

Key Stage 3-4 – Programme of Study: Religious Education/Philosophy and Ethics

Suggest beginning with **implicit** learning beginning with the experience of the learner (learning from Religion and Experience). Regarding the **explicitly** religious material (Learning about Religion and Human Experience), when covering each study unit, the main emphasis will be on Christianity. Material related to other major world faiths will also need to be incorporated, along with secular viewpoints where appropriate. It is recognised that it will not be possible to cover all religions in equal depth. In order to allow some aspects to be covered more fully, other aspects will necessarily receive briefer and less detailed treatment. It is for schools to determine what is an appropriate balance in their particular context. Please see Essex Agreed Syllabus for specific Religious content.

	Values and Commitments	Meaning, Purpose and Truth	Identity, Diversity and Belonging
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<p style="text-align: center;">Year 7</p> <p style="text-align: center;">Learning and teaching will need to be rooted in the experience of the child and so will naturally focus on personal experience.</p>	<p style="text-align: center;">Values and Commitments</p> <p>AT2 Learning from Religion</p> <p>Teachings of different religions in relation to a range of moral choices and ethical issues (eg health, drugs, human life, marriage, gender, sexual orientation, disability, wealth, animal rights, war and the environment)</p> <p>Wealth and Poverty</p> <p>Brandt Report - Charity and Christianity</p> <p>AT1 Learning about Religion</p> <p>Pupils' own responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people's lives</p> <p>Other responses to questions of morality and ethics, values and commitments</p> <p>What inspires and influences pupils in terms of values and commitments</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of values and commitments</p>	<p style="text-align: center;">Meaning Purpose and Truth</p> <p>AT2 Learning from Religion</p> <p>Questions of meaning, purpose and truth</p> <p>Pupils' own responses to questions of meaning, purpose and truth</p> <p>Other responses to questions of meaning, purpose and truth</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of holding beliefs that run counter to mainstream scientific opinion.</p> <p>How did the universe begin?</p> <p>Religion and Science</p> <p>Is God real?</p> <p>Buddhism</p> <p>AT1 Learning about Religion</p> <p>Ultimate questions that confront humanity (eg questions related to truth, God, human beings and the human condition, death and future possibilities, the natural world)</p> <p>Religious truth claims in relation to ultimate questions:</p> <p>What happens to us when we Die?</p>	<p style="text-align: center;">Identity, Diversity and Belonging</p> <p>AT2 Learning from Religion</p> <p>Questions of identity and belonging</p> <p>Questions of human relationships and society</p> <p>The challenges of belonging to a religion in the contemporary world</p> <p>Can football/Star Wars/Celebrity be classed as Religion?</p> <p>AT1 Learning about Religion</p> <p>How many people gain a sense of meaning and purpose, identity and belonging through religion</p> <p>How religion has contributed to the sense of identity of different societies, nations and cultures</p> <p>The richness and occasional tensions brought about by the interaction of religious, cultural, ethnic and national identities in contemporary UK society</p> <p>World Tour of Religion - Baseline</p> <p>Visiting Faith communities</p>
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<p style="text-align: center;">Year 8</p> <p style="text-align: center;">Learning and teaching will need to be rooted in the experience of the child and so will naturally focus on personal experience.</p>	<p style="text-align: center;">Values and Commitments</p> <p>AT2 Learning from Religion</p> <p>Teachings of different religions in relation to a range of moral choices and ethical issues (eg health, drugs, human life, marriage, gender, sexual orientation, disability, wealth, animal rights, war and the environment)</p> <p>World Trade – Eritrea and Nuts</p> <p>Is Religion even important? Secularization and Morality.</p> <p>AT1 Learning about Religion</p> <p>Pupils’ own responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people’s lives</p> <p>Other responses to questions of morality and ethics, values and commitments</p> <p>What inspires and influences pupils in terms of values and commitments</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of values and commitments:</p> <p>Islam, Prejudice and discrimination</p>	<p style="text-align: center;">Meaning Purpose and Truth</p> <p>AT2 Learning from Religion</p> <p>Questions of meaning, purpose and truth</p> <p>Pupils’ own responses to questions of meaning, purpose and truth</p> <p>Other responses to questions of meaning, purpose and truth</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of holding beliefs that run counter to mainstream scientific opinion.</p> <p>Native American Religion</p> <p>Sikhism – Langar</p> <p>AT1 Learning about Religion</p> <p>Ultimate questions that confront humanity (eg questions related to truth, God, human beings and the human condition, death and future possibilities, the natural world)</p> <p>Religious truth claims in relation to ultimate questions:</p> <p>Religion and science: issues of truth, explanation, In exploring the above, pupils will develop understanding of variety, relationships, similarities and differences within and between religions</p>	<p style="text-align: center;">Identity, Diversity and Belonging</p> <p>AT2 Learning from Religion</p> <p>Questions of identity and belonging</p> <p>Questions of human relationships and society</p> <p>The challenges of belonging to a religion in the contemporary world</p> <p>Respect and Multi- Culturalism in our communities</p> <p>AT1 Learning about Religion</p> <p>How many people gain a sense of meaning and purpose, identity and belonging through religion</p> <p>How religion has contributed to the sense of identity of different societies, nations and cultures</p> <p>The richness and occasional tensions brought about by the interaction of religious, cultural, ethnic and national identities in contemporary UK society.</p> <p>What is my World view/Philosophy?</p> <p>Hinduism – The Community of the Many Names of God</p>
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	Humanism	The four Noble Truths of Suffering Buddhism	
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<p style="text-align: center;">Year 9</p> <p style="text-align: center;">Learning and teaching will need to be rooted in the experience of the child and so will naturally focus on personal experience.</p>	<p style="text-align: center;">Values and Commitments</p> <p>AT2 Learning from Religion</p> <p>Teachings of different religions in relation to a range of moral choices and ethical issues (eg health, drugs, human life, marriage, gender, sexual orientation, disability, wealth, animal rights, war and the environment)</p> <p>Environmental impact and Animal Rights Humanism and Christianity</p> <p>AT1 Learning about Religion</p> <p>Pupils' own responses to questions of morality and ethics, values and commitments, and the implications of these for their own and other people's lives</p> <p>Other responses to questions of morality and ethics, values and commitments</p> <p>What inspires and influences pupils in terms of values and commitments</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of values and commitments:</p> <p>Buddhism and Tibet</p>	<p style="text-align: center;">Meaning Purpose and Truth</p> <p>AT2 Learning from Religion</p> <p>Questions of meaning, purpose and truth</p> <p>Pupils' own responses to questions of meaning, purpose and truth</p> <p>Other responses to questions of meaning, purpose and truth</p> <p>The challenges of belonging to a religion in the contemporary world, in terms of holding beliefs that run counter to mainstream scientific opinion.</p> <p>Crime and Punishment Christianity</p> <p>When does Life Begin? When does it End?</p> <p>Abortion and Euthanasia</p> <p>AT1 Learning about Religion</p> <p>Ultimate questions that confront humanity (eg questions related to truth, God, human beings and the human condition, death and future possibilities, the natural world)</p> <p>Religious truth claims in relation to ultimate questions:</p> <p>Looking at The Holocaust and WW2</p> <p>Where was God?</p>	<p style="text-align: center;">Identity, Diversity and Belonging</p> <p>AT2 Learning from Religion</p> <p>Questions of identity and belonging</p> <p>Questions of human relationships and society</p> <p>The challenges of belonging to a religion in the contemporary world</p> <p>Just War, Holy War Denominations</p> <p>AT1 Learning about Religion</p> <p>How many people gain a sense of meaning and purpose, identity and belonging through religion</p> <p>How religion has contributed to the sense of identity of different societies, nations and cultures</p> <p>The richness and occasional tensions brought about by the interaction of religious, cultural, ethnic and national identities in contemporary UK society.</p> <p>British Values and Racism</p> <p>Multiculturalism and Cuisine</p>
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KS4	Autumn	Spring	Summer

