
		Cycle A LTP for KS3 Religious Education		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Being Human Justice and Freedom Key question – Is it Fair?	Being Human Justice and Freedom Key question – Is it Fair?	Being Human/God Hopes and Visions Key question – What is life about? How should I live my life?
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To explore global issues relating to justice, fairness and freedom To explore and recall the teachings of at least 2 different religions in relation to justice, fairness and freedom To begin to recognise that many of our rules today have a religious basis To begin to recognise the need for rules in upholding fairness <p>Living:</p> <ul style="list-style-type: none"> To experience rules in ensuring justice, fairness and freedom To begin to consider what should happen when rules are broken To experience/demonstrate forgiveness and know that people of faith believe in forgiveness <p>Thinking:</p> <ul style="list-style-type: none"> To demonstrate a basic personal understanding of justice, fairness and freedom To reflect and share a personal response on what various religions teach us about justice, fairness and freedom <p>Core knowledge to be covered / Lincolnshire SACRE coverage:</p> <ol style="list-style-type: none"> Definitions of fairness (and equality) and justice 10 Commandments and 5 Pillars of Islam BH(C)2, BH(I)4 The Greatest Commandment as a basis for how Christians believe they should treat others BH(C)4 Bible parable about social injustice LJ (C)7 1 Christian and 1 Islamic story about justice, fairness and freedom 	<p>Believing:</p> <ul style="list-style-type: none"> To understand and describe global issues relating to justice, fairness and freedom To compare and contrast the teachings of at least 2 different religions in relation to justice, fairness and freedom To relate some of our rules / laws today to the religious rules from which they are derived To explain the need for rules in upholding fairness <p>Living:</p> <ul style="list-style-type: none"> To evaluate rules in ensuring justice, fairness and freedom To consider what should happen when rules are broken and suggest why To understand and reflect on the importance on forgiving others and know that people of faith believe in forgiveness <p>Thinking:</p> <ul style="list-style-type: none"> To demonstrate an awareness of different interpretations of justice, fairness and freedom e.g. <i>equity versus equality</i> To reflect and share a personal response on what various religions teach us about justice, fairness and freedom <p>Core knowledge to be covered / Lincolnshire SACRE coverage:</p> <ol style="list-style-type: none"> Definitions of fairness (and equality) and justice 10 Commandments and 5 Pillars of Islam BH(C)2, BH(I)4 The Greatest Commandment as a basis for how Christians believe they should treat others BH(C)4 Bible parable about social injustice LJ (C)7 1 Christian and 1 Islamic story about justice, fairness and freedom 	<p>Believing:</p> <ul style="list-style-type: none"> To understand that religion offers hope in the face of suffering To learn about the contracts made between God and people in various religions (e.g. 10 commandments / 5 Pillars of Islam etc) To know that people are not perfect and that there is suffering in the world <p>Living:</p> <ul style="list-style-type: none"> To learn about how Christians are working to try and get rid of suffering – at the local / national / international level. <p>Thinking:</p> <ul style="list-style-type: none"> To consider whether all people suffer To think of ways that I can help others who are suffering <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Non-ultimate questions have a factual / universally agreed answer / Ultimate questions have different possible answers and cannot be proven 1 Christian and 1 Muslim story which teaches how we Christians / Muslims should live their lives and follow the teachings of God / Allah BH(I)1, G(I)4, G(C)5 The Muslim belief of tawhid – Allah is the one true God and creator of everything and Muslims must submit to Allah’s will (as shown in the story of Yunus and the Whale). BH(I)2, G(I)1 5 Pillars of Islam and the 10 Commandments as the basis of how Muslims / Christians should live their lives BH(C)2, BH(I)4 An example of how these teachings are practiced by faith members in the local community BH(C)4, C(C)4

