

Y7 Religious Education and Open Minds: Curriculum Overview 2021-22

HT1 Sept-Oct	HT2 Nov-Dec	HT3 Jan-Feb	HT4 Mar-Apr	HT5 Apr-May	HT6 May-Jun
7.1 What does a world of belief look like?	7.2 How can we address the inequalities in our world?	7.3 Why should we follow rules?	7.4 How do we keep ourselves healthy and happy?	7.5 How much money?!	7.6 World Religion Project
<p>The purpose of this unit is to provide a consolidating base for pupils who have come into KS3 with different experiences of RE during KS1 and 2. Pupils will explore what it means to have faith and separate ideas between belief, fact and opinion. Pupils will consider arguments for and against the existence of good, strengthening their own ability to express their beliefs and opinions. The unit is also designed to give students a deeper insight into the lives of other religious believers, that may live in 21st Century multicultural Britain.</p> <p>RELIGIOUS EDUCATION</p>	<p>The purpose of this unit is to allow students to explore the concept of justice. It challenges pupils to think about the responsibility of acting to promote social justice, and why this is important. They will look at cases over the course of recent history, and examine how and why people acted to promote justice in the world. Pupils will investigate Christian and Muslim beliefs by looking at teachings from the Bible and Qur'an, and will try to apply them to modern day scenarios.</p> <p>CITIZENSHIP</p>	<p>The intent of this unit is to encourage students to think about the aims and methods of punishment. They will look closely at the death penalty and examine whether it is a justifiable punishment in modern day society. They will then look at case studies of modern crime, and apply their learning on theories of punishment, to decide which crime should receive which punishment. This will link in to looking at how we can govern and protect society.</p> <p>CITIZENSHIP</p>	<p>The aim of this unit is to encourage students to think about the different types of families and relationships in the 21st Century. It will give the students time to reflect on the importance of marriage, and religious attitudes to marriage, divorce and sex. The unit will also look at the different celebrations and traditions that different religions use when getting married and starting a family.</p> <p>RELATIONSHIPS (SRE)</p>	<p>The aim of this unit to introduce students to the wealth, poverty and the world of money, change and coin-handling. A key life lesson in learning to check change, understand the complex and changing world of online and ePayments. Key to this is ensuring students stay safe and keep their money safe.</p> <p>LIVING IN THE WIDER WORLD</p>	<p>The aim of this unit is to further explore a major World Religion of choice and build on the work done in 7.1, and in preparation for more detailed studies in 8.4 and 8.5. Students will be able to develop their research skills to form a deeper understanding of their chosen religions looking at festivals, holy people, founders, places of worship and holy texts.</p> <p>RELIGIOUS EDUCATION</p>

Y8 Religious Education and Open Minds: Curriculum Overview 2021-22

HT1 Sept-Oct	HT2 Nov-Dec	HT3 Jan-Feb	HT4 Mar-Apr	HT5 Apr-May	HT6 May-Jun
8.1 What prejudice do people face?	8.2 What are healthy and unhealthy relationships like?	8.3 What is evil and suffering?	8.4 Buddhism	8.5 Islam	8.6 How do we deal with crime? 8.7 What is positive mental health?
<p>The purpose of this unit is to examine different types of prejudice and discrimination in society. Students will look closely at different examples of prejudice in our society and reflect on the reasons why people may be prejudiced in this way. They will examine the effects and consequences of discrimination and look at possible solutions for ending discrimination. They will examine the issue of disability prejudice closely and look at religious ideas about why prejudice is wrong. Students will then look at modern day case studies of people who have changed the world or their society.</p> <p>RELIGIOUS EDUCATION</p>	<p>The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.</p> <p>Another key aim is to explore reproduction, contraception, diet and it's impact on health (mental and physical), keeping safe online and the nature and impact of addiction to a healthy future.</p> <p>RELATIONSHIPS (SRE)</p>	<p>The aim of this unit is for students to gain a comprehensive understanding of different types of suffering, and whether all are evil, and what impact suffering has on an individual, group, national and international level. A case study of the Holocaust will exemplify a number of features of this unit. Students will explore how suffering and experiences of evil have a bearing belief, and how suffering can be alleviated.</p> <p>RELIGIOUS EDUCATION</p>	<p>The purpose of this unit is to introduce Buddhist teachings and practices and to think about an alternative religious tradition. It will give them a brief introduction in to key concepts, and then allow them to look at how the practices of mindfulness and meditation can be utilized in the modern day. This will enable them to look at how they can prepare for the upcoming exams in a peaceful and calm way.</p> <p>RELIGIOUS EDUCATION</p>	<p>This topic explores the day to day aspects of a Muslim life including; ten obligatory acts and the five pillars. Pupils explore the nature and significance of these religious beliefs but also consider humanist and atheist viewpoints. Pupils are expected to be able to make comparisons between Islam and Christianity. Key skills developed in this topic include; analysis, synthesis, evaluation, interpretation of religious scripture.</p> <p>We will study the importance of Hajj, and look at the benefit this has for Muslims. We will then examine the concept of Jihad, before looking at the celebration and commemoration of Id-ul-Adha.</p> <p>RELIGIOUS EDUCATION</p>	<p>Students will continue to look at different types of crime, aims of punishment and ways in which we can tackle modern issues in our society. Students will also look at issues related to crime such as drug use, alcohol addiction and smoking. The second part of the unit will focus on a program of study that asks students to examine the concept of human rights, and look at how and why they are used throughout the world.</p> <p>CITIZENSHIP</p> <p>-----</p> <p>The purpose of this MH unit is to promote positive mental health and wellbeing. We explore grief and loss, and how to use cognitive behaviour therapies to help self-awareness. Learning about the danger signs and symptoms, how to help yourself and others, promoting resilience and understanding how and where to access help for improving mental health. .</p> <p>HEALTH & WELLBEING</p>

