



RE Curriculum Overview

Yr	Block 1 & 2	Block 3 & 4	Block 5 & 6
7	<p>Topic 1: How could we and why should we reduce racism in our communities?</p> <p>Focus:</p> <ul style="list-style-type: none"> Racism - what can be done to reduce its harmful impact? What can we learn from the stories of 2 statues in Bristol? Anti racist examples in Christianity Anti racist examples non-Christian religions How bad is racism in our school and community? <p>Outcome: Offer a justified answer to the question 'How could we and why should we reduce racism in our communities?'</p> <p>Duration: 5 lessons</p>	<p>Topic 2: What difference does it make to be an atheist or agnostic in Britain today?</p> <p>Focus:</p> <ul style="list-style-type: none"> What difference does it make to be an atheist or agnostic in Britain today? Making sense of statistics? What does research show about non-religious people's views in Britain and in our school? What would a non-religious community look like? What would be the point? Can there be an atheist alternative to 'church'? What difference does it make to be an atheist or agnostic in Britain today? The example of a funeral ritual. What difference does it make to be an atheist or agnostic in Britain today? Beliefs and questions of truth. <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: 6 lessons</p>	<p>Topic 3: Good, bad, right, wrong: how do I decide?</p> <p>Focus:</p> <ul style="list-style-type: none"> Are some actions always right or wrong? What are the sources from which we can find out about good and bad; right and wrong? Christianity & the 10 Commandments Good, bad; right, wrong: how do I decide? What can be learned from Buddhist ethics and texts? Non-religious worldviews - What do non-religious people think about right and wrong and why do some people argue that it would be a better world with no religion? <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: 6 lessons</p>
8	<p>Topic 4: How could we and why should we reduce racism in our communities?</p> <p>Focus:</p> <ul style="list-style-type: none"> Racism - what can be done to reduce its harmful impact? What can we learn from the stories of 2 statues in Bristol? Anti racist examples in Christianity Anti racist examples non-Christian religions How bad is racism in our school and community? <p>Outcome: Offer a justified answer to the question 'How could we and why should we reduce racism in our communities?'</p> <p>Duration: 5 lessons</p> <p><i>Nb. This is a new unit for 2022-23. This will be phased into Y7 only from 2023-24</i></p>	<p>Topic 5: Should happiness be the purpose of life? Christians, Buddhists, non-religious worldviews</p> <p>Focus:</p> <ul style="list-style-type: none"> What is happiness? How does happiness fit in Christianity? What is a Buddhist view of happiness and how to achieve it? What does a secular view of happiness look like, and how does it compare with ideas in religion? Where do people attain happiness - the future or the here and now? Extended writing task <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: 6 lessons</p>	<p>Topic 6: How can people in Cornwall express the spiritual through the arts?</p> <p>Focus:</p> <ul style="list-style-type: none"> What does it mean to be 'spiritual'? Is Cornwall a place of religion or spirituality, or both? How accurate are images of Jesus? How does Buddhism use art to express the spiritual? How can music, art and poetry help people express their beliefs? What examples are there in Cornwall? <p>Outcome: Demonstrate an understanding of how the local community has been influenced by religion and spirituality.</p> <p>Duration: 6 lessons</p>
9	<p>Topic 7: How could we and why should we reduce racism in our communities?</p> <p>Focus:</p> <ul style="list-style-type: none"> Racism - what can be done to reduce its harmful impact? What can we learn from the stories of 2 statues in Bristol? Anti racist examples in Christianity Anti racist examples non-Christian religions How bad is racism in our school and community? <p>Outcome: Offer a justified answer to the question 'How could we and why should we reduce racism in our communities?'</p> <p>Duration: 5 lessons</p> <p><i>Nb. This is a new unit for 2022-23. This will be phased into Y7 only from 2023-24</i></p>	<p>Topic 8: Should Christians be greener than everyone else? [Creation]</p> <p>Focus:</p> <ul style="list-style-type: none"> Do all Christians believe the world was created in the same way? How has stewardship changed? Are there implications for how Christians apply the Bible today? What are Christian responses to stewardship? How have others responded to the issue of stewardship? Extended writing task <p>Outcome: offer a justified answer to the question of whether Christians should be better stewards than everyone else.</p> <p>Duration: 6 lessons</p>	<p>Topic 9: How far does it make a difference if you believe in life after death? Christians, Buddhists, non-religious</p> <p>Focus:</p> <ul style="list-style-type: none"> Why do people believe different things about life after death? What do Christians believe about life after death, and how does it affect their lives (heaven and hell)? What is reincarnation? What do non-religious people believe about life after death, and how does it affect their lives? Walking Reflection Alley: what can we learn from some dilemmas? <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: 6 lessons</p>



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10	<p>Topic 1: The existence of God and Revelation</p> <p>Resources: AQA GCSE</p> <p>Focus:</p> <ul style="list-style-type: none"> • The Design Argument • The First Cause Argument • The Argument From Miracles • Evil and Suffering as an argument against the existence of God • Revelation, experience and enlightenment • <p>Outcome: Demonstrate an understanding of arguments for and against the existence of God.</p> <p>Duration: 5 lessons</p>	<p>Topic 2: Religion and Life</p> <p>Resources: AQA GCSE</p> <p>Focus:</p> <ul style="list-style-type: none"> • Where do we come from? What happens when we die? • Fertility, pregnancy and miscarriage • Abortion • Euthanasia • Genetic engineering <p>Outcome: Evaluate how far the non-religious beliefs studied help to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 5 lessons</p>	<p>Topic 3: Religion, peace and conflict.</p> <p>Resources: AQA GCSE</p> <p>Focus:</p> <ul style="list-style-type: none"> • Is religion dangerous? • Does religion lead to terrorism? (Extremism/Radicalisation) • Why do people go to war? • Nuclear War and WMD • Conflict resolution <p>Outcome: Evaluate how far the non-religious beliefs studied help to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 5 lessons</p>
11	<p>Topic 5: How should we respond to crime and punishment?</p> <p>Resources: AQA GCSE</p> <p>Focus:</p> <ul style="list-style-type: none"> • Why do people commit crimes? • What is a hate crime? • What are the aims and types of punishment? • How does the British justice system work? • Is forgiveness always possible? <p>Outcome: Evaluate how far the non-religious beliefs studied help to make sense of the world, offering reasons and justifications for their responses.</p> <p>Duration: 5 lessons</p>	<p>Topic 6: Marriage and the family</p> <p>Resources: AQA GCSE</p> <p>Focus:</p> <ul style="list-style-type: none"> • The nature and purpose of marriage. Types of marriage including the legal requirements and the difference between forced and arranged marriages • Homosexuality and diversity in relationships • Divorce • Sex and contraception • Parenting <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: 6 lessons</p>	