

RE CURRICULUM MAP

CURRICULUM DELIVERY	Our RE curriculum offers the students the opportunity to discover and explore themes and concepts which they may not have considered before. Students use their RE lessons to explore the world around them, using a range of different sources to evaluate information on the way religion affects the world they live in. Links between the topics are highlighted and skills are developed as students progress through the curriculum. Skills are revisited and interleaved to facilitate students' memorization of key applications and fluency with the skills learnt.		
CURRICULUM AIMS	At Basingbourn Village College, Religious Education seeks to challenge a student's personal cultural beliefs with the opportunity to explore different cultures and practices to enable pupils to discuss key ultimate questions.		
CURRICULUM CONTENT	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 7	<p>Who am I? The unit offers opportunities for pupils to examine and reflect on issues of faith. Pupils encounter the religion's teachings at first hand, and develop their understanding of a sacred text. They evaluate the relationship between religious beliefs and practice in society today. It contributes to the study of citizenship.</p> <p>Skills: Willingness to learn Self-motivation and desire to achieve, Teamwork Communication skills (oral and written), Initiative and creativity, Use imagination and creativity. Absorb and retain complex information and identify key issues Use imagination and creativity, Understand and take a sensitive approach to different cultures and beliefs, Show a real curiosity in people and world cultures.</p>	<p>Muhammad and Jesus</p> <p>In this unit pupils will be investigating the origins of Islam and Christianity. In this unit pupils will find out about the life and teachings of a Muhammad and Jesus. They use a range of written and visual sources to select, record and evaluate information on the importance of the religious figure in the period in which they lived and for today. They reflect on questions of human existence and purpose, and consider their own beliefs in the light of their learning about the prophet's life.</p>	<p>Christian way of life</p> <p>This unit enables pupils to think for themselves about the challenges of big ideas in the spirituality and morality of the Christian community.</p> <p>The focus is on the impact of Christian belief in ways of living that seek to be unselfish, loving or good, through personal conduct, developing virtues or taking action against injustice. The aim is to help any pupil to think for themselves about questions to do with making a better world and to be well informed about some of the Christian contributions to global injustice. Pupils are encouraged to consider what can be learned from exemplary Christian lives and from examples of the teaching and life of Jesus and his first followers. The work is developed well where there is close reference to pupils' own experiences, beliefs and values.</p>
Year 8	<p>How do we know that God exists?</p> <p>In this unit pupils investigate how some religious believers discover the existence of God through experience. Using a variety of written and visual sources they learn about and understand the ways in which people claim God has been revealed to them in their lives. The unit provides opportunities for pupils to examine and reflect on the nature of experiential proof of God's existence. They are encouraged to undertake their own search for answers to ultimate questions using a number of sacred texts. Pupils evaluate the importance of revelation and religious experience within religion, and consider questions about their own belief system.</p> <p>Skills: Absorb and retain complex information and identify key issues Use imagination and creativity, Understand and take a sensitive approach to different cultures and beliefs, Show a real curiosity in people and world cultures</p>	<p>Miracles</p> <p>In this unit pupils investigate how some religious believers discover the existence of God through miracles. Using a variety of written and visual sources they learn about and understand the ways in which people claim God has been revealed to them in their lives through miracles. The unit provides opportunities for pupils to examine and reflect on the nature of experiential proof of God's existence. They are encouraged to undertake their own search for answers to ultimate questions using a number of sacred texts. Pupils evaluate the importance of miracles and religious experience within religion, and consider questions about their own belief system.</p>	<p>Christian way of life</p> <p>This unit enables pupils to think for themselves about the challenges of big ideas in the spirituality and morality of the Christian community.</p> <p>The focus is on the impact of Christian belief in ways of living that seek to be unselfish, loving or good, through personal conduct, developing virtues or taking action against injustice. The aim is to help any pupil to think for themselves about questions to do with making a better world and to be well informed about some of the Christian contributions to global injustice. Pupils are encouraged to consider what can be learned from exemplary Christian lives and from examples of the teaching and life of Jesus and his first followers. The work is developed well where there is close reference to pupils' own experiences, beliefs and values.</p> <p>Film and faith.</p> <p>Pupils will be exploring religious themes through film and using them as an opportunity to think about our own views on the religious issues and how they are portrayed in film. The topics are religious symbolism in film, prayer, parables, the revelation of God, death and the afterlife. Pupils will be discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions</p> <p>ie:- what happens when we die and how does God reveal Himself?</p>