	Key area of understanding	Community: Sacred places and pilgrimage in Christianity, Hinduism and Islam Key question – What makes a place sacred? Why do people of faith make a pilgrimage?	Community: Sacred places and pilgrimage in Christianity, Hinduism and Islam Key question – What makes a place sacred? Why do people of faith make a pilgrimage?	Community : Places of Worship Key question – How do people express their faith?
Spring	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To know and begin to recall some sacred places for different religions To explore pilgrimage for different religions <p>Living:</p> <ul style="list-style-type: none"> To identify some places of significance in the local community <p>Thinking:</p> <ul style="list-style-type: none"> To identify and give a simple opinion about places that are important to me To express a simple opinion on pilgrimage <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> To know that a sacred place is often somewhere where faith members believe a miracle has taken place. Faith members make pilgrimages to these places in order to help them connect with their God and find a sense of inner peace. The journey is often as important as the destination and allows faith members to concentrate on their life and their devotion to their religion. C(C)3, G(C)6, G(I)5 To know about several sacred places of pilgrimage and the reason why these places have become sacred. Eg. Where a miracle is believed to have taken place. <ul style="list-style-type: none"> Christianity - Lourdes, France (as a place of healing) / Saint Bernadette, Islam - Mecca, Saudi Arabia / The birthplace of the Prophet Muhammad, relate to 5th Pillar of Islam (Hajj) that all Muslims should make this Pilgrimage if they are able to do so once in their lives, Miracle = receiving the Quran from Allah C(I)3, G(I)4 Christianity – The Garden Tomb and the Church of the Holy Sepulchre, Bethlehem, Miracle – The Death and Resurrection of Christ G(C)4 Key similarities between pilgrimages for Christians and Muslims Key differences between pilgrimages for Christians and Muslims . C(I)2, C(I)3 	<p>Believing:</p> <ul style="list-style-type: none"> To research and describe sacred places for different religions To understand and explain the importance of pilgrimage for people of faith <p>Living:</p> <ul style="list-style-type: none"> To describe places of significance in the local community <p>Thinking:</p> <ul style="list-style-type: none"> To describe and explain the significance of places that are important to me To express and justify an opinion on pilgrimage <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> To know that a sacred place is often somewhere where faith members believe a miracle has taken place. Faith members make pilgrimages to these places in order to help them connect with their God and find a sense of inner peace. The journey is often as important as the destination and allows faith members to concentrate on their life and their devotion to their religion. C(C)3, G(C)6, G(I)5 To know about several sacred places of pilgrimage and the reason why these places have become sacred. Eg. Where a miracle is believed to have taken place. <ul style="list-style-type: none"> Christianity - Lourdes, France (as a place of healing) / Saint Bernadette, Islam - Mecca, Saudi Arabia / The birthplace of the Prophet Muhammad, relate to 5th Pillar of Islam (Hajj) that all Muslims should make this Pilgrimage if they are able to do so once in their lives, Miracle = receiving the Quran from Allah C(I)3, G(I)4 Christianity – The Garden Tomb and the Church of the Holy Sepulchre, Bethlehem, Miracle – The Death and Resurrection of Christ G(C)4 Key similarities between pilgrimages for Christians and Muslims Key differences between pilgrimages for Christians 	<p>Believing:</p> <ul style="list-style-type: none"> To explore the use of religious symbolism within faith buildings To consider how the rules of faith buildings reflect the beliefs of its faith members <p>Living:</p> <ul style="list-style-type: none"> To consider what a faith building is – looking at various interpretations of faith buildings in different communities and around the world <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on what makes a place special To consider whether some places are more special than others <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> The importance of a local church: role for local Christian community; significance of artefacts found within church, how and why people worship there C(C)3 students must also cover 1 – 2 other places of worship in depth to include Mosque (and Mandir - time permitting) covering role for local Muslim and Hindu community; significance of artefacts found within each place of worship, how and why people worship there C(M)4, C(H)2 <p>Places of worship are important focal point for the local religious community and serve to keep that group connected / support one another and reinforce their religious identity in serving their God C(C)5, C(H)4, C(M)4</p>

