

Programme of Study – Religion, Philosophy and Ethics

“The ability to hold balanced and well-informed conversations about religion and belief”

“Effectively engage with and communicate about the world around them”

Assessment Objectives

AO1

Demonstrate knowledge and understanding of religion and belief*, including: Beliefs, practices and sources of authority. -Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs.

AO2

Analyse and evaluate aspects of religions and belief*, including their significance and influence. *The term ‘belief’ includes religious and non-religious beliefs.

Year 7	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Question	Is anybody there?	What does it mean to be a Hindu?	What does it mean to be a Buddhist?	Should we ever go to war?	What does it mean to be a Jew ?
Why?	<p>Students will start by learning about the different beliefs and views about where religion came from. <i>Was it the founders who saw or spoke to God? Or was it formed in the human mind as a way to deal with our worries and concerns?</i> This allows students to think about religion from its very beginnings.</p> <p>This unit of study ensures students ask themselves and explore arguably the biggest question in our subject area straight away: “Is there anybody there?” “Does God exist?” Students will be taught a wide range of worldviews, theories and ideologies in order to form a well-informed opinion about whether or not God exists. They will also be exposed to the range of views and perspectives that exist - which should improve students tolerance and understanding readying them for adult life in a pluralistic society and global community.</p> <p>Students will study some of the greatest thinkers and philosophers of our time from St Thomas Aquinas to Karl Marx. Furthermore, when students study the Census data it allows them to explore the nature of religion as a social scientist, exploring what we can learn about the changing religious nature in the UK and Bristol from the data, what it reveals about where we live, our community. We will also compare 2001 to 2011’s census data and then try to understand how people’s faith has changed and look to how it may change in the future.</p>	<p>Students will now study each of the six of the world’s major religions in chronological order. Again, this is trying to help the students to organise and create a schema of the knowledge they accumulate. Approximately 84 per cent of people in the world today follow a religion and experts predict that this will rise to 87 per cent by 2050. By studying the beliefs and the ways of life of millions of people around the world and in the UK, students will gain a greater understanding of the past, the modern world and humanity itself (Robert Orme, Collins, 2017). There are also small ethical units throughout the course of study, these allow students to deepen and apply the knowledge they have learnt about religious belief, as well as allowing them to explore different ideologies and their own perspectives on topical issues found in our 21st century lives.</p> <p>In this unit, students will develop knowledge and understanding of the religious beliefs, teachings, practices and sources of wisdom that are believed and used by over one billion Hindu’s in the world. Students will explore various topics from the diverse Hindu beliefs about God and Goddesses’ to the Hindu philosophies about life, death and the afterlife. By the end of this</p>	<p>Students will now study the second of the six major religions in the world. Studying Buddhism after Hinduism allows students to further their understanding of Eastern religions and students are able to compare and contrast the two belief systems, which should help them to build upon the knowledge they have already gained. Concepts such as karma, reincarnation and samsara will not be new to students so we should be able to deepen their understanding of these concepts.</p> <p>Students will learn about and study Buddhism in the way that they would study religions at GCSE, and the lesson sequencing follows the same pattern as they have just followed when studying Hinduism. In this unit, students will develop knowledge and understanding of the religious beliefs, teachings, practices and sources of wisdom that are believed by the Buddhists in our world.</p> <p>Students will explore how Buddhism has grown from the experiences of an Indian prince who lived 2500 years ago to a global religion followed by over 500 million people.</p>	<p>Students will now complete a sequence of lessons exploring the moral and ethical considerations and issues surrounding violence, conflict and war. War is sadly a part of our history and our present day, the ideologies around warfare and whether or not it is morally right to fight in wars or whether we should retain and use Weapons of Mass Destruction are all current worldwide discussions.</p> <p>The aim of this unit is to arm students with the many different theories and perspectives on war. For example, the Just War Theory and the views of pacifists such as Ghandi and Martin Luther King so that students can evaluate and draw their own conclusions and</p> <p>After studying Hinduism and Buddhism students will be able to apply the teachings of the religious teachings to relevant moral issues.</p>	<p>Students will now study the first of the Abrahamic faiths, one of the most influential and ancient religions on earth – Judaism.</p> <p>In this unit students will discover how Judaism began and explore some of the main ideas which shape the religion.</p> <p>Students will explore why the city of Jerusalem is so important to Jews as well as examine the different ways that Jews understand the idea of the Messiah.</p> <p>In the second half of the unit how Judaism has survived extreme persecution over the course of its long history and explore how its followers have tried to make sense of the suffering that they have experienced.</p> <p>As you study more Judaism, you will gain a greater understanding of the past, the modern world and the lives of millions of people around the world who call themselves Jews.</p>

