

Religion and Ethics Long Term Plan 2020- 2021

Autumn 1	Year 7: Introduction to RE / Judaism (12 lessons)	Year 8: Buddhism (10 lessons)	Year 9: Human Rights (14 lessons)	Year 10: Religion, War and Peace (17 lessons including MAP)	Year 11: Religion and Life (20 lessons)
<p>1.9.20</p> <p>7.9.20</p> <p>14.9.20</p> <p>21.9.20</p> <p>28.9.20</p> <p>5.10.20</p> <p>12.10.20</p> <p>19.10.20</p>	<p>Introduction to subject: 7 Dimensions of Religion</p> <p>Understanding how the concept of God has developed</p> <p>Judaism: Chosen People and Founding Fathers Moses and the Exodus Passover Moral Code Brit Milah Bar and Bat Mitzvah Food Laws Shabbat Synagogue Assessment</p> <p>Q1 Q2 Q3 Q4 Q5 Q6</p> <p>Rationale: Range of feeder primaries. Dimensions of religion lesson > we don't teach thematically or by 'Lesson 1 Holy books etc would oversimplify and students would miss out on specific important knowledge of each faith.' Therefore dimensions are useful to see comparisons and contrasts. EG: Worship in the home / synagogue is hugely important in Judaism Teach chronologically so students can build links and conflicts between Abrahamic faiths: Jesus was a Jew / Jesus is acknowledged as a prophet for Muslims but not the Son of God. Aim is to build a schema of religions and how they fit together.</p> <p>Intent: •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able explain some of the key differences within faiths between religious denominations and traditions. •Students are able to frame these world faiths historically and geographically. •Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths. •Students are able to reflect on their own perceptions of religion and worldviews. •Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.</p> <p>Cross-curricular – History also teach chronologically Prep for Adult life – identity / community / Being British / You and your values (same term)</p>	<p>Buddhism: Introduction to Buddhism Life of the Buddha Enlightenment The Four Noble Truths The Eightfold Path The Five Precepts Different Buddhist Traditions Meditation Wesak Assessment</p> <p>Q1 Q2 Q3 Q4 Q5</p> <p>Rationale: Eastern faith also selected for study in years 4 and 5. Prioritises the life of Siddhartha Gautama as this directly informs Buddhist teachings. Introducing abstract key words and concepts. Allows children to see beyond their own cultural experiences.</p> <p>Intent: •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able explain some of the key differences within faiths between religious denominations and traditions. •Students are able to frame these world faiths historically and geographically. •Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths. •Students are able to reflect on their own perceptions of religion and worldviews. •Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.</p>	<p>Human Rights: What are human rights? Martin Luther King Black Lives Matter Child Rights Child Soldiers Criminals and human rights Religion and human rights</p> <p>Q3 Q5 Topics covered: 3 Sanctity of life 9 Expression of faith/faith in action 10 Rights and responsibilities 12 Peace and conflict 13 Crime/punishment/justice</p> <p>Rationale: Human Rights gateway concept: sometimes abstract Does not repeat but lays foundations for further study. Key ideas around social justice that young people should be aware of and empowered by</p> <p>Intent: •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able to explain age-appropriate ethical concepts and explain religious, humanist and non-religious responses to these concepts •Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.</p> <p>Cross-curricular – History study American civil rights / Martin Luther King / Rosa Parks Year 9 summer term.</p>	<p>Religion War and Peace: Peace and justice Forgiveness and reconciliation Violence and Violent Protest Terrorism Reasons for and Against War Nuclear War Weapons of Mass Destruction The Just War Theory Holy War Pacifism Peace-making Religious responses to victims of war</p> <p>Cross-curricular – Holy War – History have looked at crusades in year 7spring term . Weimar and Nazi Germany – year 11 spring term.</p> <p>Intent: •Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews. •Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues •Students are able to explain the impact of beliefs on individuals, communities and cultures. •Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints. •Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own. •Students are able to craft well-structured, extended pieces of academic writing.</p>	<p>Religion and Life: Origins of the Universe Religious attitudes towards creation Value of the world Use and abuse of the environment Use of animals for food Use of animals for experimentation When does life begin? Quality versus sanctity of life The UK law on abortion Religious attitudes towards abortion Alternatives to abortion Introduction to euthanasia Types of euthanasia Religious Attitudes towards euthanasia Religious beliefs about death and the afterlife</p> <p>Intent: •Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews. •Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues •Students are able to explain the impact of beliefs on individuals, communities and cultures. •Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints. •Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own. •Students are able to craft well-structured, extended pieces of academic writing.</p>
<p>Autumn 2</p> <p>2.11.20</p> <p>9.11.20</p> <p>16.11.20</p>	<p>Year 7: Finish Judaism /</p> <p>End of Judaism topic assessment: 23.11.19</p> <p>Q1 Q4 Q5</p>	<p>Year 8: Finish Buddhism / Ethics (10 lessons)</p> <p>End of Buddhism topic assessment 16.11.20</p> <p>Ethics:</p>	<p>Year 9: Human Rights</p> <p>End of 7.12.20</p>	<p>Year 10: War and Peace / Christian Practices (17 lessons)</p> <p>War and Peace End of unit topic test 9/11/20</p>	<p>Year 11: Religion and Life / Human Rights and Social Justice (21 lessons)</p> <p>Religion and Life end of topic assessment 16.11.20</p>