			and Muslims . C(I)2, C(I)3	
Summer	Key area of understanding	Additional Unit : Passover Key questions – Where does people’s faith come from? How do people express their faith?	Additional Unit : Passover Key questions – Where does people’s faith come from? How do people express their faith?	Life Journey Living a Faith: Rites of Passage Key question – What gives us a sense of identity and belonging? •
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To explore the significance of Passover and other religious celebrations relating to justice and freedom To explore / experience what faith means to people in different religions <p>Living:</p> <ul style="list-style-type: none"> To know how Jewish people celebrate Passover To recall simple details about people who have used their faith to help them achieve great things To identify some symbols in my community <p>Thinking:</p> <ul style="list-style-type: none"> To express a simple response / opinion to key beliefs of different religions <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> The Passover story and how Passover is celebrated. Jewish people have a covenant relationship with God. A modern example of a person of faith who has drawn on their faith to achieve great things. 	<p>Believing:</p> <ul style="list-style-type: none"> To understand and explain the significance of Passover and other religious celebrations relating to justice and freedom To consider what faith means to people in different religions <p>Living:</p> <ul style="list-style-type: none"> To know how and explain why Jewish people celebrate Passover To research and describe people who have used their faith to help them achieve great things To identify and explain the significance of symbols in my community <p>Thinking:</p> <ul style="list-style-type: none"> To express and justify a response / opinion to key beliefs of different religions <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> The Passover story and how Passover is celebrated. Jewish people have a covenant relationship with God. A modern example of a person of faith who has drawn on their faith to achieve great things. 	<p>Believing:</p> <ul style="list-style-type: none"> Baptism: promises made to God and to the community, marks entry into the community of believers who are trying to get rid of the suffering and make the world a better place Namkarna: entry into Hindu community Aqiqah: entry into the Muslim community <p>Living:</p> <ul style="list-style-type: none"> Different types of baptism: baby, adult, etc.; key features of baptism service, e.g. making promises, lighting candle, community agreeing to support new Christian (baby or adult) Key features of Christian / Muslim / Hindu naming ceremonies <p>Thinking:</p> <ul style="list-style-type: none"> Are names important? Why are some promises really special? <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Baptism– (baptism – key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings) (Christianity) LJ(C)1 Namkarna and jatakarma – Hindu naming ceremony and welcome ceremony (Hinduism) LJ(H)1 Reciting the adhaan [call to prayer] into the baby’s ear, giving them something sweet to taste, shaving the baby’s head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about

				<p>harmony) (Islam) LJ(I)1</p> <p>4. Confirmation - This marks the Christian transition into adulthood where a person is choosing to be baptised and make a commitment to live a Christian life. The person being confirmed will often choose a confirmation name (a Saint's name with whom they feel they share similar characteristics – compare this with Native American naming ceremony). LJ(C)2</p> <p>Upanayana – a Hindu coming of age ceremony, called a 'second birth' – first birth is physical birth, this second birth marks the start of a Hindu's commitment to being educated to live a good Hindu life and worship God. LJ(H)2</p>
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		Cycle B LTP for KS3 Religious Education		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Being Human: Saints and Heroes Key question – What makes a hero?	Being Human: Saints and Heroes Key question – What makes a hero?	Being Human/God Hopes and Visions Key question – What is life about? How should I live my life?
	Knowledge & skills development	Believing: <ul style="list-style-type: none"> To know and recall some key details of the lives of various modern day and Biblical heroes and Saints such as Moses, Noah, Jesus / Mother Theresa, Martin Luther King, Florence Nightingale To understand what a hero is and what a Saint is 	Believing: <ul style="list-style-type: none"> To understand and describe the religious significance of various modern day and Biblical heroes and Saints such as Moses, Noah, Jesus / Mother Theresa, Martin Luther King, Florence Nightingale 	Believing: <ul style="list-style-type: none"> To understand that religion offers hope in the face of suffering To learn about the contracts made between God and people in various religions (e.g. 10 commandments / 5 Pillars of Islam etc)

