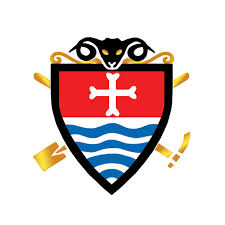
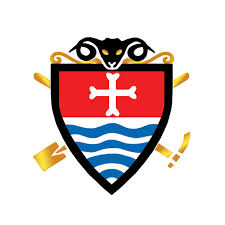
## Teign School Curriculum Overview

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**BVC**

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| **Year** | **Cycle 1 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week)** | **Cycle 2 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week** | **Cycle 3 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week** |
| **7** | **Beliefs: What is Religion? - Introduction to BVC and worldviews**  Students begin their BVC journey at Teign School, discovering answers to the following questions: Why do we have religion? How do we study BVC through different ‘lenses?’ – introducing them to the 3 disciplines of Theology, Philosophy and Social Science. The unit includes an investigation into the research of Ninian Smart and his ‘Seven dimensions of Religion.’ Students then apply these dimensions to two different ideas, exploring what makes something a religion. | **Beliefs: How are Sikh teachings on Equality and service put into practice today?**  This unit introduces students to the religion of Sikhism, including what Sikhs believe about God, how Sikh living is guided by the Gurus and a Sikh’s 3 duties and path of life. This unit is the foundation for the next unit in this cycle which explores the role of the Gurdwara and the langar. | **Beliefs: Spirituality and symbolism: How can people express the spiritual through the arts?**  This unit examines the idea of Spirituality, prayer and different forms of worship from different religious perspectives. The unit builds on prior learning of places of worship, exploring *how* people of a religious faith worship. This then moves on to look at how symbolism and art are used to convey beliefs in different religions. This unit is a foundation for the GCSE module on Christian and Muslim Practices. |
|  | **Beliefs: What Is Truth?**  In the second half of Cycle 1, students explore the difference between scientific and religious truths, then move onto how we value human life and what makes us human? This is the foundation for the unit in KS4 on ‘Are humans intrinsically good?’(Developing the discipline of Philosophy). | **Citizenship: What does it mean to be British?**  This unit explores reasons of how and why Britain is multicultural. Students then investigate different places of worship that can be found in Britain today - Gurdwara, Mosque and Church. There is a continuation of the theme of Equality from prior learning. This unit is a foundation for the GCSE units on Christian and Muslim practices. | **Beliefs: What does it mean for Christians to believe in God as Trinity?**  In this unit, students revisit the disciplines of Theology and Philosophy and examine questions, such as How do we know God exists? Students will be introduced to Christian beliefs about the nature of God. This unit is a foundation for the GCSE module on Christian Beliefs. |
| **8** | **Citizenship – What makes someone a good or bad citizen?**  This is a continuation from the Year 7 introduction to BVC, focusing on the Citizenship element. Students explore what it means to be a citizen in the UK, revisiting prior learning on what it means to be British and focusing on the qualities required for someone to be classed as a good citizen. | **Beliefs – What is good and what is challenging about being a Muslim teenager in Britain today?**  The Citizenship unit at the start of Cycle 1 leads onto the concept of ‘authority’ – who has authority over us? which then leads onto an exploration of the Muslim ummah and where Muslims get their authority from. This unit is a foundation for the GCSE module on ‘Muslim Beliefs’ and builds on key practices of Muslims studied at KS2, if primary schools have followed the Devon agreed syllabus. The unit revisits prior learning from Cycles 2 and 3 in Year 7 about how Muslims worship and their place of worship. | **Beliefs - Why is there inequality?**  Students examine issues such as poverty & fair trade in this unit and then link these to Christian and Muslim views on giving to charity. Prior learning from the previous cycle is revisited, particularly the concept of Zakah(The Islamic pillar focusing on charity). This is a building block for Christian and Muslim practices at GCSE. |
|  | **Citizenship – What do I know about how our country is governed?**  This unit introduces students to politics – political systems, the role of an MP, voting systems and the role of protest and pressure groups. This is a foundation for those students who decide to continue this topic at both GCSE (Citizenship Studies) and A level (Politics). |  | **Beliefs – ‘What is so radical about Jesus?’**  Cycle 3 ends with an enquiry into exploring how Jesus promoted human rights and how more modern day Christians have followed His example – e.g. Martin Luther King & Nelson Mandela. Prior learning of the theme of Equality (from Cycle 2 of Year 7) is revisited here but in the context of Christianity in this unit. |
