

RE at Meols Cop Curriculum Overview

Our R.E. curriculum cultivates religious literacy through an effective spiral curriculum that builds cognitive pathways and associations. It allows pupils to acquire and develop knowledge and understanding of a variety of religions and world views represented in the United Kingdom. It develops an understanding of the influence of the beliefs, values and traditions on individuals, our locality and other communities, societies and cultures and how these impacts on our daily life. It equips pupils with essential skills for life and promotes spiritual, cultural, social and moral development and encourages pupils to value all life and take responsibility for themselves and others. It enables pupils to become well rounded global citizens with an appreciation of the vast range of cultural differences in the world.

- Pupils are arriving at Meols Cop with a varied experience of RE from primary school. The common misconceptions include comparing a god to humans. Pupils are given opportunities to explore the concept in more details, examining different worldviews on what a god is.
- Many of our units are taken from the Sefton SACRE's local agreed syllabus as there is not a National Curriculum for RE.
- Pupils will leave KS3 with an understanding of the concepts that underpin religion and beliefs, whether they are part of that tradition or not.
- Pupils will explore ways in which ideas and practices have shaped, and continue to shape, the world around us.
- Pupils will be able to critically analyse texts, examining a wide variety of interpretations and their impact on different worldviews.

Year 7

The RE curriculum follows the Sefton SACRE Locally Agreed Syllabus and is built around a spiral curriculum where key knowledge and skills are constantly revisited through the curriculum from KS3 through to the end of KS4. Year 7 starts with understanding the disciplinary lenses of Theology, Philosophy and Social Sciences and how each of these lens' impact the study of religious and non-religious worldviews. Students will study a range of religious and non-religious worldviews whilst building skills such as; analysis, evaluation, hermeneutics, and interpretation.

Unit 1

How do we study religion in RE?

- What is our worldview?
- How do we respond to life's philosophical questions?
- What is Theology, Philosophy and the Social Sciences?
- How can we apply Theology, Philosophy and Social Sciences in our every day life?

Unit 2

What can we learn from scripture about Judaism?

- What is Judaism?
- Who were Abraham and Moses and why were they important?
- How did Moses impact the lives of Jewish people?
- What impact did Moses have on the daily life of Jews? What is the Torah?
- Why is Pesach important to Jews today?
- How important is Shabbat?

Unit 3

How do people answer the question 'Who is God?'

- What do I believe?
- Who are the Ancient Gods?
- Who is God according to Christians?
- Are Hindus monotheistic or polytheistic?
- What do Buddhists and Humanists believe about God?
- Who is God?

Unit 4

How does belief affect behaviour? Heroes of the Holocaust

- What is antisemitism?
- How did life in Germany change for Jewish people during WWII?
- How did the Christians view of the Golden Rule impact Sir Nicholas Winton's actions?
- How did Jewish people resist the Nazis?
- How did Simone Arnold Liebster's belief impact her actions?
- What did the Danish Jews do?

Year 8

The year 8 RE curriculum continues to follow the SACRE Locally Agreed Syllabus and builds on key concepts from year 7 and further develops the disciplinary lenses of Theology, Philosophy and the Social Sciences. Students start year 8 looking at the Sikhi worldview and how their belief impacts their way of life. This follows on from the year 7 'Who is God?' unit and the impact of an individuals worldview. Students then go on to explore the evidence surrounding life after death and finish the year reflecting on the How did Christianity become the world's largest religious, building on the chronology of the Abrahamic faiths that students started in year 7.

Unit 1

How can we become more selfless? The Sikh Way

- How did Sikhism begin?
- What are the Sikh beliefs about God?
- Who are the Gurus and why are they important?
- What is the significance of the 5K's?
- What is the importance of the Guru Granth Sahib?
- How do Sikhs display Sewa?

Unit 2

Is there evidence of life after death?

- What do we mean by the term paranormal?
- What do Christians believe about Heaven and Hell?
- Why is life after death important for Christians today?
- How do Sikhs believe their next life will be decided?
- Do past life accounts give evidence for an afterlife?
- What is there isn't an afterlife?

Unit 3

What is Christianity?

How did it become the world's largest religion?

- What is Christianity?
- What is the Bible?
- What is 'The Fall'?
- What was the Incarnation?
- Miracle Man?
- What happened during Jesus' Last Days?
- How did Christianity begin?

Year 9

In year 9 again, we follow the Sefton SACRE Locally Agreed Syllabus and whilst continuing to embed the disciplinary lenses of Theology, Philosophy and the Social Sciences, really start embedding the analytical and evaluative skills. We still have the spiral curriculum and continually build and revisit knowledge learnt in year 7 and 8. In year 9 we look focus on analysing the evidence for suffering and conflict and using the theological, philosophical and sociological skills learnt throughout year 7 and 8 embed analysis and evaluation to determine an worldviews approach to these questions. We also include an unit looking at the Islamic believe and what an belief in Islam looks like for Muslims in the UK today.

Unit 1

Why is there suffering? Are there any good solutions?

- What is suffering?
- What did the Ancient Greeks believe about the causes of suffering? How is this similar to The Fall?
- What does the Bible say about suffering?
- Why does suffering lead people to reject the idea of an omnibenevolent God?
- What does the Buddha teach about suffering? How do Buddhists respond to suffering?
- How do people respond to suffering?
- Are there any good responses to suffering?

