledge Future Knowledge • Sacred texts from various religious traditions often contain accounts and narratives about the creation of the universe and humanity, providing insights into the beliefs, cosmologies, and worldviews of the respective religions. • The</p>	<p>exactly as it states in the Bible, ie God taking six days to create everything and resting on the seventh day. (SOCIAL AND CULTURAL CAPITAL). Non-literalist Christians may see biblical accounts as more mythical stories.- William Paley (1743-1805) compared the design of the universe to finding a watch. He argued that if you were walking on a moor (grassland area) and found a watch lying on the grass and saw how complicated it was you would have to assume someone made it.- Quakers have a long history of advocating for animal rights(PERSONAL DEVELOPMENT ANMD EMPOWERMENT- CRITICAL THINKING AND REASONING)• —they became the first denomination to establish such an organization within their faith group, when the Friends' Anti-Vivisection Association (now known as Quaker Concern for Animals) was founded in 1891.- Genetic interventions with plants and animals should show respect for the rich variety of life-forms. Exploitations and manipulations that would destroy natural balance or degrade God's created world should be prohibited.-All the religions have taken strong positions on abortion; they believe that the issue encompasses profound issues of life and death, right and wrong, human relationships and the nature of society, that make it a major religious concern.(PERSONAL DEVELOPMENT AND EMPOWERMENT- REASONING/ORACY/PERSUASIVE WRITING)• People involved in an abortion are usually affected very deeply not just emotionally, but often spiritually, as well. They often turn to their faith for advice and comfort, for explanation of their</p>	<p>things like upbringing, geographical-social context, connection/alignment with organised worldviews such as religious traditions. • Society and other people can also shape and influence personal worldviews. SOCIAL AND CULTURAL CAPITAL- COMMUNITY/ETHICS). • Theistic worldviews usually involve ideas about the transcendent, such as faith in a deity/supreme being and/or beliefs around miracles. • The 'Inconsistent Triad' can be a reason for some to reject a theistic worldview: (SOCIAL AND CULTURAL CAPITAL). God is all-powerful (omnipotent), God is all-knowing (omniscient), yet evil exists in the world. • Some worldviews are more based on science (including cognitive science), such as non-religious worldviews e.g. Humanism. • Transcendent is an important term when considering theistic worldviews. It means 'beyond or above the range of normal or physical human experience'. • The supremacy of science, lack of evidence for God/miracles and unanswered prayer are just some of the reasons people may reject theistic worldviews. • Humanism and Buddhist traditions are two examples of non-theistic organised worldviews.(SOCIAL AND CULTURAL CAPITAL • There are many schools of Buddhism but the main two are Theravada and Mahayana. Buddhist worldviews are an example of how worldviews can be shaped and influenced by the cultures they encounter, creating recognisable similarities as well as defining differences. • The Amsterdam Declaration is often seen as a vital statement of importance for those with Humanist worldviews. The Ten Commitments are often an</p>	<p>religion and worldviews, including what the 2021 census data shows. (PERSONAL DEVELOPMENT ANMD EMPOWERMENT- CRITICAL THINKING AND REASONING)• 'Holy War' from different worldview perspectives (including Christian and Muslim worldviews) and the position some people with Christian worldviews (e.g. Quakers) might take as pacifists. • The meaning of Greater Jihad (a personal inward struggle) and Lesser Jihad (the outward struggle to defend Islam from threat) in Muslim worldviews.(SOCIAL AND CULTURAL CAPITAL- COMMUNITY/ETHICS). • Islamophobia: anti-Muslim racism in the form of prejudice and hostility. • The concept of 'de-colonising' applied to worldviews and disciplines used to study religion and how this might be applied to Sikhi. (PERSONAL DEVELOPMENT AND EMPOWERMENT- REASONING/ORACY/PERSUASIVE WRITING)• Black Liberation Theology as a key expression of hope and a means for tackling oppression through the lens of Christianity. • The 'Hermeneutics of Suspicion' as an intentional way of interpreting Biblical texts with scepticism in order to challenge oppression and injustice that can result from some traditional interpretations: Who creates this interpretation? Who benefits from it? Who loses out because of it? • Liberation Theology as a means of supporting justice and hope for the poor and oppressed.</p>
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				<p>Quranic narrative of creation is distinct (SUBJECT CAPITAL), from some other creation stories found in religious texts. Islam does not adhere to a literal interpretation of a six-day creation, as found in some other religious traditions. Instead, the Quran emphasises the role of Allah as the ultimate Creator and the significance of human beings as stewards of the Earth. Interpretations of these Quranic verses may vary among scholars and Islamic traditions.</p> <ul style="list-style-type: none"> • Creation narratives are found in the Upanishads of Sanatan Dharma and are centred on the concept of Vasudhaiva Kutumbakam (a Sanskrit phrase meaning 'The World Is One Family'). • 'Ahimsa' (a Sanskrit word meaning 'without injury') is important in Hindu worldviews when considering responsibility towards the earth. • The Guru Granth Sahib is an important source of wisdom for those with Sikh worldviews as the living guru. Shabads (spiritual hymns from the scriptures) may be sung and recited by Sikhs as a source of inspiration and guidance in their lives today. Ardas (set prayers) are often performed as Hukanama (literally meaning 'a royal decree'). • For some, religious texts are a vital source of ethical guidance, while others may find their moral compass through secular philosophies, personal reflection, or a combination of sources. • Sacred texts play a significant role in helping theists understand the concept of life after death and the associated beliefs, teachings, and narratives. 	