

Year 7 - TPE - Topic 1 - The Island

Understanding this is important because: it provides students with the opportunity to consider the nature of the society in which we live and the roles and responsibilities of people within our communities. It prompts students to reflect and critically analyse the purpose of law and leadership, as well as the significance of religious ritual and the part it plays within our community.

Key Skills:

- Critical thinking and analysis
- Tolerance and understanding
- Empathy
- Creative thinking

Assessment:

Summative:

- Knowledge test; essay.

Formative:

- Ongoing feedback, peer assessment, verbal assessment, self assessment.

'The Big Picture':

- Personal reflection of what constitutes one's identity
- Critical reflection of the role and responsibilities of people within a community.
- Thinking analytically about what constitutes good leadership and the necessity of rules and laws.
- Understanding what is meant by the term sacred generally and personally, and why the sacred should be respected.
- Having a tolerant and empathetic understanding of the importance of sacred texts and rituals for religious believers.

Curriculum Enhancement:

- [BBC Bitesize - World Faiths](#)
- [The British Library - sacred texts](#)
- [BBC Bitesize - Easy Peasy Politics](#)

Key Vocabulary / Terms:

Community: a group of people living alongside each other.

Identity: that which defines a person.

Law: rules that bring order to a community.

Religion: the belief in, and worship of, a god.

Sacred: understood as special or 'set apart'.

Prior Learning

- Explorations of world religion done at Key Stage 2

Next Learning

- Going from the general to the specific, honing in on a specific religious narrative, leading on to religious practices in topic 7.3.
- Exploring the Patriarchs and a consideration on what these figures and events teach religious believers and how they can apply these teachings to their lives today.

Cross Curricular Links:

Finding Connections With:

- Art - creative design.
- History - leadership and rulers are discussed in relation to the monarchy.
- PD - community and responsibility.

'Curriculum is content structured as narrative over time' (Counsell,C)

Year 8 - TPE - Topic 1 - The Life of Jesus

Understanding this is important because: it explains many aspects of the Christian faith in today's world and the central figure of Jesus. Students have the opportunity to interpret extracts from religious texts and to see the world through the eyes of a particular religious group. They can reflect on the significance of Jesus within holy books, places of worship, commemorations and symbolism. Students can evaluate/contrast links between different sub-groups and religions.

Key Skills:

- **ACP:**
- Meta-Thinking
- Linking
- Analysing
- **VAA:**
- Empathetic

Assessment:

- **INFORMAL:** Contributions to discussion and debates
- **SUMMATIVE:** CCT/End of Year Exam
- **FORMATIVE:** Starter activities, recall activities, mini evaluation questions throughout the topic

Curriculum Enhancement:

- <https://www.theguardian.com/world/2017/apr/14/what-is-the-historical-evidence-that-jesus-christ-lived-and-died>
- <https://www.youtube.com/watch?v=Tb7bvF5Ucrk>
- **Various resources on events in the life of Jesus and additional practices e.g Baptism, Eucharist:**
<https://request.org.uk/resource/>

'The Big Picture':

- Understand Jesus as a historical, Biblical and mythic figure, and the reasons behind those differences. Offer a justified view of how the message of Jesus Christ could affect modern Christians. Express insight and understanding of how different perspectives of Jesus Christ affects his message. Explain, with references to historical context, how Jesus Christ could be considered a radical, using his teachings, or his actions.
- Understand the life of Jesus from the Christian perspective, exploring the significance of Jesus' ethical teachings as well as his status as a divine being.
- Examine the significance of Jesus' death and resurrection for Christian salvation.
- Engage students in systematic enquiry into significant human questions which Christianity attempts to address.

Key Vocabulary / Terms:

Annunciation: the announcement of the Incarnation to Mary
 Incarnation: God taking on a human body, as Jesus
 Trinity: God as one, existing as three persons or in three forms
 Deity: God
 Baptism: a sacrament, using water; an outward demonstration of an inward state/commitment
 Crucifixion: an ancient form of execution where a person was nailed or bound to a cross.
 Resurrection: physically returning to life after death
 Parable: story told by Jesus with a moral message

PRIOR LEARNING

Human Rights, Year 7 Island Unit, developments in Judaism, Key Stage 2 learning in primary school. We will reflect on the life of Jesus-origins and development of early Christian Ethics including social justice.

NEXT LEARNING

Broadening view and considering a wider perspective of beliefs in God and treatment of life and the planet. Reflect on potential authority of Jesus' claims

Cross Curricular Links:

- **History: source analysis, credibility and reliability of historical evidence**
- **Geography: past and present territories of Middle East**
- **English/History: structuring a two sided argument**

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Year 9 - TPE - Topic 1 - Existence of God

Understanding this is important because: it encourages us to tackle some of the biggest questions in life and to engage in intellectually challenging analysis of arguments and evidence. It encourages us to think for ourselves and to think about religion and life in a more abstract way than we might normally.

