

	<p>“To engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own” Thurrock SATRE, 2016</p>			<p><b>Careers</b></p> <p>During the study of Religion and Worldviews students will learn key skills that can be applied to multiple careers: creativity, the ability to generate new ideas, leadership, supporting and developing others and problem solving, the ability to find a solution to a challenge, are all fundamental skills in many careers. Students can go onto study the subject at A-Level in addition to other social sciences such as sociology, philosophy and politics and then further study at university in religion, politics and philosophy for example. Religion and Worldviews also offers a great foundation for students to take apprenticeships in social care work and community care work. Students can also use the skills learnt from RE at KS3, KS4 and further to pursue careers in teaching, the civil service, human resources, social research, journalism and law in addition to charity work. Students can watch this video to hear from Josh, 24, from Norwich to find out more about life as a community cohesion officer. <a href="https://www.bbc.co.uk/bitesize/articles/zfgpkmn">https://www.bbc.co.uk/bitesize/articles/zfgpkmn</a></p>	<p><b>SMSC/British values/Cultural capital</b></p> <p>Students will be made aware of the changing role of religion throughout the world. They will learn how various belief systems can have an influence on a societies institutions and social attitudes. This also includes an overview of the different belief systems comprised in British society and the specific religious demographics. For example, they will be considering the process of secularisation within the UK. Furthermore, pupils will build upon their Theological vocabulary and will be aware of various religious sources.</p> <p>Links with local faith centres are being forged so that visitors will come in to speak to the students about their lived experience of faith. Year 8 students will also have the optional chance to visit a Hindu temple.</p> <p>The course will consider the schools mission plan. ‘Achieving’ a strong comprehension of the belief systems within the local community. Furthermore, throughout the course the ‘believe’ will be expressed through encouraging students to consider how RE and World views can be used in a GCSE and Post 16 education setting. Finally, the course will encourage British Value’s such as liberty, democracy and multiculturalism.</p>	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 9	<p><b>What makes me human?</b> <i>This unit builds on students previous learning in year 7 and year 8 where students were introduced to 'What is a philosopher?' and 'What is philosophy?'. This unit takes it further and establishes knowledge of recurring philosophical questions that will allow for meaningful development of understanding. Students learn and interpret various religious and worldview answers to questions about humanity and then formulate their own opinions based on the knowledge and tools they’ve learnt both in the lesson and across their two previous years of study.</i></p>	<p><b>What are the roots of religion?</b> The origins of religion date back thousands of years to the birth of human society. In this unit students will look at the history and origins of religion from the agricultural revolution all the way to the monotheistic religions of today. By the end of the unit students will gain a good knowledge of the origins of religion, be able to describe various developments of religion and spirituality and be able to examine and critically analyse their influences on religion today.</p>	<p><b>Why are myths important?</b> Myths are sacred tales that looked to explain the world and mans experience in it. As such this topic relates to the previous half term on the roots of religion and to the study of the development of religion in Britain in year seven. In this unit students will study and interpret myths and evaluate their impact on religion today and the history of religion.</p> <ul style="list-style-type: none"><li>➤ Describe the term ‘world folklore’</li><li>➤ Interpret and evaluate the story of Beowulf</li></ul>	<p><b>How can I be ethical?</b> In this unit students build on their previous study on religious perspectives on key ethical issues and broaden to look at different ethical issues. This tackles key universal philosophies on ethics and applying them to real life scenarios. Again looking at religious perspectives but also secular world perspectives. There is a focus on students developing their own views on the ethical problems informed by their study in year 9 and in the previous years of existing views whilst then formulating their own.</p> <ul style="list-style-type: none"><li>➤ Explain and evaluate utilitarianism</li><li>➤ Explain and evaluate deontology</li><li>➤ Explain and evaluate egoism</li><li>➤ Explain and evaluate virtue</li><li>➤ Explain and evaluate the Golden Rule</li><li>➤ <b>End of topic assessment</b></li></ul>	<p><b>How would I fix the world? (global ethics)</b></p> <p>Moving on from the previous half term students will apply their learning of ethics, morality and religious and worldview perspective to the key problems facing humanity in the 21st century such as the refugee crisis. With an acknowledgment that even world leaders don’t have the answers students are introduced to problems that are inescapable in the news. Students will use the tools they have gained across their study of Religion and Worldviews to offer their own informed takes on the matters and cooperatively and constructively look at how their generation might go about fixing the issues around them.