



Religious Education Curriculum

	Autumn Term	Spring Term	Summer Term
Year 5 (1 lesson per week)	The Island This unit helps students to gain an understanding of how a religion is formed and the key parts of it. For example, festivals and rites of passage. Pupils will learn how to work together as a team, listening and responding to one another respectfully.	Jesus This term pupils look at the life of Jesus. From when he was born to when he was crucified, they will describe and explain what kind of man they believe he was and the Christian belief that Jesus is the Saviour of the world.	Hinduism Pupils will be exploring the fascinating religion of Hinduism; ideas about God, karma and reincarnation. Pupils will apply knowledge that they have learnt to create, produce and evaluate their own board game.
Year 6 (1 lesson per week)	Values and Commitments In this unit, pupils will consider what they value in their life and then examine in greater detail Christian values, such as love and forgiveness and the implications these have for a believer. Pupils will be expected to give their own views on topics discussed as well as understanding other's ideas.	Buddhism In this unit, pupils will use their drama skills to describe the life of Buddha and explain how he became enlightened. They will be able to explain the ethical code of a Buddhist and think about how they could apply these ethics in their own lives.	Sikhism In this unit, pupils will gain knowledge and understanding of the religion of Sikhism, focusing on key beliefs that God is everywhere, equality and the importance of the gurus and wearing the 5 Ks. They will also produce an extended piece of writing on The Gurdwara (Sikh place of worship).
Year 7 (1 lesson per week)	Philosophy In this unit, pupils explore their own and others' belief in God. They will challenge and/or support, with reasons, the Philosophers Thomas Aquinas's (Cosmological Argument) and William Paley's (Teleological Argument) beliefs about God's existence. Pupils will also use their knowledge and skills to explain, compare and contrast different religious and secular beliefs about how the world began.	Questions of Meaning This unit is all about becoming philosophers, asking questions about the world in which we live and human existence itself. In this module pupils will explore a number of different philosophical questions such as: Why is there suffering? And is there life after death? Pupils are encouraged to not only express their own views to these questions that no other subject explores, but also begin explaining and evaluating what Christianity has to say about them.	Islam During this unit pupils will learn about the religion of Islam, focusing on The 5 Pillars, The Qur'an how women are perceived in the faith and Islamophobia.
Year 8 (1 lesson per week)	Moral Issues In this module, pupils will be looking at how people make moral decisions. They will consider how one decides what is right and wrong and then will examine the sources of moral guidance for Christians. Pupils will be expected to give their own opinions on the topics being studied, justify them and listen carefully to the views of others. This unit will start to prepare pupils for GCSE style questions where they will also be able to develop their essay writing skills. They will compare different Christian (and other religions, if time) beliefs about certain moral issues using biblical references. Pupils will explore personal beliefs about the death penalty or animal testing. In addition, they will sensitively challenge and try to understand other people's point of view through use of questioning.	Prejudice and Discrimination This unit is designed to get pupils reflecting on how they look at and treat others, encouraging them to re-evaluate preconceptions they might hold. They will learn the key terms prejudice and discrimination and the difference between them as well as exploring the different types of prejudice and discrimination: Sexism, Ageism and Racism (including discrimination against the Traveller and Gypsy communities.) The Holocaust (Spring 2) Pupils also examine a specific example of religious racism in history through the Holocaust. They will attend an event to hear a survivor of the Holocaust speak and produce a creative project based on their response to what they have learnt. This unit also helps to inform the 'The Boy in the Striped Pyjamas' novel studied in English.	The Holocaust (Summer 1) A continuation of the Holocaust scheme of work. The Environment (Summer 2) Pupils will use their initiative to deliver a presentation which will demonstrate understanding of the problems the environment faces and what religion says about how people should treat it.