



Religious Studies

Throughout their time at BUA students will venture to explore different cultural ideas and belief systems that will be different to perhaps their own. They will look at the balance of fundamental philosophical debates/ discussions so that they are able to form strong understanding and empathy towards a wide range of different people from a variety of backgrounds. Students will also enhance their knowledge of religion by looking at teachings in application to ethical themes, such as: war, euthanasia, cloning, etc.



Philosophy

1. Is it our world?: This term students will be looking at core issues that we have seen within society in the past and present.
2. Is death the end?: This term students will be looking at different religious attitudes to the afterlife as well as celebrations of life.
3. What are life's ultimate questions?: Philosophical study of life's difficult questions.



GCSE

1. Christian Beliefs and Teachings: Look at the core teachings and values of the Christian values.
2. Religion, Peace and Conflict: We will start to understand some of the core religious aspects that relate to war and peace.



Year
7

Year
8

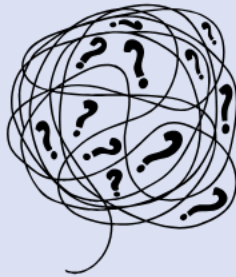
Year
9

Year
10

Year
11

Theology

1. What do world religions believe? This term students will be looking at the fundamentals of each of the six leading faiths.
2. How do religions commemorate?: This term students will be looking at religious festivals of the six leading faiths.
3. Good and evil: Year 7 will be reflecting on their learning throughout the year identifying forms of evil through four faiths.



Ethics

1. How does religion impact society today?: Look at the religious impacts on culture.
2. Should humans play God?: Look at bioethical themes and parallel with philosophical questions.
3. How can we identify and challenge Prejudice and discrimination?: What our responsibility is in maintaining multiculturalism.



GCSE

1. Islam Beliefs and Teachings: To explore further the foundations of Islam and core ideas associated with the faith.
2. Relationships and families: explore religious ideals that surround the family and relationship.

Exam preparation....

THE BULWELL ACADEMY Long Term Plan: Religious Studies



YEAR 7 Intent	Throughout Year 7 students will be looking at the basis introduction of Religious Studies covering a standard understanding of the core areas of the six leading faiths of the world, understanding the core teachings and practices of them, whilst moving on the commemorations to continue the theological study, before moving on to the topic of good and evil for ethical and philosophical dilemmas.		
RE	Term 1	Term 2	Term 3
Themes	What do world religions believe? Ensuring that students are able to form solid empathy, understanding and compassion for the different religions that they study.	How do religions commemorate? Students will be making a solid understanding of the six leading faiths and festivals that are associated with them, along with the purpose.	Good and Evil: Students will start to look at the balancing of philosophical and ethical ideas that surround what makes a person good and bad.
Skills	<ul style="list-style-type: none"> Balanced discussion Empathetic Learning Understanding and knowledge growth of different religions. Comparison forming- for different religious ideas and customs. 	<ul style="list-style-type: none"> Independent research Class discussion Comparison forming Creativity in design. 	Debate and balanced arguments will be at the heart of this unit as students are to look at philosophical and ethical dilemmas that require a balanced perspective and compassionate approach.
Ambitious Vocabulary	<ul style="list-style-type: none"> Monotheism Polytheism Founder Guru Granth Sahib, Qur'an, the Tripitaka. Abrahamic faiths Dharmic faiths. Gurdwara, Synagogue, Church, Mosque. 	Diwali, Christmas, Easter, Hanukkah, Shiva, Yom Kippur, Wesak, Pesach, Ramadan, Eid ul-Fitr, Eid ul-Adha, Ashura, Vaisakhi, community, celebrate, reflection.	Natural evil, moral evil, divine, sacrifice, Hell, Heaven, suffering, pain, paradise,
Disciplinary Reading	'Does My Head Look Big in This?' by Randa Abdel-Fattah, 'A Long Walk to Water' by Linda Sue Park, 'Malala: The Girl Who Stood Up for Education and Changed the World' by Malala Yousafzai.	'The Breadwinner' by Deborah Ellis, 'Anisha, Accidental Detective: Show Stoppers' by Serena Patel.	'When Hitler stole Pink Rabbit' by Judith Kerr, 'A Monster Calls' by Patrick Ness
Links to Careers	Journalism, religious leader, RE Teacher, sociologist/ social scientist.	Marketing, business management, religious community leader.	Ethics counsellor, philosopher, lecturer, historian, psychologist, police officer.



