

RE

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Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs, which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Oakfield advocates that RE should help the personal development of young people to hold balanced and well-informed conversations about religion and belief and plays an important part in preparing young people for life in modern Britain.

The SMSC curriculum is a vehicle for delivering aspects of RE in all year groups. Through our theme days we hope to develop pupils respect for different faiths and cultural diversity

RE progression:

By the end of KS2, pupils should have a range of skills that have an informed or a developing view of the Knowledge and Understanding of Religion, critical thinking and personal reflection. For pupil's **investigation and Enquiry skills**, pupils will be getting involved in asking relevant questions, beginning to use different sources to gather information and have some ability to ascertain facts. In their **Application** of RE, pupils will be making links between religions and individual and community life. For pupil's skills of **Critical thinking**, pupils will be showing signs of expression (learning to communicate) and starting to give an informed opinion and personal viewpoint. Pupils should also be encouraged to ask important questions about religion and beliefs. Pupil's **interpretation** skills will include drawing meaning from stories, artefacts, symbols, rituals etc. and suggesting meanings of religious texts. Pupil's Personal reflection skills will start to include Empathy of seeing the world through the eyes of others and seeing issues from their point of view, developing the power of imagination to identify, feelings such as love, wonder, sorrow, forgiveness, considering the thoughts, feelings, beliefs and experiences of others.

Reflection and Response

- reflecting on their own feelings and experiences
- developing a personal interest and curiosity in

puzzling, searching and challenging

- questions

Attitudes

Self-awareness

- a sense of self-worth and value
- a sense of belonging
- developing the capacity to consider one's own

beliefs, values and attitudes

Respect

- sensitivity to the beliefs and feelings of others
- willingness to listen and learn from others who may

have beliefs and customs different from one's own

Appreciation and Wonder







- a sense of wonder about the world

Open-mindedness

- readiness to look beyond surface impressions
- willingness to learn and gain new understanding






Schemes of work: Year 7

Our RE lessons this year are largely focused around Christianity, Hinduism and Islam. Pupils will study each of these religions during the Autumn, spring and summer term along with social sciences such as rights and responsibilities and philosophy. Pupils will look how the three religions being studied, express their beliefs, how they implement their rules and learn about their religious symbols and leaders. Pupils will start their Autumn term with a unit called religion all around us, where they will discuss the many religions that can be regularly seen within our community, through signs and symbols, clothing and religious buildings. Pupils will study democracy and look at our rights and responsibilities, respect and tolerance, rule of law and also an individual's liberty. Pupils will look at Philosophy and discuss the origins of the universe, the meaning of justice and freedom and finally peace and conflict.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
 <p>Religion all around us (social sciences)</p> <p>Pupils will start their Autumn term with a unit called religion all around us, where they will investigate and discuss the many religions that can be regularly seen within our local communities, through signs and symbols, clothing and religious buildings and yearly events.</p> <ul style="list-style-type: none"> • How do people express their beliefs? (identify symbols and artefacts from two different faiths and explain how these help members express their beliefs) • How do religious values provide rules for living? (compare values and beliefs from two different faiths; describe the impact of beliefs, values and rules) • What motivates people to get involved in different causes? (explain the values that motivate a response to a cause, explain sacrifices made to improve the lives of others) 	 <p>Christianity (1)</p> <p>In this unit of work, pupils will learn about the life, teachings and death of Jesus. Pupils will learn about the Holy Trinity, the parables of Jesus. Pupils will learn about where Christians worship and what can be found within Churches, especially during Christian events such as Easter and advent. Pupils will learn about the holy texts of Christianity and they will revisit and discuss the Nativity and advent and look at traditions around Christmas. Pupils will learn about how Christians express their faith today.</p> <ul style="list-style-type: none"> • Jesus (Why is Jesus important?) • Story of Christianity (where, why and how did Christianity begin?) • Nativity and advent (What are the traditions around Christmas and why do we have them?) 	 <p>Rights and responsibilities</p> <p>In this unit, pupils will study rights and responsibilities and learn that a right is a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech. Pupils will learn about the Responsibilities are duties or something an individual should do such as following the law and rules. In this sense, classroom roles and responsibilities go hand in hand with each other. Pupils will learn about democracy and their right to vote when they are 18, about the rule of law, and the consequences of breaking such rules.</p> <ul style="list-style-type: none"> • Democracy (UK political parties, government responsibilities why democracy is important) • Respect and tolerance (what does diversity look like in Britain?) • Rule of law (What is it, and why does it matter?) • Individual liberty (including freedom, responsibility and accountability) 	 <p>Hinduism (2)</p> <p>In this unit, the pupils will learn about the origins of Hinduism and the Vedas, which are the religious texts that inform the religion of Hinduism. Pupils will learn about Dharma and how it influences the way, the Hindus live their lives. Pupils will learn about the Hindu beliefs of Samsara (The cycle of life), Karma and Moksha. Pupils will study the three gods that make up Brahman. Pupils will learn about the Hindu holy texts and about how Hindus express their faith today.</p> <p>Hinduism</p> <ul style="list-style-type: none"> • Beliefs and practices of Hinduism (The 10 disciplines) • Hindu Holy texts (Hindu sacred texts and worldview) • Gods in Hinduism (their qualities and how they are worshipped) 	 <p>Philosophy</p> <p>In this unit, pupils will learn the meaning of "philosophy" (love of wisdom). Pupils will learn that philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other. Pupils will have the opportunities to ask questions and get involved in class debates about questions, which are difficult to answer.</p> <ul style="list-style-type: none"> • Origins of the universe (How did the universe begin?) • The environment and conservation (Why is it important to look after the earth?) • What is the meaning of justice and freedom? (What is justice and why do we need it?) • Peace and conflict (why do wars start and end?) 	 <p>Islam (3)</p> <p>Pupils will study the origins of the beginning of Islam and learn about the Islamic Prophet Muhammad. Pupils will look at the aspects of the Muslim faith and about the six main beliefs as well as the five pillars of Islam. Pupils will learn about the Muslim holy book the Qur'an, their place of worship and the festivals of Islam</p> <ul style="list-style-type: none"> • Islamic holy texts (What is the Qur'an?) • The Five pillars of Islam (What are they and why do they matter?) • Principles of Islam (how do Muslims live their lives?)