<p>feelings, and to seek atonement and a way to deal with their feelings of guilt.- Muslims believe in euthanasia very rarely, only if the person is extreme suffering can passive euthanasia be considered the lesser of two evils. On the other hand, Roman Catholics never allow euthanasia as it goes against the idea of sanctity of life and the fact that God made us in his own image.-According to traditional Christian views, beginning at conception, the embryo has moral status as a human being, and thus most assisted reproductive technologies are forbidden. According to Islam, the procedures of IVF and embryo transfer are acceptable, although they can be performed only for husband and wife</p>	<p>important set of principles for those with Humanist worldviews.</p>	
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Links to the national curriculum	Study of Ethics	Theology and Human and Social Sciences	Philosophy and Social Sciences	Study of Ethics	Theology and Human and Social Sciences	Theology and Human and Social Sciences and History	
Previous content that this topic builds upon	Links back to religious views built in the year 7 and 8, Christianity, Hinduism, Islam and now applying those views to ethical situations such as war and peace.	Unit K2.3 - What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? • Unit L2.2 the meaning of the art and architecture of Coventry Cathedral, some of which represents themes of peace, forgiveness and reconciliation	This links back to: • Unit U2.2 Hermeneutic principles applied to sacred texts and stories and the impact interpretation can have on lived expression of worldviews. • Unit U2.7 Ideas about truth drawn from different worldviews and humanism	Study of Christianity and Islam in previous topics, now apply them to the religious views to ethical situation.	Links back to 3.1, What is religion and is there a God. Reviews why people do believe in God and why they do not.	This links back to: • Unit U2.5 the Doctrine of Discovery and the impact of colonialism • Unit K3.4 and concepts of peace, forgiveness and reconciliation across different worldviews	
Key vocabulary	Holy War Just War Tolerate Peace Reconciliation Resolve Conflict Tensions	Reconciliation Forgiveness Radical Ummah Zakah Atonement Holi Eightfold path Compassion Seva Humanists Peace Conflict John Crossan Muhammad (PBUH) Yom Kippur Hindu Dharma Karma Meditation Selfless Injustice	Bible Literal Creationist Theist Fundamentalist Allegorical Symbolic Transcendent Imminent Omnipotent, Omnibenevolent Omniscient Pantheism Personal Impersonal Qur'an Brahman Guru Granth Sahib Zakat Hajj Genesis Utilitarianism moral philosophy Humanist natural law universalists intercession (shafa'a) Sufism Shiva Puranic Ummah	Genetic engineering Big Bang Literalist Abortion Euthanasia William Paley	Humanist Inconsistent triad Psychology Transcendent Morality Ethics Religion Worldview Experience Belief Values Behaviour Harmoniously Census Evil Suffering	Persecution Census Jihad Enlightenment Holy war Islamophobia Philosophy Anti-Semitism	
Development of cultural capital	-Students will have a clear understanding of the religious views towards war, as well as been able to explore their own views. Students will analyse the different reasons why war occurs and will analyse current situations and examples of war.	• Students know that sacred texts can be interpreted in different ways by different members of the same organised worldview. • Students know that factors impacting on identity have led to a range of interpretations of sacred texts.	• Students securely know that sacred texts (e.g. the Bible, the Qur'an etc) can be interpreted in different ways (such as literally, allegorically, metaphorically, symbolically, mythologically) by different members of the same organised worldview/religious tradition and may lead to activism and action on a spectrum (such as responses to climate change or issues such as abortion). • Students securely know that sacred texts are used to justify belief in God/a deity. • Students securely know about philosophies of religion for several religious traditions (for example, drawn from the Bhagavad Gita in Sanatan Dharma or the philosophy of Zera Yacob), how these are	-Students will be using knowledge of religious views and applying them to ethical situations allows students evaluate their own beliefs and apply them.	• Students securely know that sacred texts are used to justify belief in God/a deity and some reject this (e.g. agnostics and atheists). • Students securely know that religion is hard to define and that all religions do not look the same nor are expressed in the same way (for example, Buddhist worldviews drawn from different schools of Buddhism).	• Students securely know that individuals and communities might identify with organised worldviews such as religious traditions, but their lived experience may be incredibly diverse. • Students securely know that religion is not always a force for good but can also contribute to conflict and oppression. • Students securely know that when a religious worldview is inhabited and lived out identity factors such as gender, sexuality and ethnicity can significantly impact upon that lived expression.	



