

KS3 Religion and Ethics Website Curriculum Overview 21/22



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Year 7	<p>Why do people believe in God? In this unit students will know that most Christians believe God is Spirit, omnipotent (all-powerful), omniscient (all-knowing), benevolent (all-good), eternal, compassionate, just, loving, creator and sustainer of the universe and all life. The Bible offers many names, metaphors and similes to convey something of the nature of God, but most Christians would say that God can be most fully known by looking at Jesus, God incarnate (in the flesh) and to some through the concept of the Trinity. Students will consider why people are; theist, many would say they have experienced the presence of God in one way or another through their lives, whether through worship, prayer, celebration, community, or nature. Students will acknowledge some denominational disparity and common attributes. Students will correctly identify non-religious outlooks; atheist, agnostic the reason why individuals hold these views and how evil and suffering may be an argument to prove that God does not exist. Student will be introduced to both the Cosmological and Teleological Arguments for and against Gods existence as well and the use of Via Negativa when discussing the divine.</p>	<p>Morality. What do we know what is right and wrong? In this unit students will explain the impact which religious teachings, practices and ethical theory have on believers' lives. Students will consider their own beliefs, influence and reasoning when contemplating what they see to be right or wrong. Students are to be aware that source of wisdom are open to differing interpretations, therefore for the impact of these differs. Students will study the philosophical and ethical views of each religion and the similarities and differences between the different religious traditions, and non-religious views in terms of morality. Students will analyse and apply ethical theories such as Utilitarianism and Situation Ethics to determine their use in resolving moral dilemmas Students will consider how we learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?</p>	<p>Religious Rebels Students can explain the role of key religious /historical figures within both the formation and development of religion/religious movements. They will evaluate the role of these people and the reaction and impact of their teachings and values to those who follow them and those who do not i.e., impact on secular society. Students are to be aware that despite not being religious themselves that these figures have and continue to impact popular culture and how at the time they were seen to be controversial figures The misconception that theist are 'do gooders' when to begin with they were the rebels going against society's norm. Students will secure knowledge of different religious figures and the values which were which were built upon from these i.e. Jesus' treatment of the ostracized as inspiration to political figures such as Martin Luther King and church leaders such as Oscar Romero Students will gain the skills they need to understand and evaluate the different responses and an increasing desire to explore their own and others' views.</p>



<p>Year 8</p>	<p>Abrahamic Foundations</p> <p>In this unit students explain the foundations Christianity and its relation, similarities i.e. the Creation Story, and differences between the other Abrahamic faiths. They will study the story and role of Abraham and his descendants within Judaism, Christianity, and Islam. Critically analysing the structure and nature of the Bible and its writers. Students will be able to evaluate the concept of the salvation, as seen through the life and death of Jesus. Students will analyse the Nicene Creed, as a source of wisdom and its use to appraise the key beliefs and teachings of Christianity. Students will comprehend and provide reasoning, using sources of wisdom and key vocabulary to critically respond 'Is Jesus the Messiah'?</p>	<p>Expressing the Inexpressible</p> <p>In this unit students will evaluate methods of expressing and exploring spirituality beyond words. Considering how far music and the visual arts access the spiritual dimension (including Rudolf Otto's idea of the <i>mysterium tremendum et fascinans</i>), in a way rational thought and discussion cannot? Students will explore a range of definitions of 'spiritual' and 'spirituality', including students' ideas. Further to this considering the definitions offer through literature such as the works of C.S Lewis. More specifically, they will investigate what some people mean by 'living a spiritual life' or being a spiritual person, considering the music of Stormzy and Primal Scream. Students learn that Christians represent Jesus in Christian art because he represented himself as a human in becoming incarnate (e.g. John 1:14). Explore diverse cultural or ethnic depictions of Jesus. Why do Christians want to portray Jesus as the same type of human as them? What does this tell us about what Jesus is to Christians? Students will study how Muslim art overcomes the prohibition on picturing God and still express faith and activism, belief and ethical ideals e.g. British Muslim artist and activist Ali Omar Ermes. Buddhists sand mandalas, representations of the universe to aid meditation in Tibetan Buddhism. Will be considered to see how the mandalas are destroyed, to remind Buddhists of the all-important teaching of impermanence.</p>	<p>Religion a power of peace or conflict?</p> <p>In this unit students will explain reasons why religion can be seen as a power for peace in the world, expressing insight into the reasons why religion can be seen as a cause of conflict in the world, based on evidence and reason. Students will examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world and express well-informed insights into the nature of peace: active non-violence or passive absence of war? In turn students will offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil? More specifically, students will consider examples of conflict in everyday life, its causes and consequences. Is conflict simply part of the human condition? How might your perspective change if you live in part of the world affected by war and violence? Students will 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 pragmatic attempt to see beyond the violence to the possibility of peace? How is peace to be achieved? 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. Referenceto 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?</p>
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<p>Year 9</p>	<p>Life beyond Living</p> <p>In this unit students will be able to critically analyse the varying answers to the questions such as 'What is death?' and is there anything beyond this. Students will be able to explain a range of religious beliefs and worldview regarding the possibility of life after death e.g., Eastern religions comparison, the concept of reincarnation etc to Abrahamic and non-religious responses to these. Further to this students will analyse how said beliefs about life and death affect believers outlook towards humanity's intentional involvement in ending life i.e. abortion and euthanasia.</p>	<p>Religion and community Cohesion</p> <p>In this unit students will Explain how Muslim, Buddhist and/or Sikh teenagers express their faith in Britain today. They will give examples of some challenges faced by Muslim, Buddhist and/or Sikh teenagers in Britain and how they reason. In doing so will appreciate what is good about being a teenage Sikh, Buddhist, or Muslim in Britain today and appraise what challenges are involved. Student will Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views and explain how ancient spiritual practices still sustain believers and in turn examine and evaluate British society's treatment of immigrant religious groups. Students will debate the question: what is British Islam? E.g., Find examples of British Muslims creating contemporary media forms, such as British Muslim TV, whose tagline is 'confidently Muslim and comfortably British'. Exploring their programme list to see how British Muslims are identifying their faith in a Western context. Students will research how Muslim artists who tackle Islamophobia, such as American photographer Ridwan Adhami How could British Muslim and non- Muslim teenagers combat stereotypes about them? How do they?</p>	<p>Alternative Views</p> <p>In this unit students will apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. Students will be introduced to the key beliefs and teaching of a variety of smaller religious movements and alternative worldviews. Students will offer reasons for differing views of the importance of spiritual and earthly happiness and evaluate religious and non-religious commentaries on the types of happiness pursued by others e.g. Sunday Assembly groups and what they do: mindfulness, celebration of life, community action. Students will consider how does a religious idea of 'the good life' compare to a non-religious view? Students will compare secular views of how to gain happiness from positive psychology. To what extent does the positive psychology 'happiness movement' offer a secular version of religion? In turn they will Compare to a Humanist view that no one can be happy while others suffer (e.g. Peter Singer). Are these similar views of 'heaven' as states of mind attained here on earth?</p>
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