



# The World Around Us KS4 curriculum map

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

| Class   | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>In both KS4, students are provided with the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Investigation - asking relevant questions, knowing how to use different types of sources as a way of getting information and knowing what may constitute evidence for understanding religion.</li> <li>● Interpretation - the ability to draw meaning from artefacts, works of art, poetry and symbolism, the ability to interpret religious language and the ability to suggest meanings of religious texts.               <ul style="list-style-type: none"> <li>● Reflection - the ability to reflect on feelings, relationships, experience, ultimate questions, religious practices and beliefs.</li> </ul> </li> <li>● Empathy - the ability to consider thoughts, feelings, abilities, attitudes, beliefs and values of others, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow and the ability to see the world through the eyes of others and to see issues from others' point of view.</li> <li>● Application - How religious beliefs can help people reach decisions and understand other people's reasons for reaching everyday decisions.</li> <li>● Evaluation - the ability to debate issues of religious significance with reference to evidence and argument, weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.               <ul style="list-style-type: none"> <li>● Analysis - distinguishing between opinion, belief and fact and distinguishing between features of different religions.</li> <li>● Explanation - the ability to present your own and other people's points of view and identify reason and purpose.</li> </ul> </li> </ul> |          |          |          |          |          |          |

- Expression - the ability to explain concepts, rituals and practices and the ability to identify and articulate matters of deep conviction, concern and respond to religious issues through a variety of media.

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| Year 10   | <p>Module 1: Values, Beliefs and decision making</p> <p>Understand the concepts of uniqueness and making a positive contribution.</p> <p>Understand the concepts of positive and negative peer pressure.</p> <p>Describe how people behave in a 'good' way and recognise positive qualities in others.</p> | <p>Module 1: Values, Beliefs and decision making</p> <p>Understand the moral decisions and complex and that choices have consequences.</p> <p>Understand that people have religious and non-religious beliefs, and that these views affect moral decisions.</p> <p>Understanding the terms multiculturalism, equality and diversity, recognising that everybody matters</p> | <p>Module 2: Environment</p> <p>Recognising that we all affect the environment.</p> <p>Understanding global warming and its importance.</p> <p>Understanding how human activity contributes to global warming.</p> | <p>Module 2: Environment</p> <p>Understand that there is a huge amount of natural energy that we can use.</p> <p>Understand that people with similar views form environmental action groups.</p> <p>Develop an interest and expertise in one area concerning the environment.</p> <p>Appreciate that all living creatures have rights.</p> | <p>Module 3: Crime and Punishment</p> <p>Understand why rules and laws are important to create a just and fair society.</p> <p>Recognise that bullying happens in many forms and it is harmful to everyone, especially the victim.</p> <p>Recognise that there are many reasons for crime, which often have their roots in poverty.</p> <p>Understand that there are different punishments for different crimes.</p> | <p>Module 3: Crime and Punishment</p> <p>Describe effective alternatives to prison.</p> <p>Show an understanding of prejudice and discrimination.</p> <p>Understand what persecution means and why people might be persecuted.</p> |
| <p><b>Pupils should be able to do...</b><br/>(Skills being developed)</p> | <p>Develop social perceptiveness and empathy.</p>  | <p>To develop tolerance and understanding of diverse opinions.</p>  | <p>Taking responsibility and accountability for your actions, good and bad.</p>  | <p>Develop an understanding of renewable energy sources.</p>   | <p>Recognise that rules and laws are a way of living in modern Britain.</p>  | <p>Have an understanding of alternative ideas to prison.</p>   |

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|                       | <p>Understand that decision making has positive and negative outcomes.</p> <p>Have an understanding of integrity and be able to take an ethical approach to different situations.</p> <p>To understand and describe the term 'modern Britain'.</p> | <p>Define the term integrity and understand why this is important in some people's lives.</p> <p>Understand moral decisions and how they impact people's day-to-day living.</p> <p>Understand and be able to adapt to living in modern Britain.</p> <p>To develop their ability to be open to new experiences.</p> | <p>Respecting yourself and others around you no matter where you are.</p> <p>Developing the ability to have gratitude for others.</p> | <p>Recognise that people in Britain may have a strong view on the environment.</p> <p>Understand that all living creatures have rights.</p> <p>Identify the moral issues raised regarding animals and the environment.</p> | <p>Understand the different forms of bullying.</p> <p>Understand that bullying is harmful to everyone.</p> <p>Have an understanding of why crime happens.</p> <p>Recognise that different crimes have different consequences.</p> <p>Develop a moral understanding of punishments associated with different crimes.</p> | <p>Develop an understanding for the term rehabilitation.</p> <p>Have an understanding of prejudice and discrimination.</p>                                |
| <b>Key Vocabulary</b> | <p>Uniqueness<br/>Positive contribution<br/>Positive peer pressure<br/>Negative peer pressure<br/>Qualities<br/>Curriculum Vitae<br/>Ten commandments<br/>Bible</p>  | <p>Moral decisions<br/>Consequences<br/>Multiculturalism<br/>Equality<br/>Diversity<br/>Sanctity<br/>Theist<br/>Atheist<br/>Agnostic</p>   | <p>Global warming<br/>Environment<br/>Recycling<br/>Greenhouse effect<br/>Carbon dioxide<br/>Energy efficient<br/>Emissions</p>       | <p>Natural energy<br/>Environmental action<br/>Groups<br/>Solar<br/>Tidal<br/>Wave<br/>Wind<br/>Geothermal<br/>Renewable<br/>Rights</p>  | <p>Rules<br/>Laws<br/>Just<br/>Fair<br/>Society<br/>Bullying<br/>Cyberbullying<br/>Victim<br/>Poverty<br/>Punishments<br/>Crime<br/>Sanctions</p>   | <p>Prison<br/>Prejudice<br/>Discrimination<br/>Persecution<br/>Holocaust<br/>Nazi<br/>Re-offend<br/>Crime<br/>Race<br/>Gender equality<br/>Anne Frank</p> |