Y9 Religious Education and Open Minds: Curriculum Overview 2021-22

HT1 Sept-Oct	HT2 Nov-Dec	HT3 Jan-Feb	HT4 Mar-Apr	HT5 Apr-May	HT6 May-Jun
9.1 Are humans addicted to conflict?	9.2 Why do people believe in life after death?	9.3 What can we do to tackle the inequalities in our world?	9.4 Options pathways	9.5 What is philosophy and ethics?	9.6 Sex and Relationships
<p>This unit explores the nature of conflict and war, and how this impacts on the participants and the population. The intent of this unit is for students to evaluate the differences between conflict and war, and under what circumstances might it be permissible to fight, go to war or to take a life. The philosophy of Just war theory, the ethical question raised by nuclear weapons and the dangers of radicalization and cults in creating conflict are explored in this learning unit.</p> <p>RELIGIOUS EDUCATION</p>	<p>This topic explores the value and purpose of human life. Pupils debate ethical issues involving euthanasia and abortion. Key concepts explored include the nature and origins of the universe and the value of human life. Beliefs in life after death are covered from all viewpoints both religious and non-religious. Pupils are expected to be able to make comparisons between Islam and Christianity. Key skills developed in this topic include; analysis, synthesis, evaluation, interpretation of religious scripture.</p> <p>RELIGIOUS EDUCATION</p>	<p>The purpose of this unit is to allow students to explore the concept of justice. It challenges pupils to think about the responsibility of acting to promote social justice, and why this is important. They will look at cases over the course of recent history, and examine how and why people acted to promote justice in the world. Pupils will investigate Christian and Muslim beliefs by looking at teachings from the Bible and Qur'an, and will try to apply them to modern day scenarios.</p> <p>CITIZENSHIP</p>	<p>The purpose of this unit is to support students in the GCSE Options process. Lessons on the process and how to make good choices based on a range of information. This unit gives student the chance to ask their questions and get tailored CEIAG support for their Options choices and how these will connect to their career progression and futures.</p> <p>FUTURES</p>	<p>The purpose of this unit is to encourage students to develop deeper thinking skills and to be able to critically analyse. Pupils explore moral issues such as self-interest and consider questions such as, 'can violence ever be justified?' The topic will allow pupils to reflect on their own personal beliefs, whilst examining the beliefs of others in relation to the same problems. It will also act as an introduction to key themes studied across the GCSE unit. Both Muslim and Christian beliefs will be explored throughout.</p> <p>RELIGIOUS EDUCATION</p>	<p>9.7 How do I keep my money safe?</p> <p>The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.</p> <p>Another key aim is to understand consent, STIs, contraception, abortion and County Lines dangers.</p> <p>RELATIONSHIPS (SRE)</p> <p>-----</p> <p>This unit builds on OM 7.6 to introduce ideas around good credit and bad credit, dangers of gambling and life skills to ensure students are aware of the powers and importance of budgeting with real world examples from the Keighley area.</p> <p>LIVING IN THE WIDER WORLD</p>

Y10 Religious Education and Open Minds: Curriculum Overview 2021-22

HT1 Sept-Oct	HT2 Nov-Dec	HT3 Jan-Feb	HT4 Mar-Apr	HT5 Apr-May	HT6 May-Jun
10.1 What are our British Culture and beliefs?	10.2 How do we have positive mental health and wellbeing?	10.3 How does the world of finance work?	10.4 How does British democracy and citizenship work?	10.5 Sex and relationships	
<p>The aim of this unit is to explore the foundations of identity and encourage students to reflect on the idea of being human. Students will reflect on different elements that make up who they are, looking at their outward appearance, their family and relationships and their gender. Students will be asked to critically evaluate how and why they make different decisions. They will then look closely at religious identities and examine what makes a Christian, a Muslim or a Muslim.</p> <p>RELIGIOUS EDUCATION</p>	<p>The purpose of this Mental Health and wellbeing unit is to promote in-depth understanding of positive and negative mental health and wellbeing. We explore grief and loss, and how suicide, trans-issues, gangs and their impact on isolation and fitting in. We explore the dangers of social media and fake news on anxiety, perception and self esteem. Solution-focused discussions happen throughout focusing on who would you tell/approach for help and support? What would you do if it was your friend? How could you help yourself and others in these circumstances?</p> <p>HEALTH & WELLBEING</p>	<p>The aim of this unit is to introduce students to the wealth, poverty and the world of money. A key life lesson in learning to manage the complex and changing world of online and ePayments. Key to this is ensuring students stay safe and keep their money safe.</p> <p>LIVING IN THE WIDER WORLD</p>	<p>The aim of this global citizenship unit is to explore different political systems in different countries, charts the development of human rights. Case study on Mandela as a political prisoner during apartheid. The unit encourages students to create a political party and manifesto and the class holds a mock election to explore the procedures of our electoral process.</p> <p>CITIZENSHIP</p>	<p>The purpose of this unit is to equip students for a happy, healthy and adult future. The provision of SRE is tiered into age-appropriate units, and ensures that students can identify risk, learn how to manage the dangers and where to seek help if needed. Building on previous SRE unit the dangers of bullying, abuse and the power of reciprocal caring/loving relationships to health, wellbeing and happiness.</p> <p>Another key aim is to de-stigmatise sexuality, gender identity, and sexual intercourse. Also to understand the damage of pornography and the law around online sexual content. Students will explore consent, CSE, differences between forced and arranged marriages, violent or controlling relationships, all aspects of abuse (causes and impact), symptoms of testicular and breast cancer.</p> <p>RELATIONSHIPS (SRE)</p>	