</p> <ul style="list-style-type: none"><li>➤ Explore and evaluate perspectives and solutions to racism</li><li>➤ Explore and evaluate perspectives and solutions to immigration</li></ul>	<p><b>What is my worldview?</b></p> <p>1. the final unit of year 9 brings all of the study of the last 3 years together so that students can then construct their own worldview. This is informed by knowledge of religious views, secular world views, philosophies in addition to the tackling of real life ethical and moral problems. By the end of the unit students will have a good understanding of what they believe whilst understanding that their views will, and should be, subject to change on future experience as humans and academic study.</p>

	<ul style="list-style-type: none"> <li>➤ What makes you, you?</li> <li>➤ How much is a human worth?</li> <li>➤ Are humans special?</li> <li>➤ What is the purpose of human life?</li> <li>➤ How free are we?</li> <li>➤ What is the future of humanity?</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and reflect on Dawkins scale of ‘religiosity’</li> <li>➤ Explain how death and farming led to the origins of spirituality</li> <li>➤ Describe and evaluate the idea of Animism</li> <li>➤ Describe and evaluate the idea of Totemism</li> <li>➤ Describe and evaluate the idea of Pantheism</li> <li>➤ Describe and evaluate the idea of Polytheism</li> <li>➤ Describe and evaluate the idea of Monotheism</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret and evaluate the story of the Epic of Gilgamesh</li> <li>➤ Interpret and evaluate Christology</li> <li>➤ Interpret and evaluate Ramayana</li> <li>➤ <b>End of topic assessment</b></li> </ul>		<ul style="list-style-type: none"> <li>➤ Explore and evaluate perspectives and solutions to global justice</li> <li>➤ Explore and evaluate perspectives and solutions to nationalism</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Construct a personal perspective to ‘what really is real?’</li> <li>➤ Construct a personal perspective to ‘does time flow?’</li> <li>➤ Construct a personal perspective to ‘what is a self?’</li> <li>➤ Construct a personal perspective to ‘is death the end?’</li> <li>➤ Construct a personal perspective to ‘is fate real?’</li> <li>➤ Construct a personal perspective to ‘how important am I?’</li> <li>➤ <b>End of topic assessment</b></li> </ul>
<b>Year 8</b>	<b>What is Sikhism?</b> <i>The Thurrock SACRE (Syllabus For Religious Education) identifies Hinduism, Buddhism, Sikhism and Islam as important to study alongside Christianity as the predominant religious tradition in the UK as identified by the National Curriculum. In this unit pupils find out about the Gurdwara and the role it plays in Sikh communities. Pupils develop their understanding of how religious beliefs are expressed in practice</i>	<b>Does God exist?</b> <i>Many people simply have faith that God exists and don’t feel the need to find evidence for God’s existence. Other people wish to prove beyond doubt that God is real. This leads to a variety of arguments which aim to show that there is evidence that God exists. The existence of God is a subject of debate in the philosophy of religion and popular culture. In this unit students will</i>	<b>What is Buddhism?</b> <i>The Thurrock SACRE (Syllabus For Religious Education) identifies Hinduism, Buddhism, Sikhism and Islam as important to study alongside Christianity as the predominant religious tradition in the UK as identified by the National Curriculum. In this unit pupils find out about the Buddhist temple and the role it plays in Buddhist communities. Pupils develop their understanding of how</i>	<b>What is Hinduism?</b> <i>In this unit pupils find out about the Mandir and the role it plays in Hindu communities. Pupils develop their understanding of how religious beliefs are expressed in practice through studying the features of the Mandir and the activities, including worship, that take place inside it. Pupils re-visit key beliefs in Hinduism. Using a variety of written and visual sources they learn about and understand some ways in which Hindu belief informs Hindu practice in the UK today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Hindu teachings and develop their understanding of Hindu sacred texts.</i> <ul style="list-style-type: none"> <li>➤ Explain and evaluate the origins and Hinduism</li> </ul>	<b>What do different religions say about ethics?</b> <i>Ethics are moral principles that govern someone’s behaviour. A key aim of the RE curriculum is to shape pupils as conscientious moral citizens. This topic builds on issues of ethics and morals studied in year seven to introduce religious perspectives on ethics and morality. Students will learn about religious perspectives on several ethical issues effecting the world today and begin to formulate their own views on the issues.