Key Skills:

- **ACP:**
- Meta-Thinking
- Linking
- Analysing
- **VAA:**
- Empathetic

Assessment:

Summative:

- CCT and end of year exam.

Formative:

- Factual recall in 'Starter' activities.

'The Big Picture':

- Identifying what is meant by proof, truth and ambiguity within TPE.
- Explaining the argument of Thomas Aquinas and why it highlights the science v religion debate i.e. believing in the big bang theory still requires you to consider 'First Cause'. This can also be linked to analysis of the quote from Einstein
- Investigating and evaluating further arguments about the existence of God e.g. Feuerbach, Paley and Pascal, in order to start formulating and/or re-affirming personal opinions and beliefs and be able to express individualised theories, informed/supported with evidence.
- Being able to work collaboratively to discuss/reflect upon 'ultimate questions' and to empathise with opposing viewpoints.

Curriculum Enhancement:

- [How Science Could Prove The Existence Of God](#)
- [Can Physics Prove If God Exists?](#)
- Watch documentaries, debates and TED talks that explore arguments about the existence of God.

Key Vocabulary / Terms:

Philosopher
Theologian
Theist
Atheist
Agnostic
First Cause Argument
Teleological
Gamble

Prior Learning

Links to competing theories of the origins of life in the preceding topic. This topic allows students to continue to reflect on 'ultimate questions' and considering their views and the views of others.

Next Learning

Examining the ideas of proof, truth and ambiguity as presented by a specific faith. Also, in Year 9, students will explore a series of topics that have led many to question the existence of God, whilst at the same time, others have drawn strength from their faith in the face of adversity.

Cross Curricular Links:

- **Psychology:** God as a construct of the imagination
- **English Language:** Persuasive writing.

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Understanding this is important because: Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to Christianity and Sikhism: corporal punishment, death penalty, forgiveness.

Key Skills:

- **ACP:**
- Meta-Thinking
- Linking
- Analysing
- **VAA:**
- Empathetic

Assessment:

- Knowledge tests
- Recall tasks
- Essay planning
- CCT based on the exam paper..

Curriculum Enhancement:

- <https://prisonreformtrust.org.uk/wp-content/uploads/2023/06/prison-the-facts-2023.pdf>
- <https://restorativejustice.org.uk/what-restorative-justice>
- <https://www.bbc.co.uk/bitesize/guides/z9c4srd/revision/5>
- <https://www.gov.uk/community-sentences>

'The Big Picture':

- Good and evil intentions and actions
- Reasons for crime, including:
 - poverty and upbringing
 - mental illness and addiction
 - greed and hate
 - opposition to an unjust law.
- Views about different types of crime, including hate crimes, theft and murder.
- The aims of punishment, including: retribution, deterrence, reformation.
- The treatment of criminals, including:
 - prison
 - corporal punishment
 - community service.
- Forgiveness.
- The death penalty.

Key Vocabulary / Terms:

Justice
Deterrence
Retribution
Reformation
Custodial and non-custodial
Restorative justice

Prior Learning

Students should be able to make links to content from the following units: Christianity (Year 10), Theme B (Year 10), Justice (Year 9), Problem of Evil (Year 9), Jesus (Year 8) and the Existence of God (Year 8).

Next Learning

Application of knowledge and embedding good practice in written line of argument, especially in developing logical chains of reasoning leading to judgements supported by knowledge and understanding.

Cross Curricular Links:

- **.History:** Changes in UK law; historical case studies.
- **Geography:** Local and global poverty

Finding Connections With:

- **Literacy:** examining religious texts

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Key Skills:

ACP:

- Meta-Thinking
- Linking
- Analysing

VAA:

- Empathetic

Assessment:

- Knowledge tests
- Recall tasks
- Essay planning
- CCT based on the exam paper

Curriculum Enhancement:

- <https://www.historytoday.com/archive/feature/crusades-complete-history>
- https://www.nato.int/cps/en/natohq/to pics_50325.htm
- <https://www.britannica.com/topic/Sikh-Wars>
- <https://www.coventrycathedral.org.uk/reconciliation/community-of-the-cross-of-nails>

'The Big Picture':

- The meaning and significance of: peace, justice, forgiveness, reconciliation.
- Violence, including violent protest.
- Terrorism.
- Reasons for war, including greed, self-defence and retaliation.
- The just war theory, holy war and pacifism.

Religion and belief in 21st century conflict:

- Religion and belief as a cause of war and violence in the contemporary world.
- Nuclear weapons, including nuclear deterrence.
- The use of weapons of mass destruction.
- Religion and peacemaking.
- Religious responses to the victims of war including the work of one present day religious organisation.