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				applied to life now and how they have been in the past.			
	Development of reading	<p>Article- <u>Iran Calls for the elimination of Nuclear Arms.</u></p> <p>Article- The Northern Ireland Conflict</p> <p>Article- The apartheid and its</p>	<p>Study of/virtual tour/article reviewing the Cathedral in Coventry. Why it was created and how it is based on peace and forgiveness.</p> <p>Coventry cathedral Article- a journey of forgiveness</p>	<p>The Guru Granth Sahib is an important source of wisdom for those with Sikh worldviews as the living guru. Shabads (spiritual hymns from the scriptures</p>	<p>Science article Big Bang verses God</p> <p>Article- is it right to play God</p> <p>Reading- Euthanasia and I</p>	<p>Article- the place of atheism today</p> <p>Article- Theravada Buddhism and views towards the Buddha.</p>	<p>George Elliot Case Study</p> <p>Iron Bangle Lady</p> <p>Conflict in Israel</p> <p>Saint Moses the Black</p> <p>Case study</p>
	Concepts –what will students be able to do at the end of the topic	<p>How is peace to be achieved? Find out about the practical work done by a number of religious charities around the world. For example, World Council of Churches, Christian Peacemaker Teams, Muslim Hands or Islamic Aid, Khalsa Aid and Sikh Human Rights work. Refer to these charities when considering whether peace is essentially a practical endeavour. How does religion inspire these groups? Would these groups exist if wasn't for religion? Does this work require religious inspiration? • Some atheists argue that religion causes conflict. Unfortunately there is a lot of evidence to back up this claim. How far are such instances of hatred also political, territorial and historical as well as religious? • Students will no doubt ask if the 'Islam' they learn about in RE is the same 'Islam' that justifies atrocities committed by 'Islamic State' or Boko Haram. Be prepared to address issues about violent Islamic extremism and explore where it differs from mainstream Islam. Learning about the conditions of 'lesser jihad' in Islam, where the use of force is permitted, would make</p>	<ul style="list-style-type: none"> Historical theological skills – Students can use skills to explore the history of beliefs and practices. Liberation theological skills – Students can identify how interpretations of sacred texts have led to freedom of oppression. Hermeneutics – Students explore the implications of interpretations of texts by different members of the same organised worldview/ religious tradition. 	<ul style="list-style-type: none"> Students can confidently use hermeneutics – exploring the implications of interpretations of texts (such as the Bible and the Qur'an) by different members of the same organised worldview/religious tradition. Students confidently apply philosophies and ethical theories (such as ethics common in Humanist worldviews) to current contexts and situations. Students more confidently employ reasoning as applied to different situations and scenarios of life. Students engage confidently in ethnographic studies – developing knowledge and understanding that in practice religion and worldviews are hard to define and look different to all people. 	<p>-students will confidently be able to understand what ethics is and how to apply their own religious beliefs towards them. They will also be able to argue the view points of others and be able critically analyse life and death decisions. Students start to assess the ethical issues of life after death, looking at euthanasia, abortion. Students are gaining an awareness that religious believers do differ in their opinions to such ethical decisions. Students start to assess the ethical issues of life after death, looking at euthanasia, abortion</p>	<ul style="list-style-type: none"> Students can confidently use hermeneutics – exploring the implications of interpretations of texts by different members of the same organised worldview/religious tradition. Students demonstrate a developing understanding of Philosophy of Religion – knowing, understanding and applying a wide range of philosophies of religion for a variety of religious traditions. Students engage confidently in ethnographic studies – developing knowledge and understanding that in practice religion and worldviews are hard to define and look different to all people (e.g. expressions of Humanist worldviews). Students make effective use of encounter – making good use of visits and visitors that reveal the connection between individual and organised worldviews and can be articulated with growing clarity by students. 	<p>Students engage confidently in ethnographic studies – developing knowledge and understanding that in practice religion and worldviews are hard to define and look different to all people.</p> <ul style="list-style-type: none"> Students demonstrate liberation theological skills – identifying how interpretations of some sacred texts may have led to freedom from oppression. Students demonstrate historical theological skills – exploring the history of beliefs and practices