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|         | Christianity<br>Jew   |  |   |   | Capital punishments   |  |
| Year 11 | <u>Module - 4 Peace and Conflict</u><br><br>Understand that everyone has a part to play in the promotion of peace in society.<br><br>Understand that some people are pacifists and are opposed to war.<br><br>Understand that some people believe war may be necessary to protect people and their freedom. | <u>Module - 4 Peace and Conflict</u><br><br>Understand that the armed forces exist to protect and ensure peace; appreciate the impact of fighting in wars on members of the armed forces and their families.<br><br>Understand that the decision to go to war is complex and that people have different views on the necessity to resolve conflict.<br><br>Understand that weapons of mass destruction have the capacity to cause devastation. | <u>Module - 5 Beliefs and practice</u><br><br>Understand that a gathering of people with a common aim can be similar to a religious gathering.<br><br>Understand that places of worship in all religions are special and can be described as sacred.<br><br>Understand that a pilgrimage is a religious journey people take to learn more about their faith and themselves.<br><br>Understand that religious and secular communities have their own | <u>Module 5 - Beliefs and practice</u><br><br>Understand that statements of beliefs are often called creeds.<br><br>Understand that different religions understand and portray God in different ways.<br><br>Understand that all religions celebrate their own festivals. | <u>Module 6 - Inspiration</u><br><br>Understand what inspiration means and that it can come from many sources.<br><br>Understand that people can be influenced by different things.<br><br>Appreciate that the wonder and awe of nature inspires many people. | <u>Module 6 - Inspiration</u><br><br>Understand that religion inspires many people.<br><br>Understand that inspiration is not just a religious experience and that people may be inspired by other things. |

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|   |   |   | ceremonies to mark rites of passage.   |  |  |  |
| <b>Pupils should be able to do...</b><br>(Skills being developed) | <p>Use knowledge and research to show the promotion of peace in society.</p> <p>Develop an ethical approach to war.</p> <p>Explore that people have different views on war.</p> | <p>Develop a social perceptiveness of the armed forces and their families.</p> <p>Develop an understanding of the decisions that go into war.</p> <p>Have an ethical approach to weapons of mass destruction.</p> | <p>Be open to new experiences through religion.</p> <p>Explore different places of worship and understand that all are sacred in their own right.</p> <p>Describe how religious journeys help people learn more about their faith.</p> <p>Have an understanding of why people make different decisions when choosing a ceremony.</p> | <p>Develop an understanding of others beliefs through different statements.</p> <p>Identify and evaluate your own experiences of common unity.</p> <p>Explore how different religions portray God</p> <p>Use knowledge and research to show how religions celebrate.</p> | <p>Have an understanding that inspiration can come from different sources.</p> <p>Recognise that many things influence people.</p> <p>Recognise that nature can be inspiring.</p> <p>Recognise the role of nature within other religions, in particular how they inspire awe and wonder.</p> | <p>Have an understanding that different religions inspire people in many ways.</p> <p>Research the attendance of worship in the UK.</p> <p>Recognise that inspiration is not just a religious aspect.</p> <p>Analyse the impact inspirational speakers had on society at the time.</p> |
| <b>Key Terminology</b>  | <p>Peace</p> <p>Community</p> <p>Poverty</p> <p>Racial tension</p> <p>Inequality</p> <p>Greed</p> <p>Pacifists</p> <p>Quakers</p>   | <p>Armed forces</p> <p>Injuries</p> <p>Post traumatic stress disorder (PTSD)</p> <p>Help for Heroes</p> <p>Invictus games</p> <p>Weapons of mass</p>  | <p>Religious gathering</p> <p>Christianity</p> <p>Quakers</p> <p>Church</p> <p>Temple</p> <p>Mosques</p> <p>Synagogues</p>   | <p>Creeds</p> <p>Samaritans</p> <p>Bible</p> <p>Corinthian</p> <p>Omnipotent</p> <p>Omniscient</p> <p>Monotheism</p> <p>polytheism</p>   | <p>Inspiration</p> <p>Awe</p> <p>Wonder</p> <p>Numinous</p> <p>Pagan</p>   | <p>Collective worship</p> <p>Worshippers</p> <p>Inspirational speakers</p> <p>Religious participation</p>  |

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|  | Mahatma Gandhi<br>Remembrance<br>day<br>Tragedy | destruction<br>Nuclear<br>Chemical warfare<br>International<br>agreements | Notre Dame<br>cathedral<br>Pilgrimage<br>Santiago de<br>Compostela<br>Muslim Hajj<br>Civil partnership<br>Atheist<br>Humanist | Islam<br>Hinduism<br>Festivals |  |  |
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