23.11.20	Christianity: The Nature of God	What is ethics? Environmental Ethics		Christian Practices: Christian worship	Human Rights and Social Justice: Introduction to human rights and social justice
30.11.20	The Trinity	Religion and the Environment		Prayer	United Nations and Human Rights Act
7.12.20	The Messiah	Animal Rights		The Sacraments	Religious freedom
14.12.20	The Incarnation	Medical Ethics: Fertility Treatment		Infant baptism	Freedom of religious expression
	Christmas	Medical Ethics: Designer babies		Believer's baptism	Prejudice and discrimination
	Jesus: Man of Peace or Conflict?	Religion and Drugs		Holy Communion	Causes of prejudice
	Miracles	Q3Q6		Pilgrimage	Religious views on racism
	Jesus' Baptism	Topics covered:		Festivals: Christmas	Martin Luther King
	Incidents of Forgiveness	3 Sanctity of life		Festivals: Easter	Religious views on homosexuality
	Crucifixion	4 Science versus religion		Role of the Church in the community	Gender discrimination
	Resurrection	5 The Environment		Street Pastors	Disability discrimination
	Easter	Rationale: Develops skills of application of beliefs to relevant world issues.		Mission and evangelism	Religious views on wealth
	Rationale: Prioritising the life of Jesus in Christianity as it unlocks necessary 'hidden knowledge' required for success during years 4 and 5	Also examine humanistic and non-religious world views.		Church growth	Religious views on poverty
	Intent:	Intent:		Importance of the worldwide Church	Exploitation of the poor
	•Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour.	•Students are able to explain age-appropriate ethical concepts and explain religious, humanist and non-religious responses to these concepts		Church persecution	Who should help the poor?
	•Students are able explain some of the key differences within faiths between religious denominations and traditions.	•Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.		The Church's response to worldwide poverty	Charity
	•Students are able to frame these world faiths historically and geographically.	Cross-curricular – Environmental ethics. Geography – climate change in year 9 spring term.		Intent:	Intent:
	•Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths.			•Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews.	•Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews.
	•Students are able to reflect on their own perceptions of religion and worldviews.			•Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues	•Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues
	•Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views.			•Students are able to explain the impact of beliefs on individuals, communities and cultures.	•Students are able to explain the impact of beliefs on individuals, communities and cultures.
				•Students are able to explain how religious beliefs link to religious practices	•Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints.
				•Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints.	•Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own.
				•Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own.	•Students are able to craft well-structured, extended pieces of academic writing.
				•Students are able to craft well-structured, extended pieces of academic writing.	Cross-curricular – Reformation/ conflict within religion. History look at Elizabeth I / The Tudors I in year 7 term 3.
					Geography – Earning a living (Doncaster) – links to Wealth and Poverty (UK and Worldwide) Year 8 summer term
					English – Gender stereotype and prejudice Year 9 Spring Term
					Prep for Adult Life – stereotypes / racism / equality in relationships – year 9 autumn term.
Spring 1	Year 7: Christianity	Year 8: Ethics	Year 9: War, Peace and the Holocaust (12 lessons)	Year 10: Christian Practices / Religion and Life (20 lessons)	Year 11: Human Rights and Social Justice
4.1.21		End of Ethics topic assessment 8.2.21		Christian Practices End of unit topic assessment 25.1.21	Human Rights and Social Justice end of unit assessment 8.2.21
11.1.21				Religion and Life:	
18.1.21				Origins of the Universe	
25.1.21				Religious attitudes towards creation	
1.2.21				Value of the world	
8.2.21				Use and abuse of the environment	
				Use of animals for food	
				Use of animals for experimentation	
				When does life begin?	
				Quality versus sanctity of life	
				The UK law on abortion	
				Religious attitudes towards abortion	
				Alternatives to abortion	
				Introduction to euthanasia	
				Types of euthanasia	
				Religious Attitudes towards euthanasia	

