

Religious Education and Religious Studies SMSC at FGS

When	What we will study	
Year 7 Term One	<p>A history of religion that teaches how religion first started (in Neolithic times) and how it developed through animism (native Americans) to nature gods (Norse gods) to ruler gods (like the Mayans) and to monotheism.</p> <p>We study this because if we can understand the history and development of religion then we can understand much better why people believe what they do and how belief alters behaviour.</p>	
	<p><b>Spiritual</b></p> <p>1. Understanding and respecting different beliefs, feelings and values 2. Experience fascination, wonder and awe</p> <p>3. Using imagination and creativity in learning 4. Reflecting on experiences 5. Developing and expressing personal feelings, beliefs and values</p>	<p><b>Moral</b></p> <p>1. Exploring different moral codes and values 2. Recognising the difference between right and wrong</p> <p>3. Understanding the consequences of actions 4. Reflecting on moral and ethical issues</p> <p>5. Developing and expressing personal views and moral values</p>
	<p><b>Social</b></p> <p>1. Developing social skills 2. Working with and socialising with pupils of different religious, ethnic and socio-economic backgrounds 5. Understanding the way communities and societies function at a variety of levels</p>	<p><b>Cultural</b></p> <p>1. Understanding and appreciating the wide range of cultural influences that have shaped personal values and identity</p> <p>2. Participating in and reflecting on a wide range of cultural opportunities</p> <p>3. Exploring, understanding, celebrating and respecting cultural diversity in local, national and global communities</p>
Year 7 Term Two	<p>An introduction to Hinduism including key ideas such as duty (dharma) and reincarnation.</p> <p>This will help us to understand how people can have different views of religion (such as not having rules that everyone has to obey) and to see how having these choices have advantages and disadvantages.</p> <p>We will be learning more how to see what a belief is and how this impacts behaviour. This is a key skill to be used from Yr 7-11.</p> <p>We study this because it helps us to learn about religion if we can go into detail about a religion that is very different to monotheistic faiths (such as Christianity.)</p>	
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Year 7 Term Three	<p>A study of beliefs and practices around weddings and relationships from a Christian and a Hindu perspective.</p> <p>We will study how Christian teachings lead to beliefs and behaviours around marriage and relationships. This is the first time we will be aiming to build the skills that your GCSE will be based on. We will also see how these teachings and beliefs can be applied to Christian views about homosexual relationships.</p> <p>We will also study Hindu wedding ceremonies and see how what we learned last term can help us to understand Hindu practices. We study this because we are practicing seeing how behaviour can be understood by looking back to beliefs and teachings. This skill is a key part of studying RE at GCSE (and beyond.)</p>	
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Year 8 Term One	<p>Sacred Earth – a study of Christian and Hindu views of where the earth came from and what our duties are towards it.</p> <p>We will look at different issues facing the world including deforestation and study movements by religious groups to save the earth and why they think they should do so.</p> <p>We will also look at animal rights – such as eating meat and consider why Christians support this but Hindus do not. This comparison of issues and different religions prepares the students for GCSE and higher analytical studies.</p> <p>The same structure of Teaching – Belief – Influence will continue from Year 7 and students will be developing the skill of perceiving and explaining this.</p>	
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Year 8 Term Two	<p>Inspirational people – we will study people who inspire others.</p> <p>The first person students will study is Jesus. Students will look at his life and the symbols connected to it. As these symbols inspire belief in Christians today it is important that our students know how these symbols link to the life of Jesus and can understand their great meaning to modern Christians. Students will then see how these symbols can inspire actions.</p> <p>Secondly students will study sadhus. They will use their knowledge from Year 7 to apply this to the final stage of life and consider why a person might enter a life of renunciation. They will see how and why sadhus support the community and how and why the community supports sadhus. All of this learning will be used in their GCSE.</p>	
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Year 8 Term Three	<p>This topic refers back to the first term in Year 7 and combines that with the knowledge of Christianity that students gained in Year 8.</p> <p>This is an art topic where students will study the Day of the Dead which combines pre-Christian South American beliefs and art (such as the students studied with the Mayans) and a Christian belief in life after death combining these two very different religions to create the colourful and vibrant Day of the Dead.</p> <p>Students will study the art and symbolism of the festival and create their own artwork and celebration of this event.</p> <p>This understanding how religious views can combine and develop is vital to help students to understand the more complex topics that they will study in years ten and eleven. It is also an opportunity to experience and understand a very different culture to their own.</p>	
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When	What we will study
Year 9 Term One	<b>Looking Through a Disciplinary Lens &amp; Christian Beliefs.</b> Students will study key Christian beliefs and how these can be understood by someone who is studying religion rather than from the point of one who follows the religion. This topic includes: an understanding of the Christian nature of God, the Trinity, Christian beliefs about evil and suffering the crisis of faith it may cause, Christian beliefs about creation (a variety of approaches) and the life of Jesus.
