

REP/RS Scheme of Learning

K e y C o n c e p t s	<u>God:</u>	<u>Creation:</u>	<u>Life after Death:</u>	<u>Practices:</u>	<u>Sacred Texts:</u>	<u>People:</u>	<u>Ethics and Society:</u>	<u>Soul:</u>
	<p>Fundamental to many religious beliefs and the development of human thought is the concept of a higher power. Also a vital concept in several other disciplines such as history, psychology and english. Over 70% of the world's population believe in a deity. Even for atheists this is a concept that demands understanding.</p>	<p>Most religions have stories and myths related to the creation of the world. These tell us vital ideas about how humanity views itself and the world around us. Understanding this relationship is vital in areas such as environmental ethics and conservation.</p>	<p>'What happens when we die?' is an absolutely fundamental human question. One that has been asked for many thousands of years. All religions have something to say on the issue and all people have their own beliefs on this mysterious issue.</p>	<p>Fundamental aspects of major religions are worship and ceremony and students of all faiths and none will have various ceremonies in the lives. This aspect of faith is central to understanding human nature. As well as this the physical and mental benefits of meditation and mindfulness are areas to learn from some religious practise.</p>	<p>All faiths find wisdom in special collections of knowledge. Often these form the basis of a society's culture and history, along with the development of language. Where we look for wisdom is one of the key questions facing us today.</p>	<p>All major world religions have certain special people. Whether as prophets, gurus, spiritual leaders, avatars or even God on Earth. These people are some of the most influential who have ever lived. It is impossible to understand history or the nature of society without knowledge of their stories.</p>	<p>The question of what is right and wrong is at the heart of any belief system or world view. It is also at the core of our own identity. All world religions have specific ideas about ethics and the basis of morality. We all have questions about where these ideas come from and how we should or can judge different ethical systems.</p>	<p>Whether or not there is some separate essence, spirit or soul to a human being or other forms of life is one of the most fundamental questions we can ask. It cuts to the heart of how we perceive ourselves and our value in the world. Religious and non-religious answers to this question demand exploration.</p>

7	<p>Concept of God introduced in term 1. Christian concept examined through the person of Jesus</p>	<p>Creation stories of Christianity and Hindu Dharma are explored from a literal and metaphorical perspective.</p>	<p>Death Detectives task asks students consider what people's actions might suggest about their beliefs about life after death. Jesus' sacrifice/resurrection are then studied do build a picture of how sacrifice and salvation and how this links to life after death.</p>	<p>Study of the 5 Pillars of Islam allows students to see how religious people put their faith into practice.</p>	<p>Gospel accounts of Jesus are explored with an understanding of who the audience of the time was. Guru Granth, Sahib Qur'an, and Vedas are also introduced with a sense of historical context. The creation stories are studied with an understanding of metaphor/myth.</p>	<p>Jesus is studied as a historical figure, his nature to Christians. Guru Nanak is considered when looking at Sikhi ethics. Muhammad is introduced during the introduction to Islam.</p>	<p>Religious ethics introduced as one of the main components of religious thinking. Deliberately chosen approaches include: Ahimsa - Hind Equality - Christian Commandments - Jewish Jihad - Muslim</p>	<p>Cave paintings and spirit masks consider the nature of the 'other'. Death Detectives includes ideas about the 'soul' rising from the grave. As part of a study of Hindu ethics students look at the concept of 'Atman'.</p>
8	<p>Jah Rastafari. This introduces another way of looking at God, with direct comparison with Christian concept to help students develop their understanding.</p>	<p>Sikhi beliefs in God as creator have implications for Sikhi beliefs about service.</p>	<p>Karma, Samsara and Rebirth are studied as part of the study of Buddhism as students consider a different view on eschatology. Also the continuing study of the link between action and reward/punishment is</p>	<p>Study of the Gurdwara and local community develops this to show how practice is at the very heart of many religions and also has a link to ethical behaviour.</p>	<p>Holy Piby is compared with Christian Bible and the Rasta creed compared with Christian creed. Various Biblical sources are used to explain the ideas of John Wesley, Mother Teresa and Desmond Tutu.</p>	<p>John Wesley Mother Teresa Desmond Tutu all studied as historical figures who put Christian ideas about justice into practise. Showing how it is not just founders that have important roles to play. Marcus Garvey Haile Selassie studied as part</p>	<p>Christian social justice studied as a way of seeing religious ethics in action. Zion/Babylon explored as a critique of 20th/21st century society. Tibetan Buddhist values considered as a reaction to social</p>	<p>Inl in Rastafari as a recognition of the dual nature of a person. Rebirth considered in our study of Buddhism.</p>

