



# SECONDARY RELIGIOUS EDUCATION LEARNING JOURNEY

YEAR 11

**Religion & Life** | **Religion, peace & conflict** | **Thematic overview**

Views on the origin and value of the universe and human life | Abortion | Peace & forgiveness | Revisit key themes of religions | Similarity and difference

Euthanasia | Animal experimentation | Religion, violence, terrorism and war | Belief in the 21st century - refugees, nuclear weapons | Demonstrate knowledge

Relationships & families

**Islam - beliefs & practices** | **Religion, crime & punishment** | **Christianity - beliefs & practices**

Sex, marriage & divorce | The importance of Islam in Britain today | 5 pillars of Sunni and 10 obligatory acts (Shi'a) | Viewpoints on the causes of crime | The role of the local / global church | Different forms of worship & their meaning | Christian debates about creation & the afterlife

Families & gender equality | Religious views on the role so parents | 5 pillars of Sunni & 10 obligatory acts of Shi'a | Role of angels, predestination and human freedom | Forgiveness, corporal punishment & the death penalty | Aims of punishments | Pilgrimage & festivals | Role and the meanings of sacraments | Salvation

YEAR 10

**Christianity - role of Jesus & his teachings** | **Humanism** | **Philosophy & Ethics** | **War & Religion** | **Judaism**

Jesus' significance to Christians | Teachings about wealth & poverty | Atheism, agnosticism & theism | What is morality? | How does philosophy discuss life & death? | Religion in the armed forces | Nature of God

Teachings about heaven | How do humanists find meaning in life without 'religion'? | Death penalty & abortion | How does religion respond to conflict? | Place of worship

Racism & religion

What can we learn from anti-racist figures in Islam and Christianity?

YEAR 9

**Religion & Science** | **Sikhi** | **Festivals - comparative unit** | **Hindu beliefs** | **Saints & Prophets**

Is there really a conflict? | Can science get it wrong? | Place of worship & community | Beliefs about God & sources of authority | Why do religious believers celebrate festivals? | Karma Dharma | Beliefs about God & creation | Role of prophets in Judaism, Christianity & Islam | Saints & Canonisation

Miracles | Creation stories | Key principles of scientific belief | Gurus & Khalsa | What similarities and differences are there between different religious/ non-religious groups? | Sources of authority | The life of Prophet Muhammed | Life of the Buddha

YEAR 8

**Christianity - beliefs** | **Christianity - practices** | **Islam - beliefs** | **Islam - practices** | **Evil & Suffering**

Worship & Prayer | Beliefs about God | Shi'a and Sunni split | Duties of Muslims (Shi'a and Sunni) | Why does the world experience suffering? | Buddhist expressions of religion

Role of the Church and denominations | Baptism & the Holy Spirit | Sources of authority & the role of Muhammed | Place of worship | Muslim responses to societal issues | What challenges does this present for religions? | How do religious believers cope with suffering? | How do religions explain suffering?

YEAR 7

The curriculum journey begins with a focus on depth so that students' gain an understanding of key religious beliefs. This then allows them to apply this knowledge to later thematic units, which pose issues for them to form their own opinions on.

Students are exposed to the diversity of religious thought, both globally, but also in their local area. This allows students to better understand and relate to others, as well as giving them the tools to form their own world views.

This curriculum journey builds students' knowledge through a number of academic lenses; Theology, Philosophy and Sociology. The curriculum has been constructed from the Locally Agreed Berkshire Syllabus.

- The key building blocks are:
- Believing - key beliefs that underpin worldviews.
  - Belonging - communities that are formed between those who share beliefs.
  - Behaving - how beliefs and worldviews shape people's behaviour.

RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning - Mary Myatt