				Religious beliefs about death and the afterlife Intent: <ul style="list-style-type: none"> •Students to have built up accurate knowledge of the complexity and diversity of religion and worldviews. •Students to have built up a detailed knowledge of complex (and often controversial) spiritual, philosophical and ethical issues •Students are able to explain the impact of beliefs on individuals, communities and cultures. •Students are able to critically evaluate spiritual, philosophical and ethical issues from a range of viewpoints. •Students are able to articulate their own views confidently on and are able to respond critically and appropriately to views that differ from their own. •Students are able to craft well-structured, extended pieces of academic writing. 	
Spring 2	Year 7: Christianity: 13 lessons + assessment	Year 8: Into the Abyss: 12 lessons + assessment	Year 9: War, Peace and Genocide	Year 10: Religion and Life	Year 11: Beliefs and Practices Consolidation
16 weeks remaining until the summer. (We will need to some some lessons for summative assessments / feedback / miss classes due to May Bank Hols)					
22.2.21	Q1 Q4 Q5 Christianity: The Nature of God The Trinity The Messiah The Incarnation Christmas Jesus: Man of Peace or Conflict? WCF Miracles Jesus' Baptism Incidents of Forgiveness Crucifixion Resurrection Easter Rationale: Prioritising the life of Jesus in Christianity as it unlocks necessary 'hidden knowledge' required for success during years 4 and 5 Intent: <ul style="list-style-type: none"> •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able explain some of the key differences within faiths between religious denominations and traditions. •Students are able to frame these world faiths historically and geographically. •Students will be able to explain links between the Abrahamic faiths and the tensions and that exist between them due to a chronological approach to studying the Abrahamic faiths. •Students are able to reflect on their own perceptions of religion and worldviews. •Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views. Assessment: TBC	Q1 Q3 Q6 Into the Abyss: Arguments for and against the existence of God The Problem of Evil – peer assessment The Cosmological Argument The Design Argument The Big Bang Theory Interpretations of Genesis The Hindu Creation Story WCF Death and the Soul Humanist views on death Christian views on death and the afterlife Buddhist views on death and the afterlife Rationale: Philosophy focus > existence of God > builds on year 1 beliefs in God and creation Intent: <ul style="list-style-type: none"> •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students can explain different philosophical responses to ultimate questions and compare and contrast them to scientific responses. •Students are able to reflect on their own perceptions of religion and worldviews. Cross Curricular – Scientific account of creation of the universe Into the Abyss assessment: TBC	Q1 Q3 War, Peace and the Holocaust: Peace, justice, forgiveness and reconciliation Pacifism Religious responses to victims of war WCF Pre -war Jewish life Jewish beliefs about God Anti-semitism Ordinary things: Barney Greenman Mosaic of victims Dilemmas, choices and responses to the Holocaust Janusz Korczak Remembering the Holocaust Topics covered: 3 Sanctity of life 9 Expression of faith/faith in action 10 Rights and responsibilities 12 Peace and conflict 13 Crime/punishment/justice Rationale: Beacon School for Holocaust Education Taught from RE perspective Breaking down misconceptions and stereotypes > Pre-war Jewish life (diversity) , Impact of the Holocaust, moral questions, decision making, perpetrators, collaborators, rescuers, victims Intent: <ul style="list-style-type: none"> •Students have built up an accurate and detailed knowledge of central beliefs and associated practices within Judaism, Christianity, Islam and Buddhism and appreciate the way that religious beliefs shape life and our behaviour. •Students are able to explain age-appropriate ethical concepts and explain 	Christian Beliefs and Practices: Incarnation Crucifixion Resurrection Sin and Salvation Sacraments Holy Communion Baptism Pilgrimage Festivals: Christmas and Easter Mission and Evangelism Persecution Assessed Piece Preparation: Week 5: Lesson 1: Types of Christian Worship / Christian Beliefs assessed piece Lesson 2: Buddhist Beliefs: Life of The Buddha Week 6: Lesson 1: 4 Noble Truths Lesson 2: Noble Eightfold Path	
1.3.21					
8.3.21 Return to School					
15.3.21					
22.3.21					

