




# RE and Philosophy Curriculum Plan 2024-2025 Updated for teaching from September 2024

Year	Autumn Term	Spring Term	Summer Term
<b>7</b>	<p>Is halakha the only guide for Jewish communities? <i>Focus: Judaism</i></p> <p>What is RE? Religious identity and ways of seeing How important are these people in Judaism? Abraham, Isaac, Mose</p> <p>What guides Jewish people? Torah, Mitzvot, Commandments What is the lived experience of a follower of Judaism? Prayer, worship, and special occasions</p>	<p>What different ideas do Christians have about the origin and effect of sin in the world? <i>Focus: Christianity</i></p> <p>What is Original Sin? Who is Jesus – a teacher, miracle worker? Does Baptism solve the problem of sin? Did Jesus have to die?</p>	<p>How does philosophy help us to decide what is right and wrong? <i>Focus: Philosophy/ Christianity</i></p> <p>Can philosophy help us? What does Christianity teach about rules? What are Jewish views on morality? Does utilitarianism help us make positive choices? Spirited Arts Competition</p>
<b>Assessment Method</b>	Core knowledge checks/ regular lesson reviews	Assessment week/ regular lesson reviews	Assessment week/ regular lesson reviews
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, to equip them for a range of courses and careers.</p> <p><b>SMSC:</b> Students will work in pairs/ groups to study the spiritual, theological, and philosophical aspects of Judaism, and Christianity, considering the features of religion and effect on everyday lives and complete the Spirited Arts competition (NATRE) and trip to Orford Church/ Colchester Priory/ Christchurch Mansion and war memorial.</p> <p><b>British Values:</b> Students study a range of different religious views to promote understanding, harmony, and tolerance, including an appreciation of and respect for a range of different cultures.</p>		
<b>8</b>	<p>How do beliefs about karma affect how Buddhists make moral choices? <i>Focus: Buddhism</i></p> <p>What are the roles of precepts? What are Buddhist beliefs about rebirth, karma, and worship? How does a Buddhist make moral choices?</p> <p><b>Why do Humanists believe reason is an important concept?</b> <i>Focus: Humanism</i></p> <p>What are the important concepts in Humanism? Can we be good without God? How do Humanists celebrate milestones?</p>	<p>What is the place of women in the Sikh sangat? <i>Focus: Sikhism</i></p> <p>Is Sikhism a monotheistic religion? What is the role of the Ten Gurus in the religion today? How significant is the Khalsa? How do Sikhs express their faith? Prayer and worship</p>	<p>Can you be a Christian without caring about and working for justice in the world? <i>Focus: Christianity/ Buddhism</i></p> <p>What do we mean by social justice? Do we need laws? Should all crimes be punished? Is pacifism and charity work important in Christianity? What are the different Christian and Buddhist religious texts and views on crime and justice?</p>
<b>Assessment Method</b>	Core knowledge checks/ regular lesson reviews	Assessment week/ regular lesson reviews	Assessment week/ regular lesson reviews
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of beliefs to understand the role of religion in society and possible careers utilising the subject.</p> <p><b>SMSC:</b> Students work in groups/ pairs to study the spiritual, and philosophical aspects of beliefs including Buddhism, Sikhism and Humanism, and considering issues of identity, prejudice, and ethical issues. Trip to Orford Church/ Colchester Priory/ Christchurch Mansion and war memorial.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		