<p>Year 10 AQA Religious Studies B Short Course Translates easily to Full- Course for Gifted and Able students</p> <p>Choice of Religion Christianity and Judaism for ease of learning due to similar nature of Monotheistic belief</p>	<p>Theme B: Religion, Peace and Conflict</p> <ul style="list-style-type: none"> • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, greed, self-defence and retaliation. • The just war theory. • Holy war. • Weapons of mass destruction. • Pacifism. • Religion and belief as a cause of war and violence. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching Religious responses to the victims of war 	<p>Theme A: Judaism The Covenant and the mitzvot -The Holocaust: Where Was God?</p> <ul style="list-style-type: none"> • The nature of God: • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful. • The divine presence (Shekhinah). • The promised land and the Covenant with Abraham, Genesis 12:1-3. • The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. • Key moral principles including justice, healing the world, charity and kindness to others. • The importance of the sanctity of human life, including the concept of ‘saving a life’ (Pikuach Nefesh). • The relationship between free will and the 613 mitzvot. Mitzvot between man and God and mitzvot between man and man, including 	<p>Theme B: Relationships and families – We are Family?</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarriage. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. • The nature of families, including: • the role of parents and children • extended families and the nuclear family.
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	including the work of one present day religious organisation.	the difference between them and their importance.	<ul style="list-style-type: none">• The purpose of families, including:<ul style="list-style-type: none">• procreation• stability and the protection of children• educating children in a faith.• Contemporary family issues including:<ul style="list-style-type: none">• same-sex parents• polygamy.• The roles of men and women.• Gender equality.• Gender prejudice and discrimination, including examples.
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<p>Year 11 AQA Religious Studies B Short Course Translates easily to Full- Course for Gifted and Able students</p> <p>Choice of Religion Christianity and Judaism for ease of learning due to similar nature of Monotheistic belief</p>	<p>Theme A: Christianity Key beliefs-The nature of God:</p> <ul style="list-style-type: none"> • God as omnipotent, loving and just, and the problem of evil and suffering • The oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. • Beliefs and teachings about: <ul style="list-style-type: none"> • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. 	<p>Revision and Exam Technique</p> <ul style="list-style-type: none"> • Past Paper Questions • Study Skills • Exam question technique 	
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