			<p>religious, humanist and non-religious responses to these concepts</p> <ul style="list-style-type: none"> •Students are able to articulate their own responses to spiritual and ethical concepts and give reasons for their views. <p>Students are able to explain the individuality and humanity of the Jewish men, women and children who were targeted by the Nazis and understand that they represented communities and cultures across Europe.</p> <ul style="list-style-type: none"> •Students are able to explain the change and continuity in the development of anti-Jewish prejudice. •Students are able to challenge common myths, stereotypes and misconceptions about people during the Holocaust. <p>Cross-curricular – History – Why did Hitler not win WWII Year 8 summer term History – Genocide – How were people deprived of their rights? Ireland / terrorism. How has extremism been used to demonstrate belief – Year 9 spring term. Weimar and Nazi Germany – year 11 spring term.</p>		
Summer 1	Year 7: Christianity	Year 8: Into the Abyss	Year 9: War, Peace and Genocide	Year 10: Religion and Life / Buddhist Practices (15 lessons)	Year 11: Ethical Themes: Consolidation
12.4.21				Religion and Life end of topic assessment 26.4.21	Week 1: Lesson 1: Buddhist Beliefs and Teachings – consolidation and exam technique Lesson 2: Buddhist Beliefs assessed piece
19.4.21					
26.4.21					
3.5.21					
10.5.21					
17.5.21					
24.5.21				<p>Buddhist Practices: Buddhist places of worship How Buddhists worship Meditation Samatha Meditation Vipassana Meditation The Visualisation of Buddhas and Bodhisattvas Ceremonies and rituals associated with death and mourning Festivals: Wesak and Parinirvana Day Karma and rebirth Karuna (compassion) Loving-kindness (metta) The Five Moral Precepts The Six Perfections</p>	<p>Week 2: Lesson 1: Christian Beliefs Round up (due to lockdown assessment not permitted for use) Lesson 2: Christian Beliefs assessed piece</p> <p>Week 3: Buddhist Practices Lesson 1: Metta / Karuna / Karma Lesson 2: Buddhist temples and worship in the home</p> <p>Week 4: Lesson 1: Pure Land (Japan) and Sky Burial (Tibet) death ceremonies Lesson 2: Meditation</p> <p>Week 5: Lesson 1: Buddhist worship round up / assessed piece Lesson 2: Religion and Life: Stewardship and Pollution</p> <p>Week 6: Lesson 1: Animal Experimentation Lesson 2: Beliefs on the origins of human life</p> <p>Week 7: Lesson 1: Abortion Lesson 2: Beliefs and Quotations round up / Religion and Life assessed piece</p>
Summer 2	Year 7:	Year 8:	Year 9:	Year 10: Buddhist Practices	
7.6.21	Islam end of topic assessment 7.6.21			Buddhist Practices End of topic assessment 7.6.21	
14.6.21					
21.6.21					
28.6.21					