YEAR 8 Intent	Within Year 8, students will have a prominent focus on looking at philosophical studies surrounding some of the core questions that are asked of religions to observe and reflect on. Students will look at core ultimate questions and how answers can be shaped by that of fundamental religious teachings.		
RE	Term 1	Term 2	Term 3
Themes	Is it our world? Where students will be exploring the natural and moral evils that are facing the world and how we can attempt to tackle challenge them.	Is death the end? Where students will look at the afterlife and the celebrations of life.	What are life's ultimate questions? They will explore the philosophical aspects of the course and ask the 'Big Questions'.
Skills	Building on what was looked at last term we will be looking at debate and discussion, independent research.	Students will look at extended and creative writing based tasks where they will relate to religious ideas of death and the afterlife. Balanced arguments will be developed throughout the context, analysis and evaluation of festivals will also be brought in.	Students will look at enquiry, reflection and analysis as they will take into consideration different philosophical teachings that have been throughout History on the core areas. Interpretation will also be observed.
Ambitious Vocabulary	<ul style="list-style-type: none"> • Natural Evil • Moral Evil • Carbon footprint • Climate Change • Stewardship 	<ul style="list-style-type: none"> • Funeral • Rites • Rituals • Cremation • Akhira/ Jannah/ Jahannam • Heaven/Hell/ Purgatory • Reincarnation/ Soul/ Samsara 	<ul style="list-style-type: none"> • Philosophy • Closed questioning. • Philosopher • Provoking • Impossible • Theological
Disciplinary Reading	'The Power of Geography' by Tim Marshall, 'Refugee Boy' by Benjamin Zephaniah.	'When Stars are Scattered' by Victoria Jamieson, 'Storm In A Jar' by Samuel Langley-Swain	'Sophie's World' by Jostein Gaarder, 'Orangeboy' by Patrick Lawrence
Links to Careers	Climate scientists Airport traffic control Oil exploration GIS operator Geography teacher	Religious figure Celebrant Journalist	Sociologist Anthropologist Scientist

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YEAR 9 Intent	Year 9 will start to look at the generic foci of philosophical and ethical theories on how religious studies impacts society today, looking at cultural events that are happening and how we can embrace and develop different ideas. The subject areas of the arts and bioethical studies will be observed to find the opinions formed from theological teachings.		
RE	Term 1	Term 2	Term 3
Themes	How does religion impact society today? Where students will be looking at culture and the influence that religion has on it.	Should humans play God? Students will look at bioethical studies this term where they will look at key dilemmas.	How can we identify and challenge Prejudice and Discrimination? This is where students will be observing core issues within society and forming a solid opinion on the responsibility we have at maintaining a multicultural society..
Skills	Enquiry, evaluation and reflection will be the main skills that are focussed on here, specifically looking at evaluating how religion can be seen within culture, this will also be via interpretation.	Debate will be a huge factor of this with discussion too. Enquiry, evaluation and reflection will be key in this, along with being able to have spoken and written debates to ensure there is respectful balanced discussion.	Articulate ideas, beliefs and values, gaining a sense of understanding of the society that we live in. Reflection, analysis and interpretation will be developed on events and opinions of them.
Ambitious Vocabulary	<ul style="list-style-type: none"> • Liturgical • Non-liturgical worship • Decalogue • Law • Halal • Kosher • Haram, 	Bioethical, xenotransplantation, cloning, passive euthanasia, active euthanasia, abortion, assisted suicide, saviour siblings, transplant, Invitro Fertilisation, genetic engineering, just war, Jus ad bellum, Jus in Bello, Jus post bellum.	Human rights, feminism, racism, ablism, prejudice, discrimination, equality, inequality, equity, civil rights, suffrage, hate crime, segregation, political rights.
Disciplinary Reading	'Holy Food: How Cults, Communes and Religious Movements Influenced what we Eat' by Christina Ward, 'A History of Music' by Mary Richards	'Pig-Heart Boy' by Malorie Blackman, 'My Sister's Keeper' by Jodi Picoult	'Noughts and Crosses' by Malorie Blackman, 'To Kill a Mockingbird' by Harper Lee.
Links to Careers	Barrister/ solicitor, music producer, chef, food nutritionist.	Doctor, Nurse, Health care professional, roles within the armed forces, biologist.	Human Rights worker, solicitor, conservationist