Year 8

KS3 schemes of work are of simple teachings from Buddhism to help understanding how morals and values are shaped in the absence of God, we then move to look at beliefs and teaching of Judaism, Sikhism and Christianity in Britain and around the world. Our RE lessons this year are largely focused around making sense of pain and suffering around the world. This will include the religious view of terrorism and the study of the Holocaust since it helps pupils to gain a better understanding of who the victims of the Holocaust were. It will encourage reflection on the richness and diversity of Jewish culture, their own beliefs in God and of life in Europe prior to 1939 and reminds pupils of the common humanity of those who would later be victims of persecution and murder. Pupils will look at the long history of antisemitism before focusing on its central and pervasive place within Nazi thought. It also allows consideration of the means by which Nazi propaganda sought to influence the German people. The unit will also help pupils to explore the diverse experiences of different groups of people persecuted by the Nazis and their collaborators and to deepen their understanding of Nazi ideology.

Autumn One 	Autumn Two 	Spring One 	Spring Two 	Summer One and Summer Two 
<p>An introduction to Buddhism: (4) Aim: To know the key beliefs within Buddhism, and consider how these beliefs and the actions of Buddhists demonstrate their belief in dharma (teachings of the Buddha). Students will know the life story of Siddhartha Gotama (the Buddha), the 3 marks of existence (3 universal truths), 4 noble truths, noble eight-fold path and beliefs about karma, samsara and reincarnation.</p> <p>Week 1: To know who the Buddha was and the key events in his life.</p> <p>Week 2: To know the Buddha's teachings on the 3 marks of existence.</p> <p>Week 3: To know the 4 Noble Truths and consider how life could be better if we followed the.</p> <p>Week 4: To know the Buddha's teaching about how suffering can be stopped - The middle way</p> <p>Week 5: To understand the Buddhist concept of impermanence (that nothing lasts).</p> <p>Week 6: To understand the meaning of the term 'enlightenment'.</p> <p>Week 7: To understand how beliefs about reincarnation link to enlightenment.</p> <p>Week 8: Assessment</p>	<p>An introduction to Judaism (5) This unit is an introduction to Judaism will help develop an awareness of the basic beliefs of Judaism: to explore origins and truth, beliefs about the nature of God, about life, religious practices. It is essential the pupils make comparison to their own traditions and understand the brotherhood of faith in God, have an awareness of other important religious traditions in Britain today and explore a variety of beautiful cultural and religious difference</p> <p>Lesson 1: Understand key facts associated with Judaism (Judaism detective) Abraham Lesson 2: Explore the origins of Judaism and discover why Abraham was chosen by God. – Who was Abraham?, The covenant. Lesson 3: Know the story of Esau and Jacob Lesson 4: Understand the story of Moses and the Burning Bush Lesson 5: The 10 plagues of Egypt Lesson 6: The Great escape and the Passover Lesson 7: Know the laws given to Moses (The 10 commandments) Lesson 8: How do Jews worship God? How do Jews worship God at home? The holy book, founder/leader of Judaism, places of worship, Jewish beliefs, Jewish festivals, the different denominations within Judaism</p>	<p>Suffering: The Holocaust: (The Persecution of the