

# Religious Studies @ Caedmon

## The agreed syllabus for Religious Education:

### Aims and Purpose:

The aims of the syllabus are for students:

- to develop religious literacy
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
- to develop attitudes of respect towards other people who hold views and beliefs different from their own
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. Religions deal with some of the most profound and difficult questions in human life, questions such as:
  - what is the purpose of life?
  - how should people treat each other?
  - how do we explain and cope with death and suffering? Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping students to an understanding appropriate to their age and aptitude. To do this RE needs:
    - to develop students' skills
    - to enable them to ask questions
    - to discover information, to approach new material with empathy
    - to reflect on their learning. Students should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position. Throughout the RE curriculum students should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

### Aims of our Caedmon curriculum for Religious Studies

Religious Studies at Caedmon College Whitby provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops students' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development. It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

RS promotes and encourages students to develop their sense of identity and belonging and to flourish individually within their communities and as citizens in a diverse society and global community. We enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

## Year 7 Religious Studies @ Caedmon

The principle aim of Religious Studies, according to the North Yorkshire Agreed Syllabus is to engage students in systematic enquiry into the significant human questions which religion 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 develop responses of their own.

In Year 7 the overarching theme for the year is 'Believing'. The scheme of learning focuses on enabling students to know about and understand a range of religions and worldviews. They will do this initially through an exploration of themselves, their own views, and their personal ideas and beliefs about the world around them. They will go on to develop an understanding of a range of religious and non-religious world views, comparing these with their own. They will also complete in-depth studies on the religions of Christianity and Islam.

Topics, themes and skills covered		Assessment
Autumn 1	<u><b>Introduction to Religion, Philosophy and Ethics (RPE)</b></u> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Worldviews - the Abrahamic and Dharmic faiths</li> <li>● Worldviews - a range of beliefs</li> <li>● Worldviews - non-religious beliefs (Humanism)</li> <li>● Multi-faith Britain</li> <li>● My own worldview - the lens through which I see</li> </ul>	Baseline assessment test (start of unit)  End of unit assessment: Beliefs
Autumn 2	<u><b>Belonging to a religion</b></u> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Sacred spaces</li> <li>● Sources of wisdom and authority</li> <li>● Sacred actions - worship and morality</li> <li>● Sacred actions - practices and celebrations</li> <li>● Sacred actions - rites of passage</li> </ul>	Personal project (independent study task): My way of living
Spring 1	<u><b>Jesus</b></u> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● The story of Jesus</li> <li>● Did Jesus exist?</li> <li>● Who were the Jewish people expecting to save them?</li> <li>● Was Jesus God on earth?</li> <li>● The death and resurrection of Jesus</li> <li>● Why was Jesus seen as so radical?</li> </ul>	End of unit assessment: What's so radical about Jesus?
Spring 2	<u><b>Christianity</b></u> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Key beliefs of Christians</li> <li>● The Christian moral code</li> <li>● The authority of the Bible</li> <li>● Holy Communion</li> <li>● Prayer - what does it tell us about the meaning of life?</li> <li>● The Church - what does the Church do in our local community?</li> <li>● The Church - is the worldwide Church relevant today?</li> <li>● Which Christian concepts have stood the test of time?</li> </ul>	Personal project (independent study task): The Church Study

Summer 1	<p><b><u>Islam</u></b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Introduction to Islam</li> <li>● Who was the prophet Muhammad (pbuh)?</li> <li>● Key Islamic beliefs - Tawhid, Risalah and Akhirah</li> </ul>	
Summer 2	<p><b><u>Islam</u></b></p> <p>Students will continue to explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● The Five Pillars of Islam</li> <li>● The Mosque</li> <li>● What does it mean to be a Muslim in Britain?</li> <li>● How easy is it to be good? - striving in life, striving in Islam</li> </ul>	End of unit assessment: Islam

## ***Year 8 Religious Studies @ Caedmon***

The principle aim of Religious Studies, according to the North Yorkshire Agreed Syllabus is to engage students in systematic enquiry into the significant human questions which religion 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 develop responses of their own.

In Year 8 the overarching theme for the year is 'Expressing'. Our aim is to develop a greater knowledge and understanding of how religion and religious views impact on a person's behaviour and lifestyle. Students are encouraged to explore these in a variety of ways, including through experiential RE, the use of artefacts and the use of information technology. Students are enabled throughout their year 8 course to express their own ideas and insights about the nature, significance and impact of these beliefs and behaviours to individuals and within society as a whole.

