



## Cleveland School Learning Overview – RPE

# Year 7 RPE

Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
Terms 1 & 2  Introduction to philosophy	What is a philosophical question? What does it mean to be human? Does belief in an afterlife add value to this life? How do we know what is right and wrong? Are human beings truly free? How should we be governed? Are humans more valuable than animals?	Oracy, critical thinking, questioning, self reflection, explanation, evaluation.	Beginning with philosophical questions is the best preparation for engaging with world religions as students can understand the major religious traditions as institutions that have attempted to answer philosophical questions. Approaching religious traditions through a philosophical lens will enable students to develop a pattern of study in understanding the profundity of religious belief.  Embeds cross curricular links between our curriculum and citizenship, R+, classical civilisations and English.	Philosophy, ethics, freewill, determinism, utilitarianism, democracy, dictatorship, sentient, purpose, responsibility, conscience.
Terms 3 & 4  Hinduism	What is the nature of God? What is the role of the Trimurti? What is the role of the deities? What is puja? How does Diwali convey the importance of symbolism in Hinduism? How does the Caste system reflect Hindu beliefs about reincarnation? How does Gandhi reconcile his Hindu beliefs with his opposition to the Caste system?	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	Chronologically prior to the other 5 of the major 6 religious traditions, Hinduism offers students the opportunity to explore concepts that contrast significantly with the religious/cultural exposure they are likely to have had.  Hinduism follows on naturally from an introduction to philosophy as it can be taught with reference to how it answers the key philosophical questions that students discussed previously.  Hinduism is a strong affirmation of the extent to which our beliefs as human beings provide the lens through which we understand reality.	Brahman, Trimurti, Atman, Puja, Samsara, Moksha, Reincarnation, Ahimsa, Diwali, Avatar, Varna, Caste, Ramayana, Mandir, Murti, Shrine.
Terms 5 & 6  Buddhism	Is suffering an unavoidable aspect of existence? What was the significance of Siddhartha Gautama? Is it possible for anything to be permanent? Do we have a self or are we too everchanging?	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application, problem solving, discussion.	Buddhism developed out of Hinduism, and it is important that students are able to explore Buddhism immediately after Hinduism as this is best way to prepare them conceptually for a true understanding of Buddhism.  Buddhism is essentially a philosophy that emerges in response to the experience of suffering. Referred to as the science of the mind, studying the Buddhist philosophy will provide students with the means of understanding human suffering and how to respond to suffering in a way that is mindful of all life.	Buddha, Nirvana, Magga, Anatta, Anicca, Dukkha, Enlightenment, Middle Way, Eightfold Path, Four Noble Truths, Samsara, Five Precepts.



## Cleveland School Learning Overview – RPE

# Year 8 RPE

	Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
Year 8 RPE	Terms 1 & 2  Islam	<p>Why is tawhid central to the religion of Islam?</p> <p>What does it mean to believe in the oneness of God?</p> <p>Who was the Prophet Muhammad? What role does a mosque play in the Muslim community?</p> <p>What are the 5 Pillars of Islam?</p> <p>What happens on the Hajj Pilgrimage?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>Building on the Year 7 curriculum students continue on their exploration of the world’s major religious traditions by delving in to the Islamic religion.</p> <p>In contrast to the nature of God encountered throughout Hinduism and Buddhism, Islam offers students the chance to evaluate the belief that God is distinct and unique. Islam is also one of the fastest growing religions in the world and a religious tradition that is in need of understanding, particularly by a demographic of students that would otherwise be unlikely to interact with the Muslim community.</p>	Islam, Muslim, Tawhid, Shahadah, Salah, Zakat, Sawm, Hajj, Qur’an, Mosque, Prophet, Hadith.
	Terms 3 & 4  Sikhism	<p>Who was Guru Nanak?</p> <p>What is the significance of the Guru’s in Sikhism?</p> <p>Why do the Khalsa wear Five Ks? What role does the Gurdwara play in the Sikh community?</p> <p>Why is the Guru Granth Sahib treated as a person?</p> <p>What is Sewa?</p> <p>Why do Sikhs prioritise the Langar?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>Students turn their attention Sikhism in their second topic of Year 8 as this religious tradition has its roots in both Hinduism and Islam – both of which students have engaged with on their curriculum by now.</p> <p>Sikhism enables students to understand the connection between religious belief and action. Although this is not a unique feature of Sikhism amongst the world’s religions, the history of societal norms around class and how these were challenged by the Sikh Gurus allows for very tangible reference points that students can empathise with and apply to their own community.</p>	Guru, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Gurdwara, Khalsa, Kirpan, Kara, Kachera, Kangha, Kesh, Panj Pyare, Vaisakhi, Sewa, Langar, Untouchables.
	Terms 5 & 6  Ethics	<p>Where do right and wrong come from?</p> <p>Can we know what is morally good without God?</p> <p>Do consequences matter when making moral decisions?</p> <p>Does utilitarianism help us make good decisions?</p> <p>Is Immanuel Kant right when he claims that God is the source of what is right and what is wrong?</p> <p>Do our intentions matter more than our actions?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application, problem solving, discussion.	<p>Previously, Sikhism illuminates the impact belief has on what we perceive to be right and what we perceive to be wrong. Therefore students will explore the fundamental question of what makes an action right or wrong at all.</p> <p>Pedagogically, this curriculum aims to explore religious belief through a philosophical lens and highlighting this via an exploration of normative ethical theories will continue to equip students to not only be more deeply religiously literate but also acquire a greater understanding of why religious belief has decided on their moral principles at all.</p>	Ethics, Morality, Norm, Utilitarianism, Hedonism, Absolutism, Consequentialism, Divine Command Theory.