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		a good comparison. Barely any of the actions committed by these militant Islamist groups are justified by Islamic theology. <ul style="list-style-type: none"> • Compare the conditions of lesser jihad in Islam to Just War in Christianity. Is it a doomed venture to attempt to limit the damage caused by armed conflict? Or is it a pra 					
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Year Group		Autumn Term 1	Autumn Term 1	Autumn Term 2	Autumn Term 2	Spring 1	Spring 1
Year 10	Topic	What does Hinduism teach about the nature of God and ways to show devotion to God.	Do we need to prove God’s existence?	What was so radical about Jesus?	Is Death the end? Does it matter?	Does Hinduism help people to be good?	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, avataras, 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 shavism.</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)</p> <p>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 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.</p> <p>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</p>	<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)</p> <p>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</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)</p> <p>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 	<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).</p> <p>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</p>



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		<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>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 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 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>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 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>INFLUENTIAL PEOPLE</p>	<p>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, 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.</p> <p>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 	<ul style="list-style-type: none"> • 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 the basis if many of the ethical choices that are studied within the GCSE.</p>	<p>‘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 reviewing the work of the ecumenical movement in the Christian church as a</p> <p>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 evangelim.</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>
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						VISIT THE SHREE KRISHNA TEMPLE, HARNALL LANE	
							3.12
Previous content that this topic builds upon	Students have studied the views and beliefs towards God from various religions. Students will be able to compare the Hindu concept of God to others.	Within year 7 students have begun to unpick various responses to the ethical 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.	Students have looked at the key principles of the Christian faith. Understanding the belief in after life and key principles surrounding God. This is used to understand the messages and actions of Jesus.	Students have learnt the various religious views towards life after death. Within year 8 they learnt 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.	Through the systematic study of the main religions, students have become aware of how 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.	Students have looked at what makes Jesus radical, this includes his teachings on how to 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.	



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							Students also learned the 6 roles of a sacred text for example a book of learning, stories, guidance and inspiration.
	Key vocabulary	<p>Monotheistic</p> <p>Brahman</p> <p>Shakti</p> <p>Avatara</p> <p>Nirguna</p> <p>Saguna</p> <p>Brahma</p> <p>shiva</p> <p>Trimurti</p> <p>Vishnu</p> <p>Kirshna</p> <p>Murti</p> <p>Puja</p> <p>Mandir</p> <p>murti</p>	<p>Creation</p> <p>Literalist</p> <p>Creationist</p> <p>Jesus</p> <p>Incarnation</p> <p>Trinity</p> <p>Census</p> <p>Secular</p> <p>Omnipresent</p> <p>Omniscient</p> <p>Omnibenevolent</p> <p>Omnipotent</p> <p>Theist</p> <p>Agnostic</p> <p>Atheist</p>	<p>Radical</p> <p>Suffering</p> <p>Jewish</p> <p>Pharisees</p> <p>Romans</p> <p>Atonement</p> <p>Forgiveness</p> <p>Crucifixion</p> <p>Miracles</p> <p>Incarnation</p> <p>Resurrection</p>	<p>Heaven</p> <p>Hell</p> <p>purgatory</p> <p>Karma</p> <p>Reincarnation</p> <p>Samsara</p> <p>Moksha</p> <p>atman</p> <p>Funeral rites</p> <p>Humanists</p> <p>Secular</p> <p>Hindu</p> <p>Theist</p> <p>Atheist</p>	<p>Dharma</p> <p>Varnaashramadharm</p> <p>Santana dharm</p> <p>4 aims of life</p> <p>Puja</p> <p>Freewill</p> <p>Suffering</p> <p>Ahimsa</p>	<p>Evangelism</p> <p>Interfaith dialogue</p> <p>Tearfund</p> <p>Persecution</p> <p>World wide church</p> <p>Open doors</p> <p>ISKON</p>
	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	<p>Views towards God-</p> <p>https://docs.google.com/document/d/12gkqzAAz_H4Hr6OwUFAvQtTmnBqo-176PJ07fS9uBFI/edit - article on comparing Hinduism and Buddhism.</p>	<p>Aquinas’s 5 proofs of Gods existence.</p> <p>Trinity- John 10:30, 14:6-11</p> <p>Census 2011 results</p>	<p>Jesus Incarnation 1:14, Luke 1:28-33</p> <p>Crucifixion, Matthew 27:28-50</p> <p>Ressurrection: Luke 24:1-9</p>	<p>Eschatological beliefs: John 11:25-26, John 14:2-7</p> <p>Judgement: Matthew 25:31-46,</p> <p>Article- ‘Why the you in an afterlife wouldn’t really be you.’</p>	<p>Sanatana dharm/varna ashrama dharm- Bhagavata Purana 1.2.6, The Mahabharata Book 9.60</p> <p>Mind/sense, humility/love- Bhagavad Gita 18: 42-43, 13. 8-12, 16:1-3</p>	<p>Open doors- https://www.opendoorsuk.org/</p> <p>Tearfund- https://www.tearfund.org/</p>



