

RE CURRICULUM OUTLINE

YEAR 7

How and why do we study religions and worldviews?



How do Buddhists understand existence?



Who was Jesus?



What does it mean to be a servant of Allah?



Is humankind 'fallen'?

Can humans know Allah?

Was the Buddha a person or a principle?

YEAR 8

Does religion shape society?

How do Muslims respond to evil?

What do Christians believe about this life and the next?



How do we think philosophically? How can we know anything?

How are Christians active in society?

Is Buddhist liberation possible?

FULL COURSE GCSE
Christianity & Buddhism

YEAR 9

Are Buddhists obliged to better themselves?

What are some Christians' responses to persecution?

Is it reasonable to believe in the existence of God?



KS4

Does the Problem of Evil demonstrate there is no God?

Is Paradise attainable?

Is religion a controlling influence on society?

SHORT COURSE GCSE
Christianity & Buddhism

CURRICULUM INTENT:

We all encounter, interpret, understand, and engage with the world... we all have a 'Worldview'.

R.E. seeks to explore religion and worldviews. It provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, and what it means to be human. R.E. will equip students with the ability to think for themselves, using theological, philosophical, and sociological lenses.

SKILLS LEARNT:

Identify, describe, explain, examine, analyse, compare, contrast, evaluate

RE CURRICULUM OUTLINE

YEAR 7

HOW AND WHY DO WE STUDY RELIGIONS AND WORLDVIEWS?

What is a worldview and does everyone have one? Are all worldviews religious? Can learning about religions and worldviews add value to our lives?



IS HUMANKIND 'FALLEN'?

What does it mean to be human? What is 'The Fall' and the link between Satan, sin, and free will? What impact do these beliefs have on the lives of Christians today?



HOW DO BUDDHISTS UNDERSTAND EXISTENCE?

How do Buddhists explain the nature of reality? What is the cycle of samsara and how is this illustrated in the Tibetan Wheel of Life? Do I have a 'self'?



WHO WAS JESUS?

What is truth? What did Jesus claim was the truth of his existence? What does the concept of self-sacrifice have on my own life?



CAN HUMANS KNOW ALLAH?

What is knowledge? What do Muslims believe they know about Allah, and how did Allah make himself known? How is knowledge increased?



WAS THE BUDDHA A PERSON OR A PRINCIPLE?

Can suffering come to an end? Does Siddhartha's life narrative and teachings show that people can truly break free? What am I attached to?



WHAT DOES IT MEAN TO BE A SERVANT OF ALLAH?

What makes a good leader? What does the Qur'an claim are the virtues of a good character? How do different Muslims understand their service to Allah?



Year 8

Links to Year 8:

- *Christianity*: beliefs about the afterlife and the influence of a good Christian life has on this
- *Buddhism*: the Buddhist path to liberation
- *Islam*: How do Muslims respond to evil in the world?

SKILLS:

Identify, describe, explain, examine, analyse, compare, contrast, evaluate

The KS2 Foundations:

The role of Adam and Eve in humanity's fall from Eden. How Jesus brought the 'good news' through his life narrative, and how Jesus reveals the nature of God.

What the Buddhist way of life is through the life narrative of the Buddha, his teachings, and the absence of a God.

The mosque as a way of understanding the Muslim faith. The nature of Allah through prayer, artefacts and Arabic.

RE CURRICULUM OUTLINE

YEAR 8

The Year 7 Foundations:

- *Christianity:* the Fall, sin, free will, salvation
- *Buddhism:* the Three Marks of Existence, samsara, the Four Noble Truths, Nibanna
- *Islam:* Tawhid, the Five Pillars of Islam, Ten Obligatory Acts

WHAT DO CHRISTIANS BELIEVE ABOUT THIS LIFE AND THE NEXT?

Is it reasonable to believe in life after death? What is Christian concept of judgement? How do rituals, faith and actions influence the outcome?



IS BUDDHIST LIBERATION POSSIBLE?

Can I be selfless in today's world? Why did the Buddha claim that craving is the source of suffering? What plan of action did he teach as a means of bringing insight into reality and achieving liberation?

HOW ARE CHRISTIANS ACTIVE IN SOCIETY?

Can we be agents of change in the world? What social action do Christians take? How do they engage with environmental issues? What value is added through missionary work?



HOW DO MUSLIMS RESPOND TO EVIL?

What is evil? Why do humans not always do the right thing? How do the different jihads help Muslims respond to their struggles, live their lives and work for peace?

DOES RELIGION SHAPE SOCIETY?

In what ways does religion build a collective conscience? Does religion serve to reproduce inequality in society? Or, does merely serve the interests of men?



Year 9

HOW DO WE THINK PHILOSOPHICALLY? HOW CAN WE KNOW ANYTHING?

Are my beliefs philosophically valid? Am I thinking 'logically'? What is the most reliable form of 'knowing'? What can we learn from ancient philosophers, such as Plato and Aristotle?

Links to Year 9:

- *Christianity:* the presence of evil and suffering in the world
- *Buddhism:* the intention required for liberation
- *Islam:* the relationship between this life and the next
- *Philosophy:* arguments for and against the existence of God
- *Sociology:* religion as a controlling influence

SKILLS

Identify, describe, explain, examine, analyse, compare, contrast, evaluate

RE CURRICULUM OUTLINE

YEAR 9

The Year 8 Foundations:

- *Christianity*: social action, judgement, heaven and hell
- *Buddhism*: the Noble Eightfold Path as the means to liberation
- *Islam*: the Muslim response to spiritual struggle and evil in the world
- *Philosophy*: frameworks of philosophical thought
- *Sociology*: theoretical lenses of how religion shapes society

DOES THE PROBLEM OF EVIL DEMONSTRATE THERE IS NO GOD?

If God exists, what is evil? How does the story of Job illustrate the 'Problem of Evil'? What responses are given by atheists and theologians?



WHAT ARE SOME CHRISTIANS' RESPONSES TO PERSECUTION?

How do Christians account for and cope with persecution? Where in the world is it happening today? What charitable work is being done to tackle it?



ARE BUDDHISTS OBLIGED TO BETTER THEMSELVES?

What is my intention? How does the Buddhist concept of kamma explain the notion of cause and effect? What do Buddhists believe is the ideal state of mind? How does this link to practice and liberation?



IS PARADISE ATTAINABLE?

How do Muslims explain the relationship between this life and the next? What role do angels play in death and judgement? How can we live now to create a healthy society for all?

IS RELIGION A CONTROLLING INFLUENCE ON SOCIETY?

Does religion socialise us into values which regulate our behaviour? Is it an instrument of oppression? Does it socialise women into transmitting society's norms and values?



IS IT REASONABLE TO BELIEVE IN THE EXISTENCE OF GOD?

Do philosophical arguments support belief in the Islamic or Christian God? To what extent does the lack of empirical evidence refute religious truth claims?



KS4

Links to GCSE:

- *Christianity*: how central beliefs shape worship, rituals, and the role of the Church in the global community
- *Buddhism*: how key beliefs inform worship, rituals, and Buddhist ethical conduct
- How Christians and Buddhists understand and respond to conflict, social injustice, crime and punishment, and relationships and families

SKILLS

Identify, describe, explain, examine, analyse, compare, contrast, evaluate