			developed here.		The Guru Granth Sahib is explored with an understanding of the inequalities that existed at the time.	of the Rasta faith. Siddartha Gautama studied in more depth as a founder of a faith. Dalai Lama studied as a modern day religious and secular spiritual leader.	injustice. Sikhi focus on service as a response to social injustice.	
9	Nature of God is examined in more depth and with more technical terminology. Arguments for/against God help students to analyse the concept to reach their own conclusions. In the study of the Holocaust students also explore further challenges to the nature of God and What God means to Jewish people.	Cosmological argument and Design Argument are based on the concept of God as creator, enabling students to analyse the concept in more depth.	The Moral argument develops the link between ethical behaviour, God and potential reward in the afterlife from a more sophisticated philosophical perspective.	The Psalms are studied as praise in Judaism/Christianity, linking practice and scripture. As well as this the Seda meal is used as a way of understanding Jewish reaction to oppression.	The Tanakh is examined as a source of wisdom and comfort for Jewish people. Biblical scripture is used to explain why there are differing views on exual ethics in the Christian faith. Students are helped to understand the context of Leviticus and St Paul's letters. The Extremism unit deals specifically with the dangers of taking holy	Thomas Aquinas William Paley John Newman David Hume Bertrand Russell Sigmund Freud James Lovelock	Moral Argument explores the nature of conscience and where these ideas of right and wrong come from. Sexual Ethics looks at the complex ethical areas that 21st century Christianity can struggle with. Environmental ethics considers different religious and non-religious views about how we should treat the environment.	Moral Argument includes the concept of the conscience as part of the soul, and whether this provides evidence of a link to God.

					scripture out of context.			
10	Christian/Muslim beliefs	Different interpretations of creation stories in Christianity	Christian and Muslim Eschatology	Marriage	Qura'n Hadith Bible Catechism Articles of Faith	Muhammad Jesus Thomas Aquinas	Utilitarianism Situation Ethics Natural Law	Salvation St Paul on the soul Christian/Muslim eschatology
11				Living the Christian Life Living the Muslim Life	Qura'n Hadith Bible Catechism Articles of Faith			
12	Arguments based on reason/observation Religious Experience Problem of Evil Nature of God	Nature of God			Bible Catechism Articles of Faith Encyclical letters	See spec!		Soul, Mind and Body
13	Religious Language Knowledge of God		Death and the Afterlife	Christian Moral Action Pluralism Gender Secularism Liberation Theology and Marx	Bible Catechism Articles of Faith Encyclical letters	See spec!	Metaethics Christian Moral Principles	Conscience Human nature

Year	Term 1	Term 2	Term 3
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7	What is belief?	Are religious ethics useful?	Was Jesus a hero?	Does Islam provide a good basis for how to live?
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8	How should we approach social justice?	What can we learn from the Rastafari?	Should we care about Tibetan Buddhism?	What can we learn from Sikhi views about service?
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9	What are the arguments for and against the existence of God?	Are religious attitudes towards sex and relationships out of date?	How does the Jewish faith deal with persecution?	How should we treat the environment?	How should we deal with extremism?
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10	Christian Beliefs	Muslim Beliefs	Christianity: Marriage and the Family	Islam: Crime and Punishment	E	Christianity: Matters of Life and Death
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11	Islam: Peace and Justice	Living the Christian Life	E	Living the Muslim Life	R	E
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12	<u>1. Philosophy of Religion:</u>	<u>1.Philosophy of Religion:</u>	E	<u>1.Philosophy of Religion:</u>
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	Philosophical Language and Thought The Existence of God. <u>2.Religion & Ethics:</u> Normative Ethics: Religious Normative Ethics: Deontological and Teleological	God and the World. The Nature and Attributes of God <u>2.Religion & Ethics:</u> Applied Ethics Significant Ideas		Religious Language: Negative, Analogical, Symbolic <u>2.Religion and Ethics:</u> Meta-Ethics <i>Assessment: Ongoing and Progress Exam</i>
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13	<u>1.Philosophy of Religion:</u> Religious Language - 20th Century Perspectives <u>2.Religion and Ethics:</u> Developments <u>3.Christian Thought:</u> Insight Development	E	<u>3.Christian Thought:</u> Foundations Society Living Challenges	R	E
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