

Year 7 RPE Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1	<p>Should people learn philosophy?</p> <p>Philosophy topic</p>	<p>Topic content</p> <p>I can describe what philosophy is.</p> <p>I can give examples of philosophical questions.</p> <p>I know what religions and worldviews are.</p> <p>I can identify some ancient Greek philosophers and give examples of some of their ideas.</p> <p>I know the stories of ‘The Blind men and the elephant’ and ‘Plato’s cave’ and can explain what they are saying about reality, truth and the quest for knowledge.</p> <p>I can explain some benefits of studying philosophy.</p> <p>I can explain some disadvantages of studying philosophy.</p> <p>Relate the skills learned in philosophy to other areas of life including careers.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I understand that philosophy is a tool for understanding religion and worldviews.</p> <p>I understand that everyone has a worldview.</p> <p>Personal response</p> <p>I have begun to think about what my worldview is</p> <p>I have wondered about some philosophical questions.</p>

<p>Autumn 2</p>	<p>What do Christians think God is like?</p> <p>Religion and Worldviews topic - Christianity</p> <p>Philosophy</p>	<p>Subject content</p> <p>I know the meanings of the words omnipotent, omniscient, omnipresent, benevolent, creator and eternal and can explain how they relate to God.</p> <p>I know what a metaphor is.</p> <p>I understand that physical descriptions of God are usually intended to be metaphorical.</p> <p>I can identify some of the philosophical problems and questions associated with believing in God.</p> <p>I can give ways in which human words are limited when used to describe God.</p> <p>I know that Trinity means three-in-one and understand what Christians mean when they talk about the Father, Son and Holy Spirit.</p> <p>I understand that Christians belief that Jesus was God and human</p> <p>I can define the term incarnation</p> <p>I know what the Bible says about the birth of Jesus and how this is reflected in Christmas traditions.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I have listened to Christians talk about their beliefs about God and can give strengths and weaknesses of this as a source of information about Christianity.</p> <p>I understand that because ideas about God are hard to put into words people often use images and symbols to communicate these ideas.</p> <p>Personal response</p> <p>I have considered whether I think there is such a thing as God and if there is what I think God would be like.</p>
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<p>Spring 1</p>	<p>What does it mean to be a Muslim in the UK?</p> <p>Religion and worldviews topic - Islam</p>	<p>Topic content</p> <p>I Know that Islam is the world’s second largest religion and that there are Muslims living all over the world, and that Muslims are of all races and nationalities.</p> <p>I can define the terms Muslim, Islam, Allah, Muhammad, Quran, Prophet and Mosque.</p> <p>I know some of the key Muslim beliefs such as one God, prophets, holy books, angels, predestination, and judgement.</p> <p>I can identify and describe the five pillars of Islam</p>
<p>Spring 2</p>		<p>I can explain how following the pillars of Islam might influence a Muslims life and explain why they are important to Muslims.</p> <p>I can explain why many Muslim women wear hijab and why there are different approaches this to this within the religion.</p> <p>I have considered arguments for and against the wearing of face veils in public including arguments about secularisation and freedom of religion and expression.</p> <p>I can define the term Islamophobia and understand how Muslims are affected by it.</p> <p>I understand the terms lesser and greater Jihad.</p> <p>I know what the Quran says about the lesser Jihad and consider why the actions of Islamist terrorists are against these rules.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I have listened to Muslims talk about their beliefs and can give strengths and weaknesses of this as a source of information about Islam.</p> <p>I understand that different Muslims follow their religion in different ways and I can give some reasons for this.</p> <p>I understand that the media can be an unreliable source of information about religions.</p>

		<p>Personal response</p> <p>I have expressed my views on the wearing of religious symbols in public and on whether going to war is ever right.</p>
<p>Summer 1</p>	<p>How was the world created?</p> <p>Religion and worldview topic - Christianity and Judaism</p> <p>Philosophy</p>	<p>Topic content</p> <p>I know what is meant by Genesis and can describe the creation story in Genesis 1.</p> <p>I have a simple understanding of the Big Bang and evolution theories and give evidence that supports them.</p> <p>I can explain ways in which the scientific accounts contradict Genesis.</p> <p>I understand that Genesis may be seen as symbolic.</p> <p>I can give reasons why believers may accept both a creation myth and scientific accounts.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I understand that sacred texts can be interpreted in different ways by different people.</p> <p>I understand that the way people interpret a sacred text depends on their personal worldview.</p> <p>I can apply different methods of interpretation to the Genesis story.</p> <p>Personal response</p> <p>I can express my own opinion on how the universe was created and give reasons for my view.</p>

