



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 7	<p>Topic 3.1: What does it mean for Christians to believe in God as Trinity? [God]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Holy Trinity, Churches and Biblical texts.</p> <p>Outcome: to understand what Christian's mean when they talk about the Father, Son and Holy Spirit.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.2: Should Christians be greener than everyone else? [Creation]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Genesis creation texts and stewardship.</p> <p>Outcome: offer a justified answer to the question of whether Christians should be better stewards than everyone else.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.3: Why are people good and bad? [Fall]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Fallen, Genesis 1,2 and 3, Adam and Eve, Sin and Salvation.</p> <p>Outcome: Give a coherent account of how being 'fallen' has influenced how people live and behave.</p> <p>Duration: 3 lessons</p>	<p>Topic 3.4: Does the world need prophets today? [People of God]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Hebrew Scriptures/Old Testament Outcome: Offer a view as to how far Isaiah and Amos's messages are valuable today.</p> <p>Duration: 3 lessons</p>	<p>Topic 3.5: What do people do when life gets hard? [Wisdom]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Evil and suffering, meaning of life with reasons and evidence.</p> <p>Outcome: Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.6: Why do Christians believe Jesus was God on Earth? [Incarnation]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: John's Gospel, Christian worship and Incarnation.</p> <p>Outcome: Comment on how far the world today could benefit from a saviour.</p> <p>Duration: 4 lessons</p>
Year 8	<p>3.8 Part 1 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Enlightenment, dhamma, Brahma Viharas and Sangha.</p> <p>Outcome: Evaluate how far the ideas of Buddhist dhamma help students to make sense of their own world.</p> <p>Duration: 5 lessons</p>	<p>3.8 Part 2 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Enlightenment, dhamma, Brahma Viharas and Sangha.</p> <p>Outcome: Evaluate how far the ideas of Buddhist dhamma help students to make sense of their own world.</p> <p>Duration: 5 lessons</p>	<p>Topic 3.9: Why don't Hindus want to be reincarnated and what do they do about it?</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Karma, Samsara and Moksha.</p> <p>Outcome: Evaluate how far the ideas of <i>karma</i> and <i>samsara</i> help students to make sense of the world and their own experience.</p> <p>Duration: 3 lessons</p>	<p>Topic 3.10: What is good and what is challenging about being a Muslim teenager in Britain?</p> <p>Resources: NATRE and BBC Bitesize, BBC archives and local voices.</p> <p>Focus: Iman, ibadah, akhlaq, Sunni, Shi'a and Isamophobia.</p> <p>Outcome: Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.11: What is good and what is challenging about being a Jewish teenager in the UK?</p> <p>Resources: cst.org.uk, Focus: Pesach, Shabbat.</p> <p>Outcome: Give a coherent account of the challenges and opportunities of being a Jewish teenager in Britain today, offering reasons and justifications.</p> <p>Duration: 3 lessons</p>	<p>Topic 3.12: How are Sikh teachings on equality and service put into practice today?</p> <p>Resources:</p> <p>Focus: Guru Nunak, Nam Simran, Kirat Karna, Vand Chhanka.</p> <p>Outcome: Comment on whether the Sikh emphasis on equality and service has anything to say to students themselves, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>