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		<p>Story of Krishna article- https://docs.google.com/document/d/1v8YiJ5HFMcq0oAvpxcMjJTynUsMZTTV-MGvUg8iOaTM/edit</p> <p>Article- Murti not idol- https://docs.google.com/document/d/1Ncg4AP6u3B0ar9PidgssqzGhcAPmN0tMla7YtLTskBk/edit</p> <p>Article on prayer and sports- https://docs.google.com/document/d/11id-4SXzyUi4lx0NYfsl134Mw6HRtgLx5w1oc40nxa4/edit</p> <p>Hindu text- Absolute truth- Chandogya Upanishads 3:14.1</p>	<p>Article- An eternal flame- how a sports God lost God? https://docs.google.com/document/d/11id-4SXzyUi4lx0NYfsl134Mw6HRtgLx5w1oc40nxa4/edit</p> <p>Article from the Times- The relevance of religion in modern times. https://docs.google.com/document/d/1gzTTVb7FnBrRx0HYqIjP1MmvDdx35GAsrU7DqIGzXX8/edit</p>	<p>Article- 3 reasons why Jesus miracles are relevant today- https://docs.google.com/document/d/1AD6IKzf3yO5O4OTQlgGqkww3emKJPmsyUyRuAVINkg/edit</p> <p>Article from the times- Was Jesus a radical or an introvert, https://docs.google.com/document/d/1bUWGPXW5A5H69PDgh4UkQKIS6SnZ-IRuj1CagXWVhs/edit</p> <p>Article- ten example of how Jesus treated women, https://docs.google.com/document/d/1wvAasmfuG4RKR3uUffVQNdzyXVWafZZ0Zpa_xb3fBCw/edit</p>	<p>https://docs.google.com/document/d/1i_OCljq8xdU38dwN0fm2QB3Ar-pNQUaDz4gqvl1L958/edit</p>		<p>Persecution of Christians- https://www.opendoorsusa.org/christian-persecution/stories/</p>
	<p>Concepts –what will students be able to do at the end of the topic</p>	<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</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.</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</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?</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</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</p>



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		attitudes towards Trimurti, avataras, 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.	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 21 st century UK.	people had of Jesus. Radical, conformist, revolutionary or pacifist?	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.	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.	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.
Year Group		Spring 2	Spring 2	Summer 1	Summer 2	Summer Term 2	Start of year 11 Autumn 1
Year 10	Topic	Relationships	Christian and Hindu practices	Life after Death	Christian and Hindu beliefs and practices	Good and Evil	Christian and Hindu practices
	Core knowledge from this topic	<p>VOCATIONS- <i>What the point of RE is? What jobs does it lead to? What employability skills does it promote?</i> (EMPLYABILITY CAPITAL).</p> <p>Students will learn about varying aspects of relationships and apply the religious beliefs to the different topics.</p> <p>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</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	<ul style="list-style-type: none"> 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 	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.	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	<p>Reviewing of Christian practices- sacraments and what the 7 are. Diversity with the Eucharist.</p> <p>Review of why religion is relevant today and looking at the role of the Church.</p> <p>Students will build upon previous knowledge Hindu Dharma by learning what Sanatana dharma is. Then looking at worship in more detail, indoor and out door worship. This leads to looking at the differences of Hindu temples in Britain and in India.</p>