Topics, themes and skills covered		Assessment
Autumn 1	<p><b><u>Buddhism</u></b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Introduction to Buddhism</li> <li>● Who was the Buddha and what did he do?</li> <li>● The significance of enlightenment</li> <li>● What does Buddhism teach about life?</li> <li>● How do Buddhists practice their religion?</li> </ul>	End of unit assessment: Buddhism
Autumn 2	<p><b><u>Relaxation and reflection</u></b> (Mental Health focus)</p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Why is relaxation and reflection important?</li> <li>● Visualisation</li> <li>● Relaxation, reflection and symbolism</li> <li>● Mindfulness</li> <li>● Religious perspectives and practices</li> <li>● Candle reflection</li> </ul>	Personal project (independent study task): The power of reflection

Spring 1	<p><b>Sikhism</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Introducing Sikhism</li> <li>● Sewa - service to others</li> <li>● The first Guru - Guru Nanak</li> <li>● The gurdwara and Sikhi worship</li> <li>● Being Sikhi</li> </ul>	End of unit assessment: What does it mean to be Sikhi?
Spring 2	<p><b>Spirited Arts</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Religion and art</li> <li>● Introduction to 'Spirited Arts'</li> <li>● Spirited Arts themes</li> <li>● Planning and creating</li> <li>● Creating</li> <li>● Completion</li> <li>● Class feedback</li> </ul>	Personal project (independent study task): Spirited Arts
Summer 1	<p><b>Global Citizenship and the environment</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Creation stories</li> <li>● What makes humans unique?</li> <li>● Global citizenship - our place in the world</li> <li>● The environment</li> </ul>	
Summer 2	<p><b>Global Citizenship and the environment</b></p> <p>Students will continue to explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Stewardship - do we have a duty to care for the earth?</li> <li>● A response to caring - animals</li> <li>● What do religious communities do to combat poverty?</li> <li>● Should religious buildings be sold to feed the starving?</li> </ul>	

## Year 9 Religious Studies @ Caedmon

The principle aim of Religious Studies, according to the North Yorkshire Agreed Syllabus is to engage students in systematic enquiry into the significant human questions which religion 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 develop responses of their own.

In Year 9 the overarching theme for the year is 'Living'. Our aim is for students to use what they have learnt in years 7 and 8 and to gain and deploy the skills needed to engage seriously with religions and worldviews on a variety of life issues.

Topics, themes and skills covered		Assessment
Autumn 1	<p><b>Ethics</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● What is ethics?</li> <li>● The sanctity of life</li> <li>● Abortion</li> <li>● Euthanasia</li> <li>● The death penalty</li> <li>● Medical ethics</li> <li>● How ethical is artificial intelligence?</li> <li>● Are animals as important as humans?</li> </ul>	End of unit assessment: Ethics
Autumn 2	<p><b>Suffering</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● What is suffering?</li> <li>● Personal suffering</li> <li>● The problem of evil and suffering</li> <li>● The suffering of Jesus</li> <li>● A Buddhist response to suffering</li> <li>● Solutions to the problem of suffering</li> </ul>	Personal project (independent study task): The Suffering Project
Spring 1	<p><b>Prejudice and discrimination: The Holocaust</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● What is prejudice and discrimination?</li> <li>● What happened to the Jews during the Holocaust?</li> <li>● 'Night'</li> <li>● Never again?</li> </ul>	End of unit assessment: Personal response to the Holocaust
Spring 2	<p><b>Death</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Why do people have funerals?</li> <li>● What do people believe about life after death?</li> <li>● Hinduism and death (four stages of life)</li> <li>● Hinduism and death (karma and rebirth)</li> <li>● Does death matter to a Humanist?</li> <li>● How is a person's life affected by an encounter with death?</li> <li>● Is death the end?</li> </ul>	Personal project (independent study task): Is death the end?

Summer 1	<p><b>Philosophy</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● What is truth and reality?</li> <li>● Plato and Aristotle - what can we learn from philosophers?</li> <li>● Arguments for the existence of God</li> </ul>	
Summer 2	<p><b>Philosophy</b></p> <p>Students will continue to explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Arguments against the existence of God</li> <li>● Ideas of immortality</li> </ul>	End of unit assessment: Philosophy

## ***Year 10 GCSE Religious Studies @ Caedmon***

In the Year 10 GCSE Religious Studies course, students will extend and deepen their knowledge and understanding of religions and worldviews (including non-religious worldviews), explaining local, national and global contexts. They will follow the Edexcel GCSE (B) and develop an in-depth understanding of both Christianity and Islam, the beliefs of each religion and some of the key practices. They will then be introduced to a variety of ethical situations and asked to consider responses based on faith, non-religious views and their own.

	Topics, themes and skills covered	Assessment
Autumn 1	<p><b>Christian Beliefs</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Introduction to Christianity</li> <li>● The Trinity</li> <li>● Creation</li> <li>● The Incarnation</li> <li>● The last days of Jesus' life</li> <li>● Salvation</li> <li>● Christian eschatology</li> <li>● The problem of evil</li> <li>● Divergent solutions to the problem of evil</li> </ul>	Mid and end of unit assessment
Autumn 2	<p><b>Marriage and the family</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Families</li> <li>● Sexual relationships</li> <li>● Consent</li> <li>● Sexually transmitted infections</li> <li>● Contraception</li> <li>● Marriage</li> <li>● Divorce</li> <li>● Equality of men and women in the family</li> <li>● Gender prejudice and discrimination</li> </ul>	Mid and end of unit assessment

Spring 1	<p><b>Matters of life and death</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Origins and value of the universe</li> <li>● Origins and value of human life</li> <li>● Sanctity of life</li> <li>● Abortion</li> </ul>	Mid-unit assessment
Spring 2	<p><b>Matters of life and death</b></p> <p>Students will continue to explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Life after death</li> <li>● Responses to arguments against life after death</li> <li>● Euthanasia</li> <li>● Issues in the natural world</li> </ul>	End of unit assessment
Summer 1	<p><b>Living the Christian Life</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Christian worship</li> <li>● The sacraments</li> <li>● Prayer</li> <li>● Pilgrimage</li> <li>● Christian celebrations</li> <li>● The future of the Church</li> <li>● The local church</li> <li>● The worldwide Church</li> </ul>	Mid and end of unit assessment
Summer 2	<p><b>Muslim beliefs</b></p> <p>Students will explore the following in this unit of work:</p> <ul style="list-style-type: none"> <li>● Introduction to Islam</li> <li>● The Six Beliefs</li> <li>● The Five Roots of 'Usul ad-Din</li> <li>● The nature of Allah</li> <li>● Risalah</li> <li>● Muslim holy books</li> <li>● Malaikah</li> <li>● Al-Qadr</li> <li>● Akhirah</li> </ul>	Mid and end of unit assessment

## ***Year 11 GCSE Religious Studies @ Caedmon***

In Year 11 our intent is to complete the remaining units for the course on both Christianity and Islam and equip students with the skills they will need to reach their full potential in the Summer examinations.

Topics, themes and skills covered		Assessment
Autumn 1	<b><u>Crime and Punishment</u></b> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Justice</li> <li>● Crime</li> <li>● Good, evil and suffering</li> <li>● Punishment</li> <li>● Aims of punishment</li> <li>● Forgiveness</li> <li>● Treatment of criminals</li> <li>● The death penalty</li> </ul>	Mid and end of unit assessment
Autumn 2	<b><u>Living the Muslim life</u></b> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Ten Obligatory Acts</li> <li>● Shahadah</li> <li>● Salah</li> <li>● Sawm</li> <li>● Zakah and Khums</li> <li>● Hajj</li> <li>● Jihad</li> <li>● Celebrations and commemorations</li> </ul>	Mid and end of unit assessment
Spring 1	<b><u>Peace and Conflict</u></b> Students will explore the following in this unit of work: <ul style="list-style-type: none"> <li>● Peace</li> <li>● Peacemaking</li> <li>● Conflict</li> <li>● Pacifism</li> <li>● Just War Theory</li> <li>● Holy War</li> <li>● Weapons of mass destruction</li> <li>● Issues surrounding conflict</li> </ul>	Mid and end of unit assessment
Spring 2	<b><u>Revision</u></b>	

<b>Summer 1</b>	<u>Revision and exam completion</u>	Examination Period
<b>Summer 2</b>		