<p>Year 9</p>	<p>Topic 3.13: What difference does it make to be an atheist or agnostic in Britain today?</p> <p>Resources: Office for national statistics, TES and NATRE</p> <p>Focus: Spirituality, Atheists, Agnostics</p> <p>Outcome: Evaluate how far the non-religious beliefs and practices studied help students to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.14: Good, bad: right, wrong: how do I decide?</p> <p>Resources: Office for national statistics, TES and NATRE</p> <p>Focus: Absolute and relative morality</p> <p>Outcome: Evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.15: How far does it make a difference if you believe in life after death? Christians, Muslims, Hindus, non-religious</p> <p>Resources: NATRE and TES</p> <p>Focus: Differing religious and non religious beliefs about life after death.</p> <p>Outcome: Offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)</p> <p>Duration: 3 lessons</p>	<p>Topic 3.16 Why is there suffering? Are there any good solutions? Christians, Hindus/Buddhists, non-religious worldviews</p> <p>Resources: NATRE and TES</p> <p>Focus: Explore questions raised by evil and suffering.</p> <p>Outcome: Evaluate how far it is the case that religions exists to help humans cope with suffering, fear and despair, offering reasons and justifications for their responses.</p> <p>Duration: 4 lessons</p>	<p>Topic 3.17: Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews</p> <p>Resources: NATRE</p> <p>Focus: Different ways to happiness.</p> <p>Outcome: Offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own</p> <p>Duration: 3 lessons</p>	<p>Topic 3.18: How can people express the spiritual through the arts? Religious and non-religious worldviews</p> <p>Resources: NATRE</p> <p>Focus: How music and art can help express spirituality.</p> <p>Outcome: Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves</p> <p>Duration: 3 lessons</p>
<p>Year 10</p>	<p>Topic: The Nature of God</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Nature of God, creation, evil and suffering, life after death, heaven and hell. Outcome: Students to understand that Christianity a diverse religion.</p> <p>Duration: 4 lessons</p>	<p>Topic: Jesus Christ and Salvation part 1</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Incarnation, crucifixion, resurrection, ascension and sin (including original sin) Outcome: Students to understand common and divergent views within Christianity.</p> <p>Duration: 4 lessons</p>	<p>Topic: Jesus Christ and Salvation part 2</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Salvation, law, grace and spirit. Atonement.</p> <p>Outcome: Students to understand common and divergent views within Christianity.</p> <p>Duration: 3 lessons</p>	<p>Topic: Islam key beliefs part 1</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: The six articles of faith, Tawhid, the nature of God including immanence and transcendence.</p> <p>Outcome: Understand key teaching of Islam and the basis in Islamic sources of wisdom and authority.</p> <p>Duration: 4 lessons</p>	<p>Topic: Islam key beliefs part 2</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Angels and their roles, predestination and human freedom including Day of Judgement. Life after death (Akhirah).</p> <p>Outcome: Understand key teaching of Islam and the basis in Islamic sources of wisdom and authority.</p> <p>Duration: 3 lessons</p>	<p>Topic: Islam authority</p> <p>Resources: NATRE and BBC Bitesize</p> <p>Focus: Risalah (Prophethood) inclding Adam, Ibrahim and Muhammad. Holy books.</p> <p>Outcome: To understand the influence of the beliefs and teachings on people and communities and society.</p> <p>Duration: 4 lessons</p>



<p>Year 11</p>	<p>Topic: Sex, marriage and divorce.</p> <p>Resources: BBC Bitesize and TES</p> <p>Focus: Human sexuality, sexual relationships before and after marriage, contraception, family planning, purpose of marriage, divorce, same-sex and cohabitation.</p> <p>Outcome: To be able to compare two different religious views on a range of thematic studies.</p> <p>Duration: 4 lesson</p>	<p>Topic: Families and gender equality</p> <p>Resources: BBC Bitesize and TES</p> <p>Focus: The nature of families, the purpose of families, contemporary family issues (Polygamy), the role of men and women, gender equality and gender discrimination.</p> <p>Outcome: Be aware of contrasting perspectives in modern British society.</p> <p>Duration: 5 lesson</p>	<p>Topic: Religion, violence, terrorism and war</p> <p>Resources: BBC Bitesize and TES</p> <p>Focus: Meaning and significance of; peace, justice, forgiveness and reconciliation. Violence, terrorism, reasons for war. Just war, Holy war and pacifism.</p> <p>Outcome: Be aware of contrasting perspectives in modern British society.</p> <p>Duration: 4 lesson</p>	<p>Topic: Religion and belief in 21st century conflict</p> <p>Resources: BBC Bitesize and TES</p> <p>Focus: Religion and belief as a cause of war, nuclear weapons and nuclear deterrence. Weapons of mass destruction. Religion and peace making and religious responses to the victims of war.</p> <p>Outcome: Be aware of contrasting perspectives in modern British society.</p> <p>Duration: 4 lesson</p>		
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