<p>Summer 2</p>	<p>Do we have a responsibility to look after the environment?</p> <p>Ethics topic</p> <p>Religion and worldviews - Christianity, Hindu dharma, Buddhist dharma, Judaism and Humanism</p>	<p>Topic content</p> <p>I can identify problems facing the environment.</p> <p>I can explain reasons why humans should act to help the environment</p> <p>I can explain reasons why some people do not act to help the environment and begin to counter argue with these.</p> <p>I can explain the teachings of Christianity, Buddhism, Judaism and Hinduism about the environment.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I can give a reasoned account about whether we have a responsibility to help those in need.</p> <p>I have considered two points of view about whether we have a responsibility to help those in need.</p> <p>Personal response</p> <p>I can express my opinion on whether I have a responsibility to help those in need.</p>
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Year 8 RPE Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1	<p>Is there life after death?</p> <p>Religion and Worldview topic - Christianity and Hindu dharma</p>	<p>Topic content</p> <p>I can define the terms soul, dualism and materialism.</p> <p>I can describe different religious and non-religious views about the soul.</p> <p>I can explain what the paradox of Theseus Ship teaches us about human identity and the soul.</p> <p>I can describe arguments for and against the afterlife.</p> <p>I can describe Christian beliefs about the afterlife including the terms heaven, hell, purgatory and resurrection.</p>
Autumn 2		<p>I can describe Hindu beliefs about the afterlife including the terms reincarnation, karma and moksha.</p> <p>I know some scriptures about the afterlife from Christian and Hindu texts.</p> <p>I can give examples of how beliefs in the afterlife influence the believer.</p> <p>I recognise that there are different views about the afterlife within religion.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I know that people's personal views on the afterlife might be different from the worldview or religion they hold.</p> <p>I can give strengths and weaknesses of different sources of information about beliefs about</p>

		<p>the afterlife.</p> <p>Personal response</p> <p>I can explain my own opinion on whether there is an afterlife and whether I think the arguments we have looked at are good arguments</p>
<p>Spring 1</p>	<p>How do we know how to be good?</p> <p>Ethics</p> <p>Religion and worldviews -Christianity, Judaism and Humanism</p>	<p>Topic content</p> <p>I can identify some things that influence our views on right and wrong.</p> <p>I know what the 10 Commandments are and why they are important to Jews and Christians.</p> <p>I understand the difference between absolute and relative morality.</p> <p>I know what we mean by a worldview and that worldview's can be personal or organised</p> <p>I know what Humanism is</p> <p>I can describe some things that might influence humanists views on ethical issues</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I have listened to a Humanist talk about their beliefs and can give strengths and weaknesses of this as a source of information about worldviews.</p> <p>Personal opinions</p> <p>I have discussed a range of moral dilemmas, given my personal view on what the right thing to do is.</p> <p>I can express my own opinion about whether rules are a useful way of making moral decisions.</p>

<p>Spring 2</p>	<p>Should a Hindu ever use violence?</p> <p>Ethics</p> <p>Religions and worldviews - Hindu dharma</p>	<p>Topic content</p> <p>I can define violence and be able to give examples of it.</p> <p>I can define the term pacifist.</p> <p>I can explain why many Hindus are pacifists including reference to ahimsa.</p> <p>I can explain how Gandhi used non-violent protest and how he was inspired by his beliefs.</p> <p>I can explain why other Hindus might accept the idea of a Just War.</p> <p>I know some texts from the Bhagavad Gita about the use of violence.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I understand that different Hindus will have different views on ethical issues and I can give some reasons for this.</p> <p>I can explain a point of view about the use of violence with reasons.</p> <p>I can explain two points of view within Hindu dharma about the use of violence.</p> <p>Personal response</p> <p>I can express my own opinion on the use of violence giving reasons for my point of view.</p>
<p>Summer 1</p>	<p>What does the Exodus story teach about liberation?</p> <p>Religion and worldviews - Judaism, Christianity and Islam</p>	<p>Topic content</p> <p>I know what the Exodus story is and can give a summary of it.</p> <p>I know that the Exodus story is important to Jews, Christians and Muslims.</p> <p>I know who Moses is and why he is important in Judaism, Christianity and Islam.</p> <p>I can explain how God is portrayed in the Exodus story</p>

		<p>I can explain how the Exodus story is linked to the idea of covenant in Judaism.</p> <p>I can describe how Jews today celebrate Pesach and the Seder meal and know how this links to the Exodus story.</p> <p>I can define the term liberation.</p> <p>I can explain how the Exodus story has inspired people through history to stand up to injustice and slavery.</p> <p>I can explain what feminists might think about this story.</p> <p>I can explain why Christians think that Jesus is a new Moses and compare Christian ideas about Moses and Jesus</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I understand that sacred texts can be interpreted in different ways by different people.</p> <p>I understand that the way people interpret a sacred text depends on their personal worldview.</p> <p>I can apply different methods of interpretation to the Exodus story.</p> <p>Personal response</p> <p>I can express how the Exodus story makes me feel and say what it means to me.</p>
Summer 2	Do we have a responsibility to help others?	<p>Topic content</p> <p>I know what Peter Singer’s drowning child thought experiment is and can explain what Peter Singer thinks about why we should help those in need.</p>