Key Vocabulary / Terms:

Just War
Dharam Yudh
Holy War
Reconciliation
Pacifism
Forgiveness
Justice

Prior Learning

Students should be able to make links to content from the following units: Christianity (Year 10), Theme B (Year 10), Justice (Year 9), Problem of Evil (Year 9), Jesus (Year 8) and the Existence of God (Year 8).

Next Learning

The core ideas of this theme will be applied throughout the thematic units, as well as used comparatively throughout the units on Sikhism.

Cross Curricular Links:

- **History:** War case studies
- **Geography:** the impact of war on the environment and migration of people
- **Art:** What can we learn through images?

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Understanding this is important because:

Learners will explore the teleological and cosmological arguments for God, affording them the opportunity engage critically with the works of Aquinas and Paley, who attempt to conclude the existence of God using reasoning supported by empirical evidence.

Key Skills:

ACP:

- Meta-Thinking
- Linking
- Analysing

VAA:

- Empathetic
- Agile

Assessment:

- Knowledge tests
- Recall tasks
- Essay planning
- Essays - both independent and timed

Curriculum Enhancement:

- Aquinas, Summa Theologiae, I.2.3
- Paley, Natural Theology Chapters 1 and 2
- Hume, Dialogues Concerning Natural Religion Part II
- Dawkins, R. (1991) The Blind Watchmaker, Penguin, Chapter 1
- Palmer, M. (2002) The Question of God, Routledge, Chapters 2 and 3

'The Big Picture':

- **The teleological argument:** details of this argument including reference to Aquinas' Fifth Way and Paley.
- **The cosmological argument:** details of this argument including reference to Aquinas' first three ways.
- **Challenges to arguments from observation:**
- details of Hume's criticisms of these arguments for the existence of God from natural religion
- the challenge of evolution
- Learners should have the opportunity to discuss issues related to arguments for the existence of God based on observation, including:
- whether a posteriori or a priori is the more persuasive style of argument
- whether or not teleological arguments can be defended against the challenge of 'chance'
- whether cosmological arguments simply jump to the conclusion of a transcendent creator, without sufficient explanation

Key Vocabulary / Terms:

A posteriori
Empiricism
Omnipotence
Omniscience
Omnibenevolence
Telos
Analogy

Prior Learning

Students should be able to make links to content from the KS3/4 such as Existence of God, the Problem of Evil, and draw upon knowledge and skills from ancient philosophical thought and arguments from reason.

Next Learning

Establishes key concepts that will be explored further in the units on the attributes of God, soul, mind & body, religious experience and religious language.

Cross Curricular Links:

English/History: developing a reasoned, line of argument.

Law: The notion of absolute and relative laws.

Psychology: The existence of the mind.

Sciences: Biology, mechanics, evolution, laws of nature

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Year 13 - RS- DCT - Religious Pluralism

Understanding this is important because:

Students systematically study key concepts within the development of Christian thought. Focus: Significant social and historical developments in Christian thought, such as those influenced by ethics, philosophy or studies of religion

Key Skills:

ACP:

- Meta-Thinking
- Linking
- Analysing

VAA:

- Empathetic
- Agile

Assessment:

- Knowledge tests
- Recall tasks
- Essay planning
- Essays - both independent and timed

Curriculum Enhancement:

- Hick, J. (1995) God and the Universe of Faiths, SCM Press, Chapters 1 and 10
- McGrath, A. E. (2010 5th Edition) Christian Theology, Wiley-Blackwell, Chapter 17
- D'Costa, G. (2009) Christianity and World Religions, Wiley-Blackwell, Chapter 5

'The Big Picture':

- The teaching of contemporary Christian theology of religion on:
 - o exclusivism: the view that only Christianity fully offers the means of salvation.
 - o inclusivism: the view that although Christianity is the normative means of salvation, 'anonymous' Christians may also receive salvation.
 - o pluralism: the view that there are many ways to salvation, of which Christianity is one path.
- Learners should have the opportunity to discuss issues related to religious pluralism and Christian theology of religion, including:
 - whether or not if Christ is the 'truth' there can be any other means of salvation
 - whether or not a loving God would ultimately deny any human being salvation
 - whether or not all good people will be saved

Key Vocabulary / Terms:

Salvation
Pluralism
Exclusivism
Inclusivism
Anonymous Christians
Cohesion
Inter-Faith dialogue

Prior Learning

Students undertake a detailed study of the ideas and impact of Dietrich Bonhoeffer. This study of Christian moral principles in action will place moral principles in a real-world context, making the study of Christianity more tangible for learners.

Next Learning

Students will reflect on how pluralism raises issues of the nature of salvation, religious tolerance, respect and recognition of opposing views.

Cross Curricular Links:

- **Personal Development:** responsibility
- **Government & Politics:** state and government; expressions of religious freedom
- **English/History:** developing lines of argument

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