


Long Term Plan: Religious Education

 The Westleigh School	HT1 (Week 1-7)	HT2 (Week 8-15)	HT3 (Week 16-21)	HT4 (Week 22-27)	HT5 (Week 28-32)	HT6 (Week 33-39)
YEAR 7	<p>“You must Obey”</p> <p>To understand different forms of authority</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours</p> <ul style="list-style-type: none"> ● The 10 Commandments ● Rule of Law ● Human Rights ● Children’s Rights ● Holy books as authority ● Halal and Haram <p>Literacy focus -Extended evaluation question writing -oracy - class debates Persuasive language skills leading to written arguments.</p> <p>Careers Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>“If God loves us why do we suffer”</p> <p>The problem of evil to religious believers</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours</p> <ul style="list-style-type: none"> ● The problem of evil and suffering ● Christian responses to evil and suffering ● Crucifixion ● Sin and Salvation ● The nature of God. ● Differing religious answers to suffering. ● Debating evil and suffering. <p>Literacy focus -Extended evaluation question writing -oracy - class debates Persuasive language skills leading to written arguments.</p> <p>Careers Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>“Human beings can communicate with God”</p> <p>Messengers of God</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> ● Abraham ● Moses ● Jesus ● The 10 Gurus ● The Prophet Muhammad ● Is it dangerous to make Gods of men ● Is it possible for humans to communicate with God? <p>Literacy focus -Extended evaluation question writing -oracy - class debates Persuasive language skills leading to written arguments.</p> <p>Careers Students will develop skills needed in the following industries Law, public services - police and justice, teaching, politics and civil service</p>	<p>“YOLO”</p> <p>Is there life after death?</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> ● Heaven and Hell ● Resurrection ● Reincarnation ● Paranormal Experiences ● The Soul ● Atheism (No life after death) ● Group Project. <p>Literacy focus -Extended evaluation question writing -oracy - class debates Persuasive language skills leading to written arguments.</p> <p>Careers Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>Religion in the UK</p> <p>What does it mean to be religious in the UK?</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> ● Multi-faith societies ● Narratives of division ● Tolerance and respect ● Religious food laws in the UK ● Parkinism <p>Literacy focus -Extended evaluation question writing -oracy - class debates Persuasive language skills leading to written arguments.</p> <p>Careers Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>Big Questions and debating skills</p> <p>-Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <p>This is a live unit in which we will be debating current issues and moral dilemmas.</p>

<p>YEAR 9</p>	<p>“Violence is never the answer”</p> <p>Pacifism vs Violence</p> <p>Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> • The Good Samaritan • Sanctity of Life • Pacifism • Racism (Martin Luther King) • Bullying • Non-Violent Protest • Miri-Piri • Equality <p>Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>“Religion creates more peace than conflict”</p> <p>1: Religion Help or Hinder <i>kl: To understand the impact religion has had on the world</i></p> <ul style="list-style-type: none"> • How does religion help people - Sewa • Evolution of religion in the world • Intro to how religion can be used for bad <p>2: Conflict and Religion <i>kl: To understand how religion can cause/leads to conflict</i></p> <ul style="list-style-type: none"> • Extremist groups KKK, Taliban • French Laicite • Should the UK adopt the same as France <p>3: How Religion Helps the World (large impacts) <i>kl: To explain how religions have shaped global charities to help the populace</i></p> <ul style="list-style-type: none"> • The need for religion in charity • Non Religious charities • “Without religion people still help” <p>4:How Religion Helps the People (small impacts) <i>kl: To identify and explain how religion helps on a local level</i></p> <ul style="list-style-type: none"> • Sikh community helping during lockdown • Local fundraisers by churches <p>5: Religion & Harm / Religion & War <i>kl:To understand how religion has led to war and destruction</i></p> <ul style="list-style-type: none"> • Pakistan and india war • The Crusades <p>6: Assessment - “Religion creates more peace than conflict” <i>kl: To demonstrate and apply the knowledge learned in the unit so far</i></p>	<p>Religious Persecution</p> <p>World Holocaust day</p> <p>Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> • What is persecution? • What is Reconciliation? • Is persecution a thing of the past? • The holocaust • Modern day persecution • How can we overcome persecution? <p>Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>Morality and ethics</p> <p>What is right and wrong?</p> <p>Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> • What is morality? • Where do our morals come from? • Moral issues - abortion • Moral issues - Euthanasia • Moral Issues - Death Penalty • Moral Issues - Animal Testing. <p>Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>Conspiracy Theories</p> <p>How do we know the truth?</p> <p>Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <ul style="list-style-type: none"> • What is truth? • What is a conspiracy theory? • Confirmation Bias • Seeking the Illuminati - patternicity • Post-truth society - social media echo chamber. <p>Students will develop skills needed in the following industries - Law, public services - police and justice, teaching, politics and civil service</p>	<p>Big Questions and debating skills.</p> <p>Developing a knowledge of a knowledge of different religious and non-religious values and behaviours.</p> <p>This is a live unit in which we will be debating current issues and moral dilemmas.</p>
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