

Curriculum map: PRE



TERM	YEAR 7	YEAR 8	YEAR 9
Autumn 1	<p>Exploring Truths Through Symbol and Story</p> <p>Aims: A3, B1, C1</p> <ol style="list-style-type: none"> 1. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively <p>Areas of enquiry: 3, 4</p> <ul style="list-style-type: none"> -Ways of expressing meaning -Questions of identity, diversity and belonging <p>16 lessons (+2)</p>	<p>Vedic Philosophy and Sri Isopanishad</p> <p>Aims: A2, B3, C1</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. appreciate and appraise varied dimensions of religion or a worldview² 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1, 5</p> <ul style="list-style-type: none"> - Beliefs, teachings, sources of wisdom, and authority - Questions of meaning, purpose and truth <p>16 lessons (+2)</p>	<p>Guna and Varnashrama Dharma</p> <p>Aims: A2, B1, C3</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 1, 3</p> <ul style="list-style-type: none"> -Beliefs, teachings, sources of wisdom, and authority -Ways of expressing meaning <p>16 lessons (+2)</p>

Curriculum map: PRE



<