

Year 7 Beliefs & Values

Cycle	Topic	Disciplinary / Second Order Concept (the way the subject accumulates the knowledge)	Hinterland - (Embellish / Enrich / Cultural Capital)	Knowledge Assessment	Assessment	Substantive Knowledge / Concepts
Cycle 1	World religions - Where have the religions of the world come from and how are they linked?	<p>Philosophy - Worldviews. How do religious believers make sense of the world? What is our identify? What influences our beliefs?</p> <p>Theology - Understanding of different religions. Express ideas about the nature of religion, religious beliefs and teachings.</p> <p>Human / Social Sciences - The impact of beliefs on individuals, communities and societies. The ways in which religions and worldviews have shaped and continue to shape societies around the world. The nature of religion itself.</p>	<p>Links to sacred texts, places of worship, personal religion, country, diversity.</p> <p>Using empathy to understand key beliefs and attitudes. Build on knowledge of religious creeds. Identify some Christian traits. Describe visually the story of Christianity. Explain how the story of Christianity answers some 'big questions'. Analyse why it is important for the story of Christianity to answer lots of 'big questions'.</p>	Lesson 7 - World Religions. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 1 - Explain the importance of symbols and Holy Books to religions. 5 marks. With notes.	<p>Christianity</p> <p>Hinduism</p> <p>Buddhism</p> <p>Sikhism</p> <p>Judaism</p> <p>Islam</p> <p>Monotheistic religions</p> <p>Faith</p>
Cycle 2	What is so radical about Jesus? (3.7)	<p>Philosophy - How do we judge evidence of Jesus?</p> <p>Theology - How reliable are sources about Jesus? Range of writings to analyse. Why do Christians believe Jesus is God on earth? Teachings of Jesus.</p> <p>Human / Social Sciences - The nature of Christianity. The impact of the Bible.</p>	The story of Jesus. The meanings of parables. Morality. Apply to modern day situations.	Lesson 6 - Jesus. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 2 & 3 - "The strongest evidence that Jesus existed is the Bible." Do you agree? Why? Why might somebody disagree with you? 12 marks. With notes.	<p>Icon</p> <p>Evidence</p> <p>Reliability</p> <p>Revolutionary</p> <p>Parable</p> <p>'Freedom fighter'</p> <p>Incarnation</p> <p>Salvation</p> <p>Resurrection</p>
Cycle 3	Good, bad, right or wrong - how do I decide? (3.14)	<p>Philosophy - How do I decide? How do different religions understand the nature of right and wrong? Can anything be known for certain? What is a good life? Methods religious people use to evaluate and address dilemmas.</p> <p>Theology - Concepts of right and wrong. Applying religious beliefs.</p> <p>Human / Social Sciences - The ways in which religion influences decision making.</p>	Links to beliefs about the soul, life after death and the purpose of life. Link to History, Doom paintings and the importance and power of the Church.	Lesson 5 - How do I decide? 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 2 - Of all the beliefs, which do you think best fits with what you think the purpose of life is all about? 5 marks. With notes.	<p>Moksha</p> <p>Sangha</p> <p>Philosophical</p> <p>Akhirah</p> <p>Karma</p> <p>Ethics</p> <p>Moral</p> <p>Precept</p>