</i> <ul style="list-style-type: none"> <li>➤ Describe and evaluate religious perspectives on creation stories</li> <li>➤ Describe and evaluate religious perspectives on the natural world</li> <li>➤ Describe and evaluate religious perspectives on animal use</li> <li>➤ Describe and evaluate religious perspectives on the environment</li> </ul>	<b>What is Islam?</b> <i>The Thurrock SACRE (Syllabus For Religious Education) identifies Hinduism, Buddhism, Sikhism and Islam as important to study alongside Christianity as the predominant religious tradition in the UK as identified by the National Curriculum. In this unit pupils find out about the Mosque and the role it plays in Islamic communities. Pupils develop their understanding of how religious beliefs are expressed in practice through studying the features of the Mosque and the activities, including worship, that take place inside it. Pupils re-visit key beliefs in Islam. Using a variety</i>

	<p><i>through studying the features of the Gurdwara and the activities, including worship, that take place inside it. Pupils re-visit key beliefs in Sikhism. Using a variety of written and visual sources they learn about and understand some ways in which Sikh belief informs Sikh practice in the UK today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Sikh teachings and develop their understanding of Sikh sacred texts.</i></p> <ul style="list-style-type: none"> <li>➤ Interpret the story of Mal Mantra and explain it's importance for Sikhs</li> <li>➤ Interpret the story of Gurmukh and explain it's importance for Sikhs</li> <li>➤ Interpret the story of Gurus and explain it's importance for Sikhs</li> <li>➤ Interpret the story of Khalsa and explain it's importance for Sikhs</li> <li>➤ Interpret the story of Bhai Kanhaiya and explain it's importance for Sikhs</li> <li>➤ Evaluate the importance of equality for Sikhs</li> <li>➤ Evaluate the importance of Sewa for Sikhs</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<p><i>learn about the different arguments and the philosophers and thinkers who constructed, agreed and disagreed with them. By the end of the unit students will be able to demonstrate understanding of and be able to critically evaluate the First Cause, design, experience and moral argument for God.</i></p> <ul style="list-style-type: none"> <li>➤ Describe the difference between 'a priori' and 'a posteriori' arguments using 4 different examples</li> <li>➤ Explain and evaluate the Design argument for God in an analytical paragraph</li> <li>➤ Explain and evaluate the First Cause argument for God in an analytical paragraph</li> <li>➤ Explain and evaluate the Moral argument for God in an analytical paragraph</li> <li>➤ Explain and evaluate the Experience argument for God in an analytical paragraph</li> </ul>	<p><i>religious beliefs are expressed in practice through studying the features of the Buddhist and the activities, including worship, that take place inside it. Pupils re-visit key beliefs in Buddhism. Using a variety of written and visual sources they learn about and understand some ways in which Buddhist belief informs Buddhist practice in the UK today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Buddhist teachings and develop their understanding of Buddhist sacred texts.</i></p> <ul style="list-style-type: none"> <li>➤ Interpret the story of the 4 noble truths and explain it's importance for Buddhists</li> <li>➤ Interpret the story of the middle way and explain it's importance for Buddhists</li> <li>➤ Interpret the story of and explain it's importance for Buddhists</li> <li>➤ Interpret the story of Karma and Samsara and explain it's importance for Buddhists</li> <li>➤ Interpret the story of sangha and explain it's importance for Buddhists</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explain and evaluate the importance of Brahman for Hindus</li> <li>➤ Explain and evaluate the importance of Atman and Samsara for Hindus</li> <li>➤ Explain and evaluate the importance of Varnas for Hindus</li> <li>➤ Explain and evaluate the importance of Yoga and Puja for Hindus</li> <li>➤ Explain and evaluate the importance of Murti and Trimurti for Hindus</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe and evaluate religious perspectives on the death penalty</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<p><i>of written and visual sources they learn about and understand some ways in which Islamic belief informs Muslim practice in the UK today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Islamic teachings and develop their understanding of Islamic sacred texts.</i></p> <ul style="list-style-type: none"> <li>➤ Explain the importance of Tawhid in Islam and for Muslims</li> <li>➤ Explain the importance of the Prophet Muhammed in Islam and for Muslims</li> <li>➤ Explain the importance of Shariah in Islam and for Muslims</li> <li>➤ Explain and evaluate the importance of the Five Pillars in Islam and for Muslims</li> <li>➤ <b>End of topic assessment</b></li> </ul>