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Year 9 Term Two	<b>Christian Practices</b> Students will study key Christian practices such as festivals, charity, worship and Baptism. Students will study the reasons for these practices as well as how these practices help Christians to live good lives and support their search to get closer to God. This topic includes: the nature of prayer, the nature of worship (liturgy and non liturgical) Baptism, festivals, pilgrimage, the Eucharist and the work of the church both in evangelism and help for the oppressed.
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Year 9 Term Three	<p><b>Hindu Beliefs</b></p> <p>Students will study key Hindu beliefs about the nature of self, universe and reality. They will study key Hindu texts to see the basis for these beliefs and study how these beliefs impact Hindu life choices and the variety of worship that Hindus follow. This topic includes, Hindu views on Brahman, the Trimurti, deities, cosmology and the cosmological purpose and design of reality, the aims of life, dharma and sanatamadhama.</p> <p>Hindu Practices may be started this term or Term One in Year 10.</p> <p><b>Hindu Practices</b></p> <p>Students will study what Hindus do based on their beliefs as previously studied. Students will study how Hindus worship, go on pilgrimage, care for others and celebrate festivals. They will apply all they have learned in their skills of study this year to draw conclusions and analyse Hindu Practices. This topic includes: the yogas, worship, festivals, pilgrimage and charity.</p>
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Year 10 Term One	<p><b>Relationships and Families:</b> Students will apply their previous knowledge of Christianity and Hinduism to the theme of Relationships and Families. During this topic students will study such topics as: Sex, contraception, homosexuality, marriage, divorce, family, equality (or not) for women from a Christian and secular (non religious) perspective and draw conclusions about why people make the choices they make while the students develop their own views on these matters.</p>		
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Year 10 Term Two	<b>Religion and life:</b> This unit involves studying parts of life that are often seen from a scientific view. Issues such as where the universe came from, where people came from, what happens after death as well as issues such as animal rights, abortion and euthanasia are studied. All topics are seen from a Christian, Hindu and secular (non religious) view point. Students should be developing the skills of arguing difficult issues from a variety a viewpoint before reaching their own conclusions.		
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Year 10 Term Three	<b>Crime and Punishment:</b> This unit involves studying the causes, types and impact of crimes. It looks at different syles of punishment and asks students to see the arguments involved in each method. We also study the importance and value of forgiveness, suffering and the link between those who believe in earthly punishments and those who believe in punishments that happen after death. Students will also study the death penalty looking at religion and secular (non religious) arguments for and against the death penalty.		
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Year 11 Term One	<b>Peace and Conflict:</b> This topic is one that has mature content and is only suitable for students in Year 11. We study the link between peace and justice (including studying how injustice in Syria led to a civil war), causes of war, a modern war, terrorism, Holy war, Just War, the use of nuclear weapons and how the impact of war affects people and may lead to future wars. Students will study these topics from a Christian, Hindu, Muslim and secular (non religious) viewpoint.	
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Year 11 Term Two	<b>All topics revision.</b> Christian Beliefs, Christian Practices, Hindu Beliefs, Hindu Practices, Relationships and Families, Religion and Life, Crime and punishment, Peace and Conflict. This term we will revise all topics and do a series of tests on them in exam conditions. Students will be improving their exam skills this term.	
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