		<ul style="list-style-type: none"> To recognise some good deeds performed by Saints / heroes <p>Living:</p> <ul style="list-style-type: none"> To know and begin to recall some information about a Patron Saint To experience and give a simple opinion of a celebration of a Patron Saint To experience the impact of a Saint on the Christian/Jewish communities. To experience the impact of a hero on a national / local community. <p>Thinking:</p> <ul style="list-style-type: none"> To know and give a simple opinion on the key teachings of Saints/heroes <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Recognise key differences between a hero and a Saint Heroes/ saints serve as role models to their (religious) community BH(C)1 Christian Saints live their lives above all by following the Greatest Commandment (Mark 12:30-31) BH(C)4 A patron saint and their celebrated day 	<ul style="list-style-type: none"> To identify similarities and differences in the teachings of Saints / heroes. To suggest what motivated Saints / heroes to do good deeds <p>Living:</p> <ul style="list-style-type: none"> To know and recall some information about a Patron Saint To suggest simple reasons for the social / religious importance of celebrating a Patron Saint To describe the impact of a Saint on the Christian/Jewish communities. To describe the impact of a hero on a national / local community. <p>Thinking:</p> <ul style="list-style-type: none"> To suggest simple reasons for worshipping / celebrating Saints / heroes <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Recognise key differences between a hero and a Saint Heroes/ saints serve as role models to their (religious) community BH(C)1 Christian Saints live their lives above all by following the Greatest Commandment (Mark 12:30-31) BH(C)4 A patron saint and their celebrated day 	<ul style="list-style-type: none"> To know that people are not perfect and that there is suffering in the world <p>Living:</p> <ul style="list-style-type: none"> To learn about how Christians are working to try and get rid of suffering – at the local / national / international level. <p>Thinking:</p> <ul style="list-style-type: none"> To consider whether all people suffer To think of ways that I can help others who are suffering <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Non-ultimate questions have a factual / universally agreed answer / Ultimate questions have different possible answers and cannot be proven 1 Christian and 1 Muslim story which teaches how we Christians / Muslims should live their lives and follow the teachings of God / Allah BH(I)1, G(I)4, G(C)5 The Muslim belief of tawhid – Allah is the one true God and creator of everything and Muslims must submit to Allah’s will (as shown in the story of Yunus and the Whale). BH(I)2, G(I)1 5 Pillars of Islam and the 10 Commandments as the basis of how Muslims / Christians should live their lives BH(C)2, BH(I)4 An example of how these teachings are practiced by faith members in the local community BH(C)4, C(C)4
Spring	Key area of understanding	Community: Belonging to a faith Key question – What does it mean to belong to a faith?	Community: Belonging to a faith Key question – What does it mean to belong to a faith?	Community : Places of Worship Key question – How do people express their faith?
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To experience / know some simple rituals and routines of various secular and religious groups To recognise different groups (secular / religious) and give a simple opinion on how it feels to belong to a group <p>Living:</p>	<p>Believing:</p> <ul style="list-style-type: none"> To compare and contrast some simple rituals and routines of various secular and religious groups To explore positive and negative impact of belonging to a secular / religious groups <p>Living:</p> <ul style="list-style-type: none"> To identify some secular and religious groups we belong to 	<p>Believing:</p> <ul style="list-style-type: none"> To explore the use of religious symbolism within faith buildings To consider how the rules of faith buildings reflect the beliefs of its faith members <p>Living:</p> <ul style="list-style-type: none"> To consider what a faith building is – looking at various interpretations of faith buildings in different communities and around the world <p>Thinking:</p>

- To begin to identify some secular and religious groups we belong to

Thinking:

- To give an opinion on how being part of a group makes us feel
- To begin to state simple ways people in a group look after each other

Core knowledge to be covered:

1. Recognise some key positives and negatives of belonging to a group:
 - **Positives** are that we have rules in our group and we look after everyone in our group.
 - **Negatives** can be when we don't let people into our group or when we think our group is better than other groups - e.g. consider football culture / religious incited violence.
2. Badges, uniforms, rituals are all important ways of creating a sense of belonging and identity for members of a (religious) group
3. Symbols are an important way of preserving the beliefs and values of a group over time
4. Understand, compare and contrast a **Christian and a Hindu ceremony**, e.g. a wedding and understand how these ceremonies create a sense of belonging to the participants as well as a commitment to God. **C(C)5, C(H)4**
5. Symbolism in Easter celebrations- how they relate back to the story / its teachings and how they create a sense of shared Christian identity/belonging **C(C)3**
 - Easter cards – make and explore what the cards tell us about the religious festival.
 - Hot cross buns – eat and relate the ingredients / design to the Easter story.
 - Marzipan balls on Simnel cake/no. of disciples at Last Supper.
 - Easter eggs as a representation of new life/Jesus' resurrection/ bread and wine at Last Supper.

- To suggest simple reasons why people join these groups (e.g. social / religious reasons)

Thinking:

- To give an opinion on how being part of a group makes us feel and relate this to why people join secular or religious groups
- To state simple ways people in a group look after each other

Core knowledge to be covered:

1. Recognise some key positives and negatives of belonging to a group:
 - **Positives** are that we have rules in our group and we look after everyone in our group.
 - **Negatives** can be when we don't let people into our group or when we think our group is better than other groups - e.g. consider football culture / religious incited violence.
2. Badges, uniforms, rituals are all important ways of creating a sense of belonging and identity for members of a (religious) group
3. Symbols are an important way of preserving the beliefs and values of a group over time
4. Understand, compare and contrast a **Christian and a Hindu ceremony**, e.g. a wedding and understand how these ceremonies create a sense of belonging to the participants as well as a commitment to God. **C(C)5, C(H)4**
5. Symbolism in Easter celebrations- how they relate back to the story / its teachings and how they create a sense of shared Christian identity/belonging **C(C)3**
 - Easter cards – make and explore what the cards tell us about the religious festival.
 - Hot cross buns – eat and relate the ingredients / design to the Easter story.
 - Marzipan balls on Simnel cake/no. of disciples at Last Supper.
 - Easter eggs as a representation of new life/Jesus' resurrection/ bread and wine at Last Supper.

- To reflect on what makes a place special
- To consider whether some places are more special than others

Core knowledge to be covered:


3. The importance of a local church: role for local Christian community; significance of artefacts found within church, how and why people worship there **C(C)3**
4. students must also cover 1 – 2 other places of worship in depth to include Mosque (and Mandir - time permitting) covering role for local Muslim and Hindu community; significance of artefacts found within each place of worship, how and why people worship there **C(M)4, C(H)2**

Places of worship are important focal point for the local religious community and serve to keep that group connected / support one another and reinforce their religious identity in serving their God **C(C)5, C(H)4, C(M)4**

Summer	Key area of understanding	God Our World Key question – Where does our world come from and how should we look after it?	God Our World Key question – Where does our world come from and how should we look after it?	Life Journey Living a Faith: Rites of Passage Key question – What gives us a sense of identity and belonging?
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To experience / know some different secular and non-secular creation stories To begin to understand some religious teachings about Man’s responsibility to look after our world <p>Living:</p> <ul style="list-style-type: none"> With support, identify simple ways that Creation Stories teach us about the beauty and wonder of the world Experience / begin to suggest ways in which we can look after our local environment <p>Thinking:</p> <ul style="list-style-type: none"> To express a simple opinion about Creation stories To express a simple opinion on some religious teachings about Man’s responsibility to look after our world <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> An understanding of the beauty / wonder and some of the patterns and rules present in the natural world The Creation story of 2 religions, including Christianity G(C)3 A traditional secular Creation story / Big Bang theory Examples of how man is failing to look after the environment Examples of how man is working to look after the environment An example of Christianity’s view on looking after our World. Know the term stewardship – God gave Man the special responsibility to care for the World and everything within it. G(C)4 	<p>Believing:</p> <ul style="list-style-type: none"> To compare and contrast different secular and non-secular creation stories To understand and describe some religious teachings about Man’s responsibility to look after our world <p>Living:</p> <ul style="list-style-type: none"> Identify simple ways that Creation Stories teach us about the beauty and wonder of the world Suggest ways in which we can look after our local environment <p>Thinking:</p> <ul style="list-style-type: none"> To express and justify a simple opinion about Creation stories To express and justify a simple opinion on some religious teachings about Man’s responsibility to look after our world <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> An understanding of the beauty / wonder and some of the patterns and rules present in the natural world The Creation story of 2 religions, including Christianity G(C)3 A traditional secular Creation story / Big Bang theory Examples of how man is failing to look after the environment Examples of how man is working to look after the environment An example of Christianity’s view on looking after our World. Know the term stewardship – God gave Man the special responsibility to care for the World and everything within it. G(C)4 	<p>Believing:</p> <ul style="list-style-type: none"> Baptism: promises made to God and to the community, marks entry into the community of believers who are trying to get rid of the suffering and make the world a better place Namkarna: entry into Hindu community Aqiqah: entry into the Muslim community <p>Living:</p> <ul style="list-style-type: none"> Different types of baptism: baby, adult, etc.; key features of baptism service, e.g. making promises, lighting candle, community agreeing to support new Christian (baby or adult) Key features of Christian / Muslim / Hindu naming ceremonies <p>Thinking:</p> <ul style="list-style-type: none"> Are names important? Why are some promises really special? <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Baptism– (baptism – key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings) (Christianity) LJ(C)1 Namkarna and jatakarma – Hindu naming ceremony and welcome ceremony (Hinduism) LJ(H)1 Reciting the adhyan [call to prayer] into the baby’s ear, giving them something sweet to taste, shaving the baby’s head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony) (Islam) LJ(I)1 Confirmation - This marks the Christian