| **9** | **Beliefs – Why do Christians believe Jesus was God on earth? (Incarnation)**  This unit begins a more in depth look at Christianity including key teachings on the life of Jesus. Students are introduced to the concepts of Creation, Incarnation, Crucifixion and Resurrection. This builds on Christian ideas studied in the 3rd cycle of Year 7 and forms a building block to the GCSE unit on Christian Beliefs. | **PSHE – Relationships**  These lessons focus around exploring relationships and build on introductory lessons covered in Year 7 and 8 about what healthy friendships and romantic relationships look like. (See PSHE curriculum map). Relationships are studied in more depth including how people make moral decisions in relation to sex and the influence of the media and religion on perceptions on sexual matters. Contraception has featured in the Year 8 PSHE Relationships module but is now revisited, alongside issues of sexual health with a practical condom demonstration element. Students will use their prior knowledge of Christian and Muslim beliefs and apply these to attitudes to marriage, divorce, gender roles and family life. | **Beliefs – Good, bad, right, wrong: how do I decide?**  Students are introduced to the theme of Justice during these lessons. This unit builds on previous citizenship lessons including a focus on the rule of law. Students are also introduced to the concepts of good and evil and the concept of forgiveness, building on the Christian beliefs explored previously. This is a foundation for the GCSE unit on Crime and Punishment. |
|  |  | **PSHE - Equality and Identity**  During this unit of work, students explore themes of identity including sexuality, what it means to be transgender and the impact of homophobia. This builds on topics studied in years 7 and 8 on prejudice, discrimination and equality, relating specifically to gender and sexuality. |  |
| **10** | **Beliefs: Religion and Life (Core)**  This module covers topics such as the origins of the universe, including the Big Bang and Evolution theories. This builds on prior learning from Cycle 1 of Year 9 and further explores religious views on creation, religious responses to the environment and the use of animals for food and testing. Students then go on to examine how religion responds to the moral issues of abortion and euthanasia. This builds on knowledge from the Year 8 unit ‘What is truth?’ and examines Christian and Muslim teachings on these issues. | **Beliefs: Are Humans Intrinsically Good? (Core)**  This module focuses on the discipline of Philosophy, examining ethical theories and then applying them to different moral dilemmas. Students are introduced to the theories of Natural Law, Situation Ethics and Utilitarianism. This unit builds on prior learning from Year 7 on ‘What is Truth?’ It also introduces students to topics studied in the Philosophy and Ethics A Level. | **Citizenship: To What Extent Does Britain Reflect the Worldviews Within It? (Core)**  This module builds on the introductory unit in the first cycle of Year 7, along with the unit ‘What does it mean to be British’ in cycle 2 of Year 7. Students explore the non- religious worldviews of Humanism and Atheism and examine how these non-religious worldviews fit into a society where there are also religious communities. This unit then culminates in examining how worldviews are reflected in Britain and whether a diverse Britain can be a harmonious one! |
| **11** | **Beliefs: Comparative Religion (Core)**  This module focuses on the discipline of Theology, examining what religion is and exploring the ideas of Ninian Smart’s 7 dimensions. This unit revisits and builds on prior learning from the unit in Year 7 on ‘What is Religion?’ It gives students the opportunity to evaluate whether people should be allowed to express their faith publicly or if it should be a private matter, enhancing students’ skills of critical thinking and evaluation. | **Beliefs: Peace and Conflict (Core)**  This module covers topics such as causes of war, religion as a cause of war and violence, religious attitudes to war and peace, holy war and just war, weapons of mass destruction and nuclear weapons, terrorism, justice, forgiveness and reconciliation. This builds on knowledge from Key Stage 3 units (Year 7 PSHE – how to deal with personal conflict) and enables students to apply the knowledge they have learnt about Christianity and Islam to this theme. |  |