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<p>Year 9</p>	<p>Truth and Ultimate Questions</p> <p>In this unit pupils will investigate the ways in which science and religion are often perceived to be in conflict. It asks whether they can aid each other, and so facilitate learning about and from religion. The unit encourages pupils to examine and reflect upon information on meaning and purpose in life in the light of their study of elements of religious traditions, and so facilitates learning from religion and science about concepts of truth.</p> <p>Is religion dangerous?</p> <p>In this unit pupils will explore issues of peace and conflict with reference to Christianity, Sikhism and Islam, and some non-religious views of life may also be studied, if appropriate. The philosophical and moral issues of pacifism, and justice are explored.</p> <p>Prejudice and Discrimination</p> <p>In this unit pupils will be exploring issues of prejudice and discrimination and the impact these have on society and laws. A case study of the segregation laws and the civil rights movement in America will be looked at.</p> <p>Holocaust</p> <p>In this unit pupils will be exploring how the Holocaust threatened the fabric of civilisation. Students will have an opportunity to inquire into how a lack of respect for difference and hostility to others can ultimately lead to the dangers of prejudice and discrimination and dehumanisation. We will be concentrating on how antisemitism fuelled the Holocaust or other forms of prejudice and discrimination, we will be focusing on individual perspectives, especially looking how some acts of heroism happened during these terrible times.</p> <p>Absorb and retain complex information and identify key issues Sift, select relevant information and think logically, Express ideas clearly through essay writing and discussion</p>	<p>Christian beliefs</p> <p>The nature of God God as omnipotent, loving and just The oneness of God and the Trinity Christian beliefs about creation Incarnation, crucifixion, resurrection and ascension Resurrection and life after death Afterlife and judgement Heaven and Hell Sin and Salvation</p> <p>Skills: AO1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1.2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1.4 similarities and differences within and/or between religions and beliefs AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Christian Practices</p> <p>Worship Prayer Sacraments: Baptism and Holy communion Pilgrimage Festivals Role of the Church in the local community Place of mission and evangelism Church growth Importance of the worldwide church Persecution Church's response to world poverty</p>
<p>Year 10</p>	<p>Worship Prayer Sacraments: Baptism and Holy communion Pilgrimage Festivals Role of the Church in the local community Place of mission and evangelism Church growth Importance of the worldwide church Persecution Church's response to world poverty</p> <p>Skills: AO1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1.2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1.4 similarities and differences within and/or between religions and beliefs AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Sikhism beliefs</p> <p>The nature of God God as the creator Nature of human life Karma, rebirth and mukti 5 stages of liberation Importance of being God-centred The oneness of humanity and the quality of all Equality and Guru Nanak, Guru Gobind Singh and Guru Granth Sahib Sewa Role of the Sangat</p>	<p>Sikhism Practices</p> <p>The gurdwara Guru Granth Sahib Langar Prayer in the home and mediating in God's name Festivals Pilgrimage Birth and naming ceremony The initiation ceremony</p> <p>Religion and life Origins of the universe Value of the world Use and abuse of the environment Use and abuse of animals Abortion, Euthanasia, death and the afterlife</p>

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Year 11	<p>Relationship and families Human sexuality Sexual relationship before and outside of marriage Contraception and family planning Marriage divorce and remarriage Nature and purpose of families Gender equality</p> <p>Skills: Ao1: 1: Demonstrate knowledge and understanding of religion and beliefs including: AO1:2 beliefs, practices and sources of authority (Bible) AO1: 3 influence on individuals, communities and societies AO1:4 similarities and differences within and/or between religions and beliefs AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Religion, human rights and social justices Social justice and human rights Prejudice and discrimination Religious freedom Wealth Poverty and its causes Exploitation of the poor Giving money to the poor</p> <p>The existence of God and revelation Design, First Cause Arguments Miracles Challenges to the existence of God Special and general revelations Value of the revelation and enlightenment</p>	
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ENRICHMENT OPPORTUNITIES	Year 7	Year 8	Year 9	Year 10	Year 11
			Ely trip	Pilgrimage to Walsingham Holocaust	Higher Cambs

For more information please contact Head of Department Mrs J Miller on jmiller@bassingbournvc.org