				<p>transition into adulthood where a person is choosing to be baptised and make a commitment to live a Christian life. The person being confirmed will often choose a confirmation name (a Saint's name with whom they feel they share similar characteristics – compare this with Native American naming ceremony). LJ(C)2</p> <p>Upanayana – a Hindu coming of age ceremony, called a 'second birth' – first birth is physical birth, this second birth marks the start of a Hindu's commitment to being educated to live a good Hindu life and worship God. L(H)2</p>
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		AQA Entry level trajectory LTP for KS4 Religious Education	
		Y10	Y11
Autumn	Key area of understanding	God What do People Believe? : Creation and Science Key question – How was our World created?	God What do People Believe? : God Key question – What is God?
	Knowledge & skills development	Believing: <ul style="list-style-type: none"> To learn the key beliefs of the creation stories of several religions To learn the key beliefs of Humanist / Scientific theory of creation Living: <ul style="list-style-type: none"> To consider the creation beliefs of those around us To consider how these beliefs have been shaped over time – i.e. alongside advances in scientific understanding Thinking: <ul style="list-style-type: none"> To consider my personal creation beliefs To consider whether the Humanist and religious creation beliefs can be reconciled in any way Core knowledge to be covered:	Believing: <ul style="list-style-type: none"> Christians believe in one God To know that Christians believe that God is the Creator To learn some beliefs about what God is like Living: <ul style="list-style-type: none"> To experience different types of prayer/worship To consider how God teaches us to live Thinking: <ul style="list-style-type: none"> To consider whether God is real To understand the difference between believing and knowing Core knowledge to be covered: <ol style="list-style-type: none"> Development of the God idea over time – animism – polytheism – monotheism – atheism / agnosticism and humanism G(I)1, G(H)1, G(C)1 Know that God is perceived in different ways by different religions.

		<p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> 1. Know the term 'Creation' 2. Know (some of) the 5 types of Creation story 3. ex nihilo: 'out of nothing' 4. creation from chaos: the materials required were already available. Creation occurred by making an orderly world from this disorder 5. world parent: either when two divine 'parents' join together and are then separated to create the world OR the world is made from the body parts of one divine 'parent' 6. emergence: humans emerge from another world / they are born into this world from another world 7. earth diver: a divine being sends an animal/other being to create the world. Living things often already exist but are waiting to be awoken. <ul style="list-style-type: none"> • Humanism - Humanists don't believe in any religious creation story. Humanists look to science and provable observations to explain how the world was created. Science does not yet prove how something can be created from nothing and so it does not necessarily disprove any religious creation beliefs. • Big Bang Theory – Twinkl has a good introductory PowerPoint and below is a helpful video • Evolution –Charles Darwin and the story of his voyage on the 'Beagle'. Darwin discovered that turtles he found on the Galapagos Islands in the Pacific Ocean had evolved differently according to the habitats of each of the three main islands. See photos here: 	<ol style="list-style-type: none"> 3. Recognise that religion offers a response to the life's unanswerable (ultimate) questions such as what happens to you when you die. 4. In spite of human advances, man is yet to solve any of life's unanswerable questions. 5. Facts can be proven with evidence and belief is based on things which are felt but cannot be proven. 6. Cosmological argument - an argument for the existence of God which claims that all things in nature depend on something else for their existence (i.e. are contingent), and that the whole cosmos must therefore itself depend on a being which exists independently or necessarily. 7. Argument by design - This is an argument for the existence of God. It points to evidence that suggests our world works well – i.e. that it was designed in a specific way. The argument follows that if it was designed like this, then someone or something must have designed it
Spring	Key area of understanding	<p>Being Human : Justice and Freedom Key question – What do different religions teach about freedom and justice? Why is there conflict in the world?</p>	<p>Being Human : Charity Key question – What is charity?</p>
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> • To explore religious stories about freedom and justice • To understand the religious definitions of freedom <p>Living:</p> <ul style="list-style-type: none"> • To discover examples of when religious leaders have used their faith to inspire freedom • To discover examples of when religious diversity has created conflict <p>Thinking:</p> <ul style="list-style-type: none"> • To consider how I can be respectful of the beliefs and faiths of others <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> 1. A Jewish and Hindu story about freedom and Justice e.g. The Passover story and the Story of Rama and Sita. 2. The Hindu concepts of Dharma and Ahimsa and an example of how these are applied (Gandhi). BH(H)1 3. Compare the Jewish and Hindu interpretations of freedom. BH(H)7 4. An example of religious fights for freedom /struggles with persecution. 	<p>Believing:</p> <ul style="list-style-type: none"> • To explore the role of charity in different religions / cultures • To consider inequality on a global and local scale <p>Living:</p> <ul style="list-style-type: none"> • To explore the work of a local charity <p>Thinking:</p> <ul style="list-style-type: none"> • To reflect on why and how we as individuals can help others • To consider what charitable causes are most important to me <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> 1. To understand different religions' beliefs about charity: <ul style="list-style-type: none"> - Sikhism – the Sikh beliefs of sewa (service to the community) and langar (provision of free communal food at the Gurdwara) - Islam – zakat (one of the 5 pillars of Islam), the obligation of all Muslims who are able to do so to give 2.5% of their earning to charity each year BH(I)5 - Christianity - Christians are taught to show compassion and they believe that Jesus taught his followers to love your neighbour as you love yourself (Matthew 22:39) and to do to others as you would have them do