5.7.21					
12.7.21					

Key Stage 3:

Six Key Questions to Support Continuity and Progression in Religious Education in Barnsley

As a basis for the Barnsley Local Agreed Syllabus Six Key Questions are used.

Six Key Questions:	What does the questions mean at Key Stage 3?	Code:
Why are these words special? Sacred book	Pupils explain and interpret the teachings of key authorities in each religion. They respond thoughtfully to the teachings studied.	Q1
Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages	Pupils explain the role of places of worship in the religions studied. They interpret the architecture, and evaluate its impact on worshippers. Pupils account for the role of pilgrimage in different religions and interpret the meanings of rituals. They respond for themselves to ideas about sacred spaces.	Q2
How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community	Pupils explain between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways. Pupils explain and interpret a range of forms of religious expression, and express their own insights into belief in various ways. Pupils can explain the presence of a number of religions in the region and account for the community life of each. They can express insights into what makes a good plural society	Q3
Why are some times special? Festivals and families	Pupils explain and interpret the ways festivals focus beliefs and values in different faiths studied. They consider and justify what they celebrate, and why	Q4
What can be learned from the lives of significant people of faith? Role models	Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own 'heroes' on their thinking and behaviour	Q5
How do I and others feel about life and the universe around us? Ultimate questions	Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life	Q6

Years 2 and 3:

The main areas of suggested coverage (not wholly definitive) which each individual school will select from with a view to enabling better progression into KS4 include:

- 1 Identity and belonging
- 2 Evil and suffering
- 3 Sanctity of life
- 4 Science versus religion
- 5 The Environment
- 6 Technology - good or bad ?
- 7 Meaning and purpose
- 8 Who is God? Where do people look for God?
- 9 Expression of faith/faith in action
- 10 Rights and responsibilities
- 11 Ultimate truths and the mysterious
- 12 Peace and conflict
- 13 Crime/punishment/justice

Years 4 and 5:

Options classes study AQA Specification A Religious Studies which is recognised as a qualification that fulfils the requirements of the Barnsley Locally Agreed Syllabus for RE.

Year 4		Year 5	
Buddhist Beliefs (Paper 1)	Rationale: Beliefs and teachings underpin understanding of practices and need to be applied to the ethical themes	Buddhist Practices (Paper 1)	
Buddhist practices (Paper 1)		Christian Practices (Paper 1)	
Crime and Punishment (Paper 2)		Human Rights and Social Justice (Paper 2)	Trickiest topic – abstract mature concepts
War and Peace (Paper 2)		Religion and Life (Paper 2)	Age appropriate and least consolidation required.

The thematic choices for Paper 2 are:

Textual or non textual (we opt for non textual as we are not a faith school and there is a large emphasis on scripture – Christianity)

Non – textual themes:

Theme A; Relationships and Families [doesn't link as strongly with LTP](#)

Theme B; Religion and Life [-highest performing theme nationally / popular with students / relevant > links to key stage 3 environmental ethics / Into the Abyss > beliefs life after death](#)

Theme C: The existence of God and revelation – [abstract, dry and heavy](#)

Theme D: Religion, peace and Conflict – [links with history](#)

Theme E: Religion, crime and punishment – [links with geography](#)

Theme F: Religion, human rights and social justice – [links to anti-Semitism](#)

Theme G: St Mark's gospel: the life of Jesus

Theme H: St Mark's Gospel as a source of religious, moral and spiritual truths