Year 8 Beliefs & Values

Cycle	Topic	Disciplinary / Second Order Concept (the way the subject accumulates the knowledge)	Hinterland - (Embellish / Enrich / Cultural Capital)	Knowledge Assessment	Assessment	Substantive Knowledge / Concepts
Cycle 1	What difference does it make to be an atheist or agnostic in Britain today? (3.13)	<p>Philosophy - How do we know what we know? How valid are arguments about the existence of God? Questions of origin, meaning and destiny. Richard Dawkins. Do we need a God?</p> <p>Theology - Views of agnostic, atheist and Humanist. Eudaimonia. Secular views.</p> <p>Human / Social Sciences - Is 'religion' outdated? Western category or a useful way of thinking about different ways of living? Explain why atheism is common in the UK.</p>	<p>Arguments for and against God. Links to Aristotle. Atheism and Religious Identity in Britain. In a 2015 BSA survey - nearly 50% of people in Britain said they had no religion. Only 43% said they identified as Christian. For every one convert to religion there are 19 converts to no-religion. Two-thirds of young people in the UK never pray, 59% don't go to religious services.</p> <p>Grayson Perry is an artist who uses religious imagery in modern ways and who creates artwork about identity. It includes work about British identity and vases he made which show different symbols and people associated with the Leave and Remain Brexit votes</p>	<p>Lesson 7 - Non-religious worldviews. 15 marks. Without notes. Self-assess and score in purple pen.</p>	<p>Lesson 6 - 'You need God to live a good life and to give it purpose.' 12 marks. With notes.</p>	<p>Agnostic Atheist Convert Eudaimonia Funeral Hedonism Humanist Identity Revelation Secular</p>
Cycle 2	Inspirational people Does the world need prophets today? (3.4)	<p>Philosophy - Explain why inspirational people are considered important and how they may be guided by their faith.</p> <p>Theology - Faith. Martin Luther King - Baptist Minister. Oscar Romero - Priest.</p> <p>Human / Social Sciences - How have beliefs and practices been influenced by culture and politics?</p>	<p>Martin Luther King - His 'I have a dream' speech was delivered on 28 August 1963 at the Lincoln Memorial in Washington DC to a crowd of about 250,000 people. It was the culmination of the 'March on Washington for Jobs and Freedom' and is a key moment in the Civil Rights movement.</p> <p>Malala -She promotes the need for education, and how everyone (especially girls) has the right to have one.</p> <p>Nelson Mandela - was a civil rights leader in South Africa. He fought against apartheid, a system where non-white citizens were segregated from whites and did not have equal rights.</p> <p>Oscar Romero - the Archbishop of San Salvador, was assassinated in 1980 while celebrating Mass. Romero was increasingly outspoken about injustice by the corrupt military and government in the events leading up to his assassination.</p>	<p>Lesson 6 - Inspirational people. 15 marks. Without notes. Self-assess and score in purple pen.</p>	<p>Lesson 6 - Explain why faith has been important in the life of any inspirational people you have studied. 5 marks. With notes.</p>	<p>Inspiration Wisdom Courage Confidence Innovative Moral dilemma Apartheid</p>
Cycle 3	Judaism & Heroes of the Holocaust.	<p>Philosophy - Ways in which people make decisions. "One religion that is more oppressed than the others in the history of the world is Judaism."</p> <p>Theology - Shoah, Tanakh, Mitzvot, Shema, Covenant, Promised Land, Torah. Simone Liebster - Jehovah Witness. Corrie Ten Boom - Christian. Religious responses to the Holocaust.</p> <p>Human / Social Sciences - How has WW2 impacted on the practice of religion and belief? Historical and current cultural and political perspectives on the development of the Jewish faith. Impact of Shoah on expressions of Jewish faith</p>	<p>Anti-Jewish feelings have been around for centuries. This has had an impact on Jewish life and security. The feelings in the lead up to the Holocaust were not a one off. The Jews were used as scapegoats for lots that had happened since WW1. They were blamed for the loss of the war and the economic depression that followed. They were made to look greedy, different and subhuman. The Holocaust gave some people a stronger faith in humanity, because of the amount of people who did help. The Holocaust must either be a test or a punishment from God. Other people were more determined than ever that Judaism should not die because then Hitler would get his own way and Judaism would have been eradicated. People should have stronger faith and make sure they bring up their children in the Jewish faith.</p>	<p>Lesson 5 - Holocaust. 15 marks. Without notes. Self-assess and score in purple pen.</p>	<p>Lesson 6 - "People abandoned God during the Holocaust." To what extent do you agree? 12 marks. With notes.</p>	<p>Multiculturalism Isolation Segregation Integration Prejudice Discrimination Anti-Semitism Holocaust Shoah Jehovah Witness</p>

Year 9 Beliefs & Values

Cycle	Topic	Disciplinary / Second Order Concept (the way the subject accumulates the knowledge)	Hinterland - (Embellish / Enrich / Cultural Capital)	Knowledge Assessment	Assessment	Substantive Knowledge / Concepts
Cycle 1	Rights & Responsibilities	<p>Philosophy - UN declaration of Human Rights. What does it mean to be free? How do different cultures view Human Rights?</p> <p>Human / Social Sciences - How have beliefs and practices been influenced by culture and politics?</p>	Human rights can be categorised into 7 basic principles: Life, food, equality, free speech, education, privacy and health care. The Convention of the Rights of the Child sets out both rights and responsibilities for the protection of children. Controversy can occur when Human Rights come into conflict with national security.	Lesson 7 - Human Rights. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 7 - Explain whether you believe the conflict in Rwanda can be described as a genocide. Describe the background of the conflict and give two reasons to support your opinion. 5	Human Rights United Nations Controversy Human Rights violations Peacekeeping Genocide Rwanda Hutus Tutsis Syria Sanctity of Life Dharma Allah
Cycle 2	Ethics & Values - Peace and conflict	<p>Philosophy - How do different countries / cultures and religions understand the nature of right and wrong? Just War Theory.</p> <p>Theology - Just War Theory. Explain how religious organisations work for world peace. Pacifism.</p> <p>Human / Social Sciences - How have historical events impacted on the practice of religion and belief? What threatens our society? What builds community harmony. Diversity.</p>	Religions use rules to determine whether they should go to war or not. Idea of a 'just war.' Analyse global conflict and suggest how to find solutions.	Lesson 5 - Peace & Conflict. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 6 - Explain how religious organisations work for peace (8 marks). Religion is the main cause of war. (4 marks). With notes.	Forgiveness Greed Holy War Just War Justice Nuclear Weapon Pacifism Quakers Reconciliation Terrorism WMD
Cycle 3	Anti-Racist BV	<p>Philosophy - Debates about statues. From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions and worldviews.</p> <p>Theology - John Wesley, Quakers, Martin Luther King, Muslim leaders on perceptions of Islam & racism.</p> <p>Human / Social Sciences - How have historical events impacted our understanding of what is right and wrong?</p>	The unit makes a particular contribution to work on fundamental British Values. The concepts of racism, anti-racism, white privilege, structural or institutional racism, justice, diversity and harmony. Consider a diverse range of views about questions of living together, tolerance and respect and prejudice-reduction, and to confront racism wherever it is found in challenging ways. From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions and worldviews.	Lesson 6 - Anti Racist BV. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 2 - "It was the right thing to tear down the statue of Colston and throw it in Bristol Docks." How far do you agree? 12 marks. With notes.	Discrimination Stereotype Ethnicity Racism Tolerance Justice White privilege Prejudice Colston Wesley Martin Luther King Stormzy Malcolm X