		<ol style="list-style-type: none"> Example of when a good religious deed has led to religious intolerance Belonging to a (religious) group can create a sense of identity and belonging for those in the group however it can be exclusive of others and lead to conflict between groups which hold different views. Understand how some religious communities e.g. Benedictine Monks in Christianity and Sanyasi in Hinduism seek to rise above human weakness and devote themselves entirely to God – how they renounce worldly material possessions and worship God e.g. through silence / meditation. C(C)2, C(C)3, C(H)1 	<p>to you (Luke 6:31). Many Christians believe that they will be judged when they die on whether or not they have helped the neediest people. BH(C)1</p> <ol style="list-style-type: none"> To explore significance of the Islamic festival of Ramadan as a way for Muslim's to feel closer to Allah and to love one another through fasting and acts of generosity. L(I) 1 To compare and contrast two stories about charity from two different religions e.g. The parable of the rich man and Lazarus (Christianity) and The story of Qarun (Islam) and understand what these religions teach about God and charity G(C)4, G(I)4 To know and recall key information about two religious charities (e.g. Scunthorpe Foodbank and Muslim Aid) C(C)4, C(I)3
Summer	Key area of understanding	Life journey: Modern day faith issues for Christians and Hindus Key question – What are the challenges to faith in the modern world?	Community Expressing Beliefs : Places of Worship Key question – How do places of worship give people of belonging?
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To understand Christian ideas about justice and freedom To understand Hindu ideas about justice and freedom To understand Sikh ideas about justice and freedom <p>Living:</p> <ul style="list-style-type: none"> To explore how religion responds to modern day issues such as abortion and euthanasia and marriage To explore the creative responses of religions and faith members to promote faith and worship in modern society <p>Thinking:</p> <ul style="list-style-type: none"> Is it important to be able to express your beliefs in different ways? What does justice and freedom of expression mean to me? <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> What justice means and how it is defined in different religions (Hinduism, Christianity and possibly Sikhism) Religious views on abortion and laicité (not complex group) L(I)6, L(H)5, L(C)9 How religions have adapted their teachings to deal with complex modern day issues (not complex group) L(I)4, L(C)5 How religions have adapted to maintain their appeal / relevance to modern faith members (through music, art and dance) 	<p>Believing:</p> <ul style="list-style-type: none"> To look at how various religions worship and celebrate key religious festivals To consider what makes a building sacred and how different faith groups worship in these buildings <p>Living:</p> <ul style="list-style-type: none"> To consider how worship / communal celebration brings communities together and strengthens bonds <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on what is important to me To consider how I feel and act in religious places and ceremonies <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> To understand the term ‘sacred’ and why places of worship are considered to be ‘sacred’ by their faith communities To identify and recall a number of secular and religious ways in which different places of worship serve their community C(I)1 C(C)4 To understand how places of worship provide a sense of community for both the religious community and wider secular community C(I)2 To understand the difference between mission and ministry for faith groups To compare and contrast different forms of worship within places of worship C(I)1 C(C)3

			<ol style="list-style-type: none">6. To know that religious symbolism, ritual and worship contribute to a sense of collective identity and community for faith members7. To consider and reflect on some advantages and disadvantages of faith groups creating a sense of collective identity and community for their members (exclusivity / inclusivity)
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The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.