## Cleveland School Learning Overview – RPE

	Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
Year 9 RPE	Terms 1 & 2  Judaism	<p>What is the covenant within Judaism? Why are Abraham and Moses valued within Judaism? What is the significance of the Passover in Judaism? What role does the synagogue play in the Jewish community? What does Bar/Bat Mitzvah tell us about adulthood? How might Rosh Hashanah and Yom Kippur provide spiritual refreshment to the Jewish community?</p>	Oracy, questioning, self reflection, explanation, evaluation, empathy, application.	<p>Despite predating all but Hinduism – introducing Judaism to students at this point will enable students to encounter the beginnings of the Abrahamic traditions before they study Christianity and Islam in depth later on in the curriculum.</p> <p>Judaism is a religion that uniquely does not prioritise evangelism but rather emphasises the community as an example. By understanding the covenant and the meaning behind the symbolism of festivals and rites of passage, students gain an appreciation for the role that identity and history play in how we understand our place in the world.</p>	Covenant, Tanakh, Torah, Synagogue, Pesach, Rosh Hashanah, Yom Kippur, Bar Mitzvah, Bat Mitzvah,
	Terms 3 & 4  Religion, Peace & Conflict	<p>What are the values of peace, justice, forgiveness and reconciliation? Is violence ever justified, even in protest? How do we define terrorism? Is there ever a good reason to go to war? Is it possible to be a pacifist? Do nuclear weapons keep the world safe? How do religious organisations work for peace across the world?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>Having evaluated the extent to which our identity influences our actions in the world, students will now study a topic that explores the most profound outcomes that can result from justifications of violence. At this stage in the curriculum students will be able to apply their exploration of the main religious traditions alongside what they have learned about ethical principles in order to understand the impact that belief can have on the most significant of scales.</p> <p>Students will encounter the reasoning behind religious beliefs about violence and can therefore reflect on their own values when it comes to matters of violence.</p>	Peace, Forgiveness, Reconciliation, Justice, Terrorism, Pacifism, Just War, WMD, Diplomacy, Deterrent.
	Terms 5 & 6  Christianity: Beliefs & Teachings	<p>What do Christians believe about the nature of God?  Why is the existence of evil and suffering an issue for Christianity?  What do Christians believe about the universe's origins?  Do Christians have any specific beliefs about life after death?  What is the significance of Jesus Christ within Christianity?</p>	Oracy, critical thinking, questioning, self reflection, explanation, evaluation, empathy, application.	<p>At this point in the curriculum students will have encountered 5 of the 6 main religious traditions in the world. Christianity is the religious tradition that students are generally most familiar with, so it is important that they do not learn what they already know. Therefore, Christianity is studied at the end of KS3. Firstly, to allow for a richer understanding of the key beliefs of Christianity enabled by the ability to compare with the religions and ethical theories studied previously, and secondly to pave the way for undertaking the GCSE Religious Studies Course in which Christianity is one of the two religious traditions studied.</p> <p>Christianity has had a huge impact on the values, laws and traditions of Britain today so as deep an understanding of Christianity as possible is a priority.</p>	Omnipotent, Omnibenevolent, Theodicy, Trinity, Creation, Original Sin, Salvation, Resurrection, Incarnation, Crucifixion, Ascension, Atonement, Grace.