	<p>Ethics</p> <p>Religion and worldviews -Christianity, Humanism, Judaism and Islam</p>	<p>I can describe some stories from the Bible about helping people in need and say what Christians can learn from these stories.</p> <p>I can explain why many Christians think they have a responsibility to help those in need.</p> <p>I can explain why Muslims think they have a responsibility to help those in need linking back to the idea of Zakat.</p> <p>I can explain why Jews think they have a responsibility to help those in need.</p> <p>I can describe the work of Christian Aid.</p> <p>I can explain the reasons that some people do not think helping those in need is our responsibility.</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I can give a reasoned account about whether we have a responsibility to help those in need.</p> <p>I have considered two points of view about whether we have a responsibility to help those in need.</p> <p>Personal response</p> <p>I can express my opinion on whether I have a responsibility to help those in need.</p>
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Year 9 RPE Curriculum Map

Term	Topic/Unit title	Essential knowledge and skills (what students should know, understand and be able to do by the end of the unit/topic)
Autumn 1	<p>Does God exist?</p> <p>Philosophy</p> <p>Religion and worldviews - Christianity, Islam, Judaism, Atheism, Agnosticism</p>	<p>Subject content</p> <p>I know the meaning of the words omnipotent, omnipresent, omniscient and benevolent</p> <p>I can use the terms atheist, theist and agnostic correctly.</p> <p>I can give a range of reasons why people may be theists.</p> <p>I can explain the first cause argument for the existence of God</p> <p>I can explain William Paley’s watchmaker argument for the existence of God</p> <p>I know how the Fibonacci sequence links to the existence of God</p> <p>I can give examples of religious experience and explain how they might lead to belief in God</p> <p>I can give some criticisms of these arguments.</p> <p>Ways of knowing about and understanding religion and worldview</p> <p>I can explain points of view with reasons.</p> <p>I can give two points of view.</p> <p>Personal opinions</p> <p>I can give their own opinion on whether God exists and whether they think the arguments we have looked at are good arguments.</p>
Autumn 2	<p>Does God exist?</p>	<p>Topic content</p> <p>I can give reasons why theists believe in religious experiences.</p>

	<p>Philosophy</p> <p>Religion and worldviews - Christianity, Islam, Judaism, Atheism, Agnosticism</p>	<p>I can give several examples of religious experiences.</p> <p>I can give criticisms of these arguments.</p> <p>I can describe how the Big Bang theory and theory of evolution can be used to show that God does not exist.</p> <p>I can give multiple reasons why less people believe in God now than in the 19th century.</p> <p>I know what Fredrick Nietzsche meant when he said 'God is dead'.</p> <p>I know what Karl Marx meant when he said 'Religion is the opium of the people.'</p> <p>Ways of knowing about and understanding religions and worldviews</p> <p>I can explain a point of view with reasons</p> <p>I can give two points of view</p> <p>Personal response</p> <p>I can explain my own opinion on whether God exists and whether I think the arguments we have looked at are good arguments</p>
<p>Spring 1</p>	<p>Applied ethics</p> <p>Ethics</p> <p>Religions and worldview - Judaism, Christianity, Islam, Hindu dharma, Humanism</p>	<p>Topic content</p> <p>I can give different views about when human life begins and apply these ideas to the abortion debate.</p> <p>I know what abortion is and what the UK law says about abortion.</p> <p>I can explain a range of pro-life arguments including religious ones.</p> <p>I can explain a range of pro-choice arguments including religious ones.</p>

<p>Spring 2</p>		<p>I have considered whether foetal screening and abortion are discrimination against people with disabilities.</p> <p>I know what designer babies and saviour siblings are.</p> <p>I can explain arguments for and against using these technologies including religious and humanist arguments.</p> <p>I can define the term capital punishment and know some facts about its use</p> <p>I can explain arguments for and against capital punishment</p> <p>I can explain arguments for and against animals having rights</p> <p>Ways of knowing about and understanding religion and worldviews</p> <p>I have explained a point of view with reasons</p> <p>I have given two points of view.</p> <p>I have commented on the reliability and usefulness of sources of information about ethical issues</p> <p>Personal response</p> <p>I can explain my own opinion on the above ethical issues.</p>
<p>Summer 1&2</p>	<p>Where does evil and suffering come from?</p> <p>Philosophy</p> <p>Religion and worldviews - Judaism, Christianity, Atheism</p>	<p>Topic content</p> <p>I have considered what is meant by evil.</p> <p>I have discussed whether some people are inherently evil or whether we all have the capacity to be evil.</p> <p>I can describe Stanley Milgram’s obedience experiment.</p>

		<p>I can explain what Milgrim's experiment shows about our capacity to do evil.</p> <p>I can give a range of answers to the question of where was God in the Holocaust.</p> <p>I can explain the problem of evil.</p> <p>I can explain different responses to the question of where was God in the holocaust including that of Maximillian Kolbe and Elli Wiesel.</p> <p>I can explain why conflict developed between the Hutus and the Tutsis in Rwanda and what happened in the genocide.</p> <p>I can describe how peace was achieved through reconciliation in Rwanda.</p> <p>I have considered their own opinions on what they would be prepared to forgive.</p> <p>Ways of knowing about and understanding religions and worldviews</p> <p>I can explain a point of view with reasons.</p> <p>I can give two points of view.</p> <p>Personal response</p> <p>I can explain my own opinion on why people suffer and whether suffering shows that God does not exist.</p>
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