Year 10 Beliefs & Values

Cycle	Topic	Disciplinary / Second Order Concept (the way the subject accumulates the knowledge)	Hinterland - (Embellish / Enrich / Cultural Capital)	Knowledge Assessment	Assessment	Substantive Knowledge / Concepts
Cycle 1	Extremism	<p>Philosophy - Ethical theory and Muslim perspectives. Impact of Greater Jihad on an individual Muslim's struggle to choose to do right. Impact of Shariah Law on Muslim decision making.</p> <p>Theology - Evaluate how important worship is as part of a Muslim lifestyle.</p> <p>Human / Social Sciences - How Islam is understood - religion, politics and culture. Address misconceptions and prejudice. What happens when religious identity conflicts with other identities?</p>	<p>Malala Yousafzai is an activist for female education. She was attacked by the Taliban (religious extremists). She is quoted as saying: <i>The extremists are afraid of books and pens. The power of education frightens them.</i></p> <p>It is important to remember that radicalisation does not just happen to Muslims.</p> <p>A person who becomes involved with any extremist group can be said to be radicalised.</p> <p>The UK government has been worried about the rise in extremism for some years. In 2014, it introduced a new responsibility to schools to teach about what the government has called British Values.</p>	Lesson 6 - Extremism. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 4 - What do you think is the biggest cause of extremism and terrorism? Give reasons to explain your point. 5 marks. With notes.	Extremism Terrorism Fundamentalist Supremacy Radicalised
Cycle 2	Life Skills PSHE					
Cycle 3	Crime & Punishment	<p>Philosophy - Range of viewpoints. Questions about justice and crime and punishment.</p> <p>Theology - Impact of Biblical ideas of justice on Christians. Evaluate religious quotes in relation to capital punishment.</p> <p>Human / Social Sciences - Explain why people commit crimes. Debates about capital punishment.</p>	<p>The death penalty means the state killing criminals who have committed the worst crimes. It has not been used in the UK since 1969 but is still a punishment in some other places in the world.</p>	Lesson 6 - Crime and punishment. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 6 - Explain why some Christians are against capital punishment and why some Christians believe it is acceptable in some circumstances. 5 marks. With notes.	Corporal punishment Death penalty Deterrence Forgiveness Hate crime Reform Retribution Atonement

Year 11 Beliefs & Values						
Cycle	Topic	Disciplinary / Second Order Concept (the way the subject accumulates the knowledge)	Hinterland - (Embellish / Enrich / Cultural Capital)	Knowledge Assessment	Assessment	Substantive Knowledge / Concepts
Cycle 1	Medical Ethics	<p>Philosophy - What is meant by sanctity of life? Quality of life? The impact of science on 'sacred life.'</p> <p>Theology - Christian views of stewardship, sanctity of life, idea of the soul and conception. Day of judgement. Catholic Church. Liberal Christians. Religious theories on the start of life. Christian teachings on abortion. Analyse different religious and non-religious ideas on the meaning & purpose of life.</p> <p>Human / Social Sciences - Debates between religion and science.</p>	As part of this unit, which focuses on Christianity, you will explore beliefs about the origin and value of human life and how these beliefs influence attitudes to matters of life and death. You will have the opportunity to discuss and debate controversial topics such as euthanasia and abortion.	Lesson 7 - Medical ethics. 15 marks. Without notes. Self-assess and score in purple pen.	Lesson 3 - Explain two contrasting beliefs in British society about abortion. 4 marks. With notes.	Abortion Cloning Genetic engineering Evolution Hospice Euthanasia Quality of Life Sanctity of Life Stewardship
Cycle 2	Revision					
Cycle 3						