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Year 7	<p><b>What is a philosopher?</b>  <i>Students are introduced to the key figures in Western philosophy and their ideas. Likely never having studied philosophy before this acts as a baseline for all students to start their academic study of Religion and Worldviews in transition from KS2.</i></p> <ul style="list-style-type: none"> <li>➤ Recall who Socrates is and and explain his ideas on what is questioning</li> <li>➤ Recall who Plato is and explain his ideas on knowledge</li> <li>➤ Recall who Aristotle is and explain his ideas on logic</li> <li>➤ Recall who is Epictetus is and explain his ideas on Stoicism</li> <li>➤ Reacall who Diogenes is and explain his ideas on Cynicism</li> <li>➤ Recall who Epicurus is and</li> </ul>	<p><b>What makes me, me?</b>  <i>This unit builds on students previous learning in year 7 where students were introduced to Ancient Greek Philosophers and the ideas that they had 'What is a philosopher?'. This unit, 'What is philosophy?' is based on films produced by the BBC exploring fundamental philosophical concepts through everyday questions that children ask, and adults often struggle to answer.</i></p> <ul style="list-style-type: none"> <li>➤ Explain the importance of active listening and speaking</li> <li>➤ Evaluate the story of ‘Ship of Theseus’ ideas on change and apply it to real life context</li> <li>➤ Evaluate ‘Tragedy of the Commons’ ideas on distribution</li> </ul>	<p><b>How can we study religion?</b>  <i>In this unit students are introduced to the scholarly study of religion through the approach of Ninian Smart and his dimensions. Students will look at the various dimensions, explain and evaluate Smart's approach. Smart was a pioneer in the field of secular religious studies. In 1967 he established the first department of religious studies.</i></p> <ul style="list-style-type: none"> <li>➤ Describe how religions are explained by professionals.</li> <li>➤ Explain and evaluate Smarts dimension of Doctrinal,</li> <li>➤ Explain and evaluate Smarts dimension of Experiential</li> <li>➤ Explain and evaluate Smarts dimension of Mythology</li> <li>➤ Explain and evaluate Smarts</li> </ul>	<p><b>How can we study the Old Testament?</b>  <i>A textual study the stories of the Old Testament and reflect on their messages, there importance for Christians (as recognised Christianity is the main religious tradition in Britain). Students will also learn how professionals evaluate and interpret the stories of the Bible.</i></p> <ul style="list-style-type: none"> <li>➤ Describe and interpret ideas of creation and the fall.</li> <li>➤ Describe and interpret ideas of Abraham and the Covenant.</li> <li>➤ Describe and interpret ideas of Moses and the 10 Commandments.</li> <li>➤ Describe and interpret ideas of David and the Psalms.</li> <li>➤ Describe and interpret ideas of Lamentations.</li> <li>➤ Describe and interpret ideas of the Prophecies.</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<p><b>What are the origins of religion in the UK?</b>  <i>To consider the history of religions within the UK, looking at how religion has changed over the centuries from traditional Pagan beliefs, the introduction of Christianity, the creation of the Church of England through tothe modern multi-cultural society of today. Students will examine the impact that religion can have on society and will reflect upon the relationship between society and religion. Students will develop skills so that they are able to respond to the key questions and give balanced answers, showing consideration of alternative views to their own.</i></p> <ul style="list-style-type: none"> <li>➤ Explain how long Britain has been religious</li> <li>➤ Explain how the UK became a Christian country</li> <li>➤ Research Patron Saints of the UK (ICT lesson)</li> <li>➤ Explain how and why Henry VIII set up his own religion</li> <li>➤ Evaluate how and why the Bible was translated into English</li> <li>➤ <b>End of topic assessment</b></li> </ul>	<p><b>How different is the New testament to the Old testament?</b>  <i>A textual study the stories of the New Testament and reflect on their messages, there importance for Christians (as recognised Christianity is the main religious tradition in Britain). Students will also learn how professionals evaluate and interpret the stories of the Bible. In addition to making comparisons to the stories and messages of the Old Testament.</i></p> <ul style="list-style-type: none"> <li>➤ Evaluate ideas of the Old Testament and the Bible as a whole.</li> <li>➤ Describe and interpret ideas of the birth of Jesus.</li> <li>➤ Describe and interpret ideas of Jesus and temptation.</li> <li>➤ Describe and interpret ideas of Jesus and justice.</li> <li>➤ Describe and interpret ideas of Jesus and commands for living. Describe and interpret ideas of Jesus and sacrifice.</li> <li>➤ Describe and interpret ideas of Jesus and Atonement.</li> <li>➤ <b>End of topic assessment.</b></li> </ul>

	<div>explain his ideas on Hedonism</div> <div>➤ End of topic assessment</div>	<div>and apply it to real life context</div> <div>➤ Evaluate Platos ideas on morals and apply it to real life context</div> <div>➤ Evaluate the story of ‘the Scorpion and the Frog’ ideas on fairness and apply it to real life context</div> <div>➤ Evaluate the story of the camping trip and ideas on justice and apply it to real life context</div> <div>➤ End of topic assessment</div>	<div>dimension of Ethics</div> <div>➤ Explain and evaluate Smarts dimension of Material</div> <div>➤ Explain and evaluate Smarts dimension of Institutions</div> <div>➤ End of topic assessment</div>			
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