# RE and Philsophy Curriculum Plan 2024-2025 Updated for teaching from September 2024

<p style="font-size: 2em; text-align: center;">9</p>	<p style="text-align: center;"><b>Is God a possibility?</b> <i>Focus: Philosophy/ Christianity</i></p> <p style="text-align: center;">Do miracles prove God exists? Design and Causes Arguments – are they strong enough to prove God exists?</p> <p style="text-align: center;"><b>Where can we find truth?</b> <i>Focus: Philosophy/ Christianity</i></p> <p style="text-align: center;">What are ethics and how can they help us? What observations did Plato make about a cave? Did Descartes doubt everything?</p>	<p style="text-align: center;"><b>Does keeping the five pillars fulfil a Muslim’s deen?</b> <i>Focus: Islam</i></p> <p style="text-align: center;">What are the five practices essential to Islam? What is key to a Muslim’s Identity? Are the key religious practices in Islam important today? What are the divergent views within the faith?</p>	<p style="text-align: center;"><b>What gives a life worth?</b> <i>Focus: Philosophy/ Christianity</i></p> <p style="text-align: center;">What do we mean by sanctity of life? How can philosophy help us make decisions? Medical ethics What are the debates about the right to life? What are the debates about the right to die? What is the Jewish response to the Holocaust?</p>
<p style="text-align: center;"><b>Assessment Method</b></p>	<p style="text-align: center;">Core knowledge checks/ low stakes quizzes</p>	<p style="text-align: center;">Assessment week/ regular lesson reviews</p>	<p style="text-align: center;">Assessment week/ regular lesson reviews</p>
<p style="text-align: center;"> <b>Opportunities</b></p>	<p style="color: red; font-weight: bold;">CEAIG: Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses and careers.</p> <p style="color: green; font-weight: bold;">SMSC: Students work in groups/ pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p style="color: blue; font-weight: bold;">British Values: Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		
<p style="font-size: 2em; text-align: center;">10</p>	<p style="text-align: center;"><b>Should people speak out against injustice?</b> <i>Focus: Christianity/ Buddhism</i></p> <p style="text-align: center;">How can religious followers support human rights and social justice? What are religious responses to issues around injustice?</p> <p style="text-align: center;"><b>Is it wrong to be wealthy?</b> <i>Focus: Christianity/ Islam</i></p> <p style="text-align: center;">Should all religious people help those in poverty or being exploited? What are religious views on wealth, charity, and aid?</p>	<p style="text-align: center;"><b>Is death the end and does it matter?</b> <i>Focus: Christianity/ Humanism/ Buddhism</i></p> <p style="text-align: center;">What are religious views on judgment, death, reincarnation, and the afterlife? Are all religious attitudes to life after death the same? Are near death experiences and paranormal events significant?</p>	<p style="text-align: center;"><b>Is violence ever justified?</b> <i>Focus: Christianity/ Islam/ Buddhism</i></p> <p style="text-align: center;">What are Christian views on violent protests? Can a war ever be ‘just’? Just War theory What is the role of pacifism and peace-making in religion? How do religious views on forgiveness and reconciliation compare?</p>
<p style="text-align: center;"><b>Assessment Method</b></p>	<p style="text-align: center;">Core knowledge checks/ regular lesson reviews</p>	<p style="text-align: center;">Core knowledge checks/ regular lesson reviews</p>	<p style="text-align: center;">Core knowledge checks/ regular lesson reviews</p>
<p style="text-align: center;"> <b>Opportunities</b></p>	<p style="color: red; font-weight: bold;">CEAIG: Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses, Psot 16 options and careers.</p> <p style="color: green; font-weight: bold;">SMSC: Students work in groups/ pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p style="color: blue; font-weight: bold;">British Values: Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		

# RE and Philosophy Curriculum Plan 2024-2025 Updated for teaching from September 2024

<h1>11</h1>	<p style="text-align: center;"><b>Where do we come from?</b> <i>Focus: Christianity</i></p> <p>How did the world begin? Big Bang and Evolution Is stewardship of the environment important? What are religious responses to these issues?</p> <p style="text-align: center;"><b>Is life sacred?</b> <i>Focus: Christianity/ Islam</i></p> <p>When does life begin? What are the religious debates on abortion? What are the religious debates on euthanasia?</p>	<p><b>Does religion influence 21<sup>st</sup> century family life?</b> <i>Focus: Christianity/ Hinduism</i></p> <p>Has family life changed in the 21<sup>st</sup> century? What are religious attitudes to relationships? Do all religious people have to get married? What is the role of divorce, and remarriage in religion?</p> <p>Do religions promote gender equality in the family and society?</p>	Study Leave/ Exams
Assessment Method	Core knowledge checks/ regular lesson reviews	Core knowledge checks/ regular lesson reviews	Core knowledge checks/ regular lesson reviews
 Opportunities	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses and careers and Post-16 opportunities.</p> <p><b>SMSC:</b> Students work in groups/ pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		