Unit 2

What is it like to follow a Muslim way of life in Britain today?

- What is Islam?
- What do Muslims believe about Allah?
- Why are prophets important within Islam?
- How did Islam begin?
- How influential did Muhammad become?
- Why did Islam split?
- What are the five pillars of Islam?
- What is Salah and Hajj and why are they important?
- What happens in a Mosque?

Unit 3

Is religion a force for peace or a cause of conflict today?

- Does religion cause conflict?
- What are the causes and consequences of war?
- What does Sikhs, Muslims and Christians teach and do about peace and conflict?
- Should we ever go to war?
- How do different religious groups respond to conflict?

Year 10 Core	
Unit 1	Unit 2
Religion and ethics • What is ethics? • What is morality? • Are people born evil? • What are situation ethics? • How do people make decisions? • What is right and wrong?	Religion and medical ethics • Have advances in scientific research led to humans playing God? • When does life begin? • What do people believe about abortion? What is involved in an abortion? What do religious groups and humanists believe? • How ethical is organ donation? • What do religious groups and humanists believe about organ donation? • Is the use of saviour siblings ethical? • What is euthanasia? Why do some people want help to end their lives? Is euthanasia ethical? What do religious groups and humanists believe?
Unit 3	
The Rise of the Nones • What is religion? • Is Britain really a Christian country? • Is the UK becoming godless? • Is the world more or less religious than Britain? • How does the rise of the 'nones' impact society today?	

Year 11 Core	
Unit 1	Unit 2
How is the rise in contemporary paganism driving a sense of female empowerment? • 'The Fall' of women. • What impact did the spreading of the Abrahamic faiths have on women in Europe? • What were the witch trials and why did they happen? • What is contemporary paganism? • Which deities might pagans worship? • What do wiccans believe? How do we see their beliefs in their actions? • Why are more women turning to wicca? The rise of the digital wiccan.	What is philosophy of religion? • Who are the pre-Socratic philosophers? • What was the impact of Socratic beliefs/views on society? • Who was Plato? What does Plato say about reality? How can this be linked to religious extremism? How can people critically reflect on their own worldviews? • Who was Aristotle? What can he teach us about happiness? What is the purpose of the arts? • How do we know what is real? Descartes and Pascals view. • How has philosophy changed through time?

Year 10 GCSE

Unit 1

Issues of life and death

- What are the different views around caring for the environment?
- What are the different beliefs about how humanity began?
- What is stewardship and dominion?
- What is abortion? What is the law surrounding abortions? What are different views on abortion?
- What is euthanasia? What is the law? Why might someone choose to die? What are the different views on euthanasia? Dignity in dying movement
- What is a hospice? What functions does a hospice have? How do chaplains support in a hospice?
- What happens when we die?
- What is judgement day?

Unit 2

Christianity: Beliefs and Teachings

- How do Christians make moral decisions? What are their sources of wisdom and authority?
- What is the Trinity?
- What does The Creation Story teach us about God?
- What is the incarnation? What does the incarnation teach us? Why was the incarnation necessary?
- What do the events of the crucifixion and resurrection tell us about who Jesus was?
- What is the link between atonement and salvation?
- What happens after Jesus death and resurrection?
- What is the problem of evil and how to Christians respond to this?

Unit 3

Issues of Relationships

- What is a family?
- Why is the family seen as an important social institution in society? What different types of families to we live in? What role does it have in religions?
- What are the different views around cohabitation and marriage? Why is marriage seen as important? What issues can an unstable family unit create?
- What does a wedding ceremony look like?
- Why do some marriages end?
- What is the purpose of sex according to religious groups?

Unit 4

Christianity: Practices

- What does Christianity in Britain look like?
- What is the role of the church in the local community?
- What are the different forms of worship?
- What is the Worldwide Church?
- What is the Ecumenical movement?
- How does the work of Tearfund impact Christians today?
- How do Christians celebrate Christmas and Easter?
- Why do Christians go on Pilgrimage?

Unit 5

Issues of Good and Evil

- What is good? What is evil? How do people make moral decisions?
- What are the aims of punishment?
- Who was Elizabeth Fry and what did she do?
- What is the death penalty? Why and where is it used today?
- Who are Amnesty International?
- What are the origins of evil?
- What are the philosophical and theological discussions surrounding evil?

Year 11 GCSE	
Unit 1	Unit 2
Islam: Beliefs and Teachings • How did Islam split following the death of Muhammad? • What are the Five Roots of Shi'a Islam? • Who are the main prophets in Islam? • Who was the Prophet Muhammad? • Who are angels and why are they important in Islam? • Do Muslims have freewill? • Can any good come out of suffering?	Issues of Human Rights • What are human rights? What is the UDHR? How does it affect our laws in the UK? • What should people be given human rights? • What is social justice? • How do people campaign for social justice? • Why is social justice important to Christians and humanists? • What do we mean by 'personal conviction'? • What is censorship? • Should everyone be able to express their religious views? • What is wealth and poverty? • What actions to charities take to alleviate poverty?
Unit 3	
Islam: Practices • What are the Five Pillars of Sunni Islam? • What are the Ten Obligatory Acts of Shi'a Islam? • What is Jihad? • What festivals do some Muslims celebrate?	