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	<p>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 look at the differences between adult baptism and infant. Learning the reasons why Baptism is important to believers.</p> <p>(PERSONAL DEVELOPMENT AND EMPOWERMENT- PROBLEM SOLVING- FINDING/RESERACHING QUOTES AND STORIES THAT HELP TO ANIMATE THE ROLES OF A SACRED TEXT).</p>	<p>for and against abortion.</p> <ul style="list-style-type: none"> • • 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 then move to looking at the Christian and Hindu beliefs towards animals and our environment. 	<p>(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.</p> <p>(SUBJECT CAPITAL- SEQUENCED AND LOGICAL, BUILDING ON KNOWLEDGE 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 in 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.</p> <p>VISIT FROM HINDU SPECIALIST</p>	<p>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 forgiveness 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. They will also add to their knowledge on creation for Hindus by understanding the teaching of the Purusha Man.</p>
Links to the national	N/A	N/A	N/A	N/A	N/A	N/A



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curriculum (if applicable)						
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 Easter Rakshabandhan Holi	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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					<p>Diwali</p> <p>Christmas</p> <p>Easter</p> <p>Personal prayer</p> <p>Liturgical prayer</p> <p>Statement of faith</p> <p>Puja</p> <p>Evangelicals quakers</p> <p>Mandir</p> <p>Congregation</p> <p>Individual</p>		
	<p>Development of cultural capital</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 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>



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	<p>Development of reading</p>	<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>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>	<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>'soul-making' (Irenaeus and John Hick)</p>	<p>Vaikuntha- Srimad-Bhagavatam 3.15.16-23</p> <p>Yugas- Bhagavata Purana 1.2.6</p>
	<p>Concepts –what will students be able to do at the end of the topic</p>	<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</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>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>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</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</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</p>



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		<p>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.</p> <p>Students will know the varying views of believers towards topics such as interfaith marriage, contraception, arranged marriage and homosexual weddings.</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>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.</p> <p>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>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.</p> <p>Students will be able to describe the importance of key Hindu and Christian festivals.</p>	<p>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>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	Autumn term 2	Spring Term 1	Summer Term 1	Summer Term 2
Year 11	Topic	Christian and Hindu key religious beliefs and practices	Human Rights	Human rights	Revision		
	Core knowledge from this topic	<p>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</p>	<p>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</p>	<p>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</p>	<p>Revision will be interleaving and highlight all aspects of three exams. This will also include systematic exam skills practice through each session.</p> <p>Here is an example of the structure of lessons.</p> <p>Lesson 1- relationships revision, including all aspects of the topic. Do now at the start which includes questions from the</p>		



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	<p>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.</p>	<p>clash, and look at how a believer resolves this within a situation.</p> <p>INFLUENTIAL PEOPLE</p>	<p>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.</p> <p>VISIT FORM MARK LAMBE EDUQUAS SPEAKER</p>	<p>topic. Using revision o'clock and plenary cube revision techniques. Question C exam practice.</p> <p>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.</p> <p>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.</p> <p>This interleaving approach will continue through exam period.</p>		
Links to the national curriculum (if applicable)	NA	NA	NA	NA	NA	NA
Previous content that this topic builds upon	<p>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 varnaashramadharm 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.</p>					
Key vocabulary	<p>Prakriti</p> <p>Cosmology</p> <p>Purusha</p> <p>Four aims</p>	<p>Dignity</p> <p>Respect</p> <p>Human Rights</p> <p>Liberation Theology</p>	<p>Censorship</p> <p>Extremism</p> <p>Wealth</p> <p>Charities</p>	All the key words of the course.		



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		Moksha Artha Kama Prakriti Varnaashramadharm	Social Injustice Personal conviction				
	Development of cultural capital	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.	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.	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.			
	Development of reading	Prakriti – Bhagavata Purna 1.2.6 Purusha- The Hindu creation story of ‘Purusha the primal man.’ Four aims- Bhagavata Purana 1.2.6 Varnaashramadharm- The Mahabharata, Book 9.60 Samsara/moksha/atman- Bhagavad Gita 2.13, 8.6, 15.9, 2.15	attitudes toward the dignity of human life: Genesis 1:26-27 prejudice and discrimination: Galatians 3:27-29 wealth- Story of Lazzarus	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	Revision guides will be used to support independent study as homework’s.		
	Concepts –what will students be able to do at the end of the topic	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	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.	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	To embed the learning and exam practice needed for all three papers.		



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		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 the atonement of man with God.	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 examples of when personal convictions and law clash.	Hindu and Christian charities and provide examples of the support they provide within communities.			
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