		unit students should have a solid understanding of where and how Hinduism originated, key Hindu beliefs/practices and what it means to be a Hindu today.	By the end of this unit students should have a solid understanding of where and how Buddhism originated, its founder Siddhartha, key Buddhist beliefs/practices and what it means to be a Buddhist today.		
Lessons:	<ol style="list-style-type: none"> 1. Where did religion come from? 2. Was God the cause of everything? 3. Can you believe in God and Evolution? 4. Is God involved in the world? 5. Does the idea of God really make sense? 6. Why did Frued think God was all in the mind? 7. Why did Marx compare religion to a drug? 8. Are Atheists right about faith? 9. What do people in the UK/Bristol believe? 10. Does God exist? 	<ol style="list-style-type: none"> 1. A way of life: What is Hinduism? 2. The nature of God: How can one religion have such a wide range of ideas about God? 3. Sacred Writings: Where did Hindu texts come from and what is in them? 4. Beliefs: What is karma, samsara and moksha? 5. Worship: How do Hindus worship? (Puja and Darshan) 6. Festivals: Why do Hindu's celebrate Holi and Diwali? 7. Modern World: (Ethical issue/Caste system/yoga) 	<ol style="list-style-type: none"> 1. A way of life: What is Buddhism? 2. Founder: Why is the Buddha important? (The Four Sights/ The Four Noble Truths/ Enlightenment) 4. Sacred writings: Where does Tipitaka come from and what is in it? 5. Beliefs: What is the path of enlightenment? (The Eightfold Path/Karma/Samsara/Middle Way) 6. Worship: How do Buddhist practice worship in their daily lives? (Meditation/ Middle Way) 7. Festivals: Why do Buddhists celebrate Wesak? 8. Modern World: (Life of a Monk) 	<ol style="list-style-type: none"> 1. Is war ever justified? (Causes/effects/case study – Afghanistan after 9/11) 2. Is there such thing as a just war? (The Just War Criteria) 3. Is it moral to use WMD? 4. How do Hindu's and Buddhist's respond to war? 5. Should the UK keep its weapons of mass destruction? 	<ol style="list-style-type: none"> 1. A way of life: What is Judaism? 2. Founder: Why is Abraham important? 3. The Nature of God: Who is YHWH? (Messiah) 4. Sacred Writings: Where did the Torah text come from and what is in it? 5. Beliefs: What laws do Jews live by and what do they believe about these laws? (10 Commandments, Moses, Mitzvot) 6. Worship: How and why do Jews pray? 7. Festivals: Why do Jewish people follow Pesach? 8. Modern Word: How and why have Jews been persecuted? 9. Modern World: How did Jews respond to Holocaust?
Assessment	Assessment 1:	Assessment 1:	Assessment 1:	Assessment 1:	Assessment 1:

	<p>“The existence of our complex universe makes it likely that there is a God” <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p> <p>Assessment 2: “God must exist” Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer. AO2</p> <p>End of Unit Knowledge Test. AO1</p>	<p>Explain the diverse Hindu beliefs about the nature of God. AO1</p> <p>Assessment 2: “Hindus must always do their duty.” <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p> <p>End of Unit Knowledge Test. AO1</p>	<p>Explain why the Buddha is important to Buddhists today. AO1</p> <p>Assessment 2: “Following Buddhist teachings about life would remove suffering” <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p> <p>End of Unit Knowledge Test. AO1</p>	<p>Explain from two different religions or religious traditions beliefs about fighting in war. AO1</p> <p>Assessment 2: “The UK should disarm their nuclear weapons” <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p> <p>End of Unit Knowledge Test. AO1</p>	<p>Explain why the Temple is important for Jews today. AO1</p> <p>Assessment 2: “All Jews should observe Shabbat’ <i>Discuss this statement showing you have considered more than one point of view. You must refer to religion and belief in your answer.</i> AO2</p> <p>End of Unit Knowledge Test. AO1</p>
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RPE Solutions

Welcome to RPE Solutions. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
• Is anybody there?	N/A
• What does it mean to be a Hindu?	https://www.bbc.co.uk/bitesize/topics/z3jpyrd https://www.bbc.co.uk/bitesize/topics/z73d7ty
• What does it mean to be a Buddhist?	https://www.bbc.co.uk/bitesize/topics/znkxpv4
• Should we ever go to war?	http://www.bbc.co.uk/ethics/war/just/cause_1.shtml
• What does it mean to be a Jew ?	https://www.bbc.co.uk/bitesize/topics/z4hg9j6