Jews). The Holocaust unit will link with history and World War Two and will look at the actions of a wide range of people who were confronted with moral and ethical choices during the Nazi era. In so doing, it also seeks to avoid simplistic judgements about human behaviour and to consider the complexities of terms such as 'perpetrator' and 'bystander'. The unit will focus on the small minority of people who chose, often at great personal risk, to offer assistance to Jews during the Holocaust. It thus offers a contrast to the many examples of negative human behaviour, which students will have so far encountered during the course whilst encouraging reflection on the complex range of motives, which might have led someone to become a rescuer.</p> <p>Lesson 1: What is persecution and prejudice?</p> <p>Lesson 2: Know why the Jews were hated through time and by Hitler, know the meaning of Anti-Semitism</p> <p>Lesson 3: Adolf Hitler</p> <p>Lesson 4: Nazi propaganda (The poisonous mushroom)</p> <p>Lesson 5/6: Steps to genocide Stage 1: Denial of rights, Stage 2: Separation Ghettos, Stage 3: Mass murder – The final solution (Concentration camps)</p>	<p>Introduction to Sikhism (6) In this unit pupils find out about the Gurdwara and the role it plays in Sikh communities. Pupils develop their understanding of how religious beliefs are expressed in practice through studying the features of the Gurdwara and the activities, including worship, which take place inside it. Pupils re-visit key beliefs in Sikhism. Using a variety of written and visual sources, they learn about and understand some ways in which Sikh belief informs Sikh practice today. The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter Sikh teachings and develop their understanding of Sikh sacred texts.</p> <p>Week 1: Describe some important events in the life of Guru Nanak and explain some important Sikh beliefs</p> <p>Week 2: Identify and describe the 5Ks and order the story of the Khalsa correctly.</p> <p>Week 3: Identify and describe the most important events in the Golden Temple story and identify significant religious observations from inside the Temple.</p> <p>Week 4: Identify reasons why Sikhs have chosen to settle in Britain during the 20th century and what their contributions to the UK have been.</p> <p>Week 5: Identify characters from the Diwali story.</p> <p>Week 6: Assessment</p>	<p>A conflicting world: Terrorism: (Making sense of pain and suffering)</p> <p>In this unit pupils will investigate what is meant by pain and suffering and link this to their own and other peoples' lives. Pupils will then look at the pain and suffering of the victims of terrorism throughout time. Pupils will study the meaning of terrorism, identify the different types and look at some of the causes of terrorism by extremists, which have been politically, racially or religiously driven.</p> <p>Lesson 1/2: Pain and suffering across the world and in pupils own lives.</p> <p>Lesson 3: Definition, causes and types of terrorism</p> <p>Lesson 4: The crusades</p> <p>Lesson 5: Suffragettes</p> <p>Lesson 6: The Ku Klux Klan</p> <p>Lesson 7: Nelson Mandela</p> <p>Lesson 8: Kamikaze pilots</p> <p>Lesson 9: The Irish Republican Army (IRA)</p> <p>Lesson 10: 9/11</p> <p>Lesson 11: The London bombings, Manchester bombings</p> <p>Lesson 12: London terror attacks.</p>

Syllabus materials KS4: N/A

Careers in Music:

[1438 Religiousstudies FINAL.pdf \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk/1438_Religiousstudies_FINAL.pdf)