

1	What is the place of religion in 21st Century Britain?	<p>Different religious profiles present in Britain today. Why being non-religious is becoming more popular. To identify diverse beliefs with the category of religion. To identify the diversity of worldviews. The impact that time has on our worldviews. The influence other people can have on our worldview. The similarities between different religions and worldviews. The differences between different religions and worldviews.</p>	<p>To describe how worldviews might differ To explain how worldviews might change over time To apply knowledge from previous lessons to analyse your own worldview To consider how their worldviews might change over time To explore the similarities and differences between others</p>	<p>Religiously literate - understanding of key beliefs and knowledge . Culturally aware - different interpretations from different groups of people. Philosophically curious - have I considered these questions before?</p>	Students may believe that religion is only relevant to religious people	<p>Links back to KS2 Thematic unit 11 of Diocesan syllabus. LAS - KS1 2.3 and KS2 6.2</p>	<p>KS3 Humanism Links to Unit 3 Ethics at A level. Links to C1 Philosophy and Ethics at GCSE.</p>	Bible passages and original texts where appropriate.	<p>Social- Religious communities Moral - What is right and wrong? Spiritual - Do you have to believe in a god to be spiritual? Cultural - Are we moving away from religion these days? BV tolerance, democracy.</p>	Background of philosophical questions and their importance.	<p>Law - solicitor Counsellor Social worker</p>
2	If God is Trinity what does that mean for Christians? UC	Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of self-giving love in Christian practice • Ideas of God have varied (and still do)	<p>Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts. Show understanding of different types of text that talk about God as 'Father, Son and</p>	<p>Religiously literate - understanding of key beliefs and knowledge Culturally aware - different interpretations from different groups.</p>	Misconceptions about God - is God male or female?	<p>Links back to KS2 - UC God Diocesan syllabus this is cyclical covering more content at each KS.</p>	<p>Links to Christianity unit at KS5 and Philosophy of Religion- A level a comparison. Links to KS4 Eduqas GCSE Route A - Component 2: Christianity</p>	Bible passages where appropriate.	<p>Social - Individual and group concepts of God. Spiritual - Concept of Trinity and a Higher power. Cultural - Different Christian views about the Trinity</p>	The Church of Jesus Christ of Latter-day Saints, Jehovah's Witnesses, and United Pentecostal Church International - do not believe in the Trinity - discussion as to why this is.	<p>Charity worker Minister Social worker</p>

		<p>within the Christian church, and that different emphases lead to different ways of living • Christians can use the Bible to describe God in different ways.</p>	<p>Holy Spirit', and how these can be read (narrative, prayer, letter, and so on.) Make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible. Give examples of how the Christian community respond to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols, and so on, in churches Evaluate their learning and express a view: Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?</p>	<p>Philosophically curious - big questions about the nature of God</p>			<p>beliefs and Practices</p>				
3	<p>Should Christians be greener than everyone else? 3.2</p>	<p>Creation reveals something about the nature of God (powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent</p>	<p>Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. Explain the concepts of</p>	<p>Religiously literate - understanding of key beliefs and knowledge . Culturally</p>	<p>Misconceptions about creation</p>	<p>Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more</p>	<p>Links to Christianity unit at KS5 - A level. Year 12 The problem of evil. Links to KS4 Eduqas GCSE</p>	<p>Augustine and Irenaeus' problem of evil.</p>	<p>Social - ideas about creation and the fall. Moral - Are these views correct? Spiritual - Concept of Supreme being wielding great power - creator,</p>	<p>Speaker Development of creation theories.</p>	<p>Charity worker Vocational roles Scientist Researcher</p>

		<p>upon the Creator.</p> <p>Humans have a responsibility to Creation, as stewards.</p> <p>There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways.</p>	<p>Creation and stewardship in Christianity. Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities. Give some examples of how Christians have responded to the idea of stewardship, as a community and individually. Show how Christians have used Genesis 1 and 2 to guide how they treat the environment. Offer a justified response to the question of whether Christians should be better stewards than everyone else. Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses</p>	<p>aware - different interpretations from different groups of Christians.</p> <p>Philosophically curious - can God have created the world?</p>		<p>content at each KS.</p>	<p>Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.</p>		<p>judge etc.</p> <p>BV - Law, democracy, tolerance.</p>		
4	The Buddha: how and why do his	The key events in the life of the Buddha, and his key teachings, including	Read and examine some stories and texts, e.g., from the Pali	Religiously literate - understanding of key	Buddhism is a religion: Buddhism	HT1 Year 7 Worldviews KS2	N/A	Buddhist scripture where appropriate.	Social - how Buddhism is seen in society. Moral - is Buddhism	Speaker Background to Buddhism.	Charity worker Vocational roles.

	<p>experiences and teachings have meaning for people today ? 3.8</p>	<p>the Four Noble Truths and the Middle Way. xt. Identify key features of the Sangha.</p>	<p>canon. Explore some symbols, beyond the statues of the Buddha. Compare Buddhist ethics with Humanist ethics. Examine what it is about Buddhism that makes it appealing to Westerners, and whether mindfulness should be extracted from its Buddhist context as 'Right Mindfulness' and used in a secular context.</p>	<p>beliefs and knowledge . Culturally aware - different interpretations from different groups of Buddhists. Philosophically curious -</p>	<p>is often considered a religion, but it is also a philosophy and a way of life. It lacks a belief in a creator god, and its focus is on achieving personal enlightenment and liberation from suffering</p>				<p>the right way? Spiritual - You can be spiritual without believing in a god. Cultural - Buddhism worldwide.</p>		<p>Counsellor.</p>
5	<p>Why are people good and bad? 3.3 (UC)</p>	<p>Genesis 1 and Genesis 2 present different pictures of God. • Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator. • The story of the 'Fall' (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to</p>	<p>Explain how Christian beliefs about the relationship of God to humanity are revealed in Genesis 1 and 2, and what this means for the 'salvation narrative' or 'big story' of the Bible. Explain the nature of the texts in Genesis 1 and 2, giving at least two examples of how they have been interpreted differently by Christians, and</p>	<p>Religiously literate - understanding of key beliefs and knowledge . Culturally aware - different interpretations from different groups of Christians. Philosophically curious - Is the Fall a metaphor?</p>	<p>Misconceptions about the fall</p>	<p>Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.</p>	<p>Links to Christianity unit at KS5 - A level. Year 12 The problem of evil. Links to KS4 Eduqas GCSE Route A - Component 1: Philosophical and ethical issues - C1 Issues of Life and Death.</p>	<p>Augustine and Irenaeus' problem of evil.</p>	<p>Social - ideas about creation and the fall. Moral - Are these views correct? Spiritual - Concept of Supreme being wielding great power - creator, judge etc. BV - Law, democracy, tolerance.</p>	<p>Speaker Development of the theory of The Fall.</p>	<p>Charity worker Vocational roles Scientist Researcher</p>

		<p>Christian belief, but it is tied with the idea that God brings Salvation through Jesus – sin does not have the last word. • The idea that human beings are flawed and in need of God's Salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology. • Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.</p>	<p>explain why. Give evidence and examples for the impact (on the Christian community and individuals) of believing that people are made in the image of God. Give a coherent account of how being made in the image of God has influenced how people live and behave, whether Christian or not. Evaluate personally and impersonally how far this helps to make sense of the world.</p>								
6	<p>How are Sikhi teachings on equality and service put into practice today? 3.12</p>	<p>Guru Nanak's teaching about equality and service, exemplified in the community at Kartarpur.</p> <p>Sikhi duties of Nam Simran, Kirat Karna and Vand Chhakna, and how these can be fulfilled at the gurdwara.</p>	<p>Explain how and why Sikhis remember God</p> <p>Explain how key Sikhi beliefs and teachings were put into practice by the Gurus and by Sikhs today.</p> <p>Explore some young Sikhis and what it means to be an amritdhari Sikh at school today, including obligations (e.g.</p>	<p>Religiously literate - understanding of key beliefs and knowledge</p> <p>Culturally aware - different interpretations from different groups of Sikhis.</p> <p>Philosophi</p>	<p>Misconceptions: All Sikhs practise their religion in the same way</p>	<p>Links back to KS2 UC units. 2a.1 and 2b.2 Diocesan syllabus is cyclical covering more content at each KS.</p>	NA	<p>Sikhi Scripture where appropriate</p>	<p>Social - Sikhi Community</p> <p>Moral - Seva</p> <p>Spiritual -How and why Sikhis remember God</p> <p>BV - Law, democracy, tolerance.</p>	<p>Speaker</p> <p>Background to Sikhism</p>	<p>Charity worker</p> <p>Vocational roles</p> <p>Scientist</p> <p>Researcher</p>

			Five Ks) and prohibitions (e.g. no harmful drugs). Evaluate how the annual British Sikhi Report presents the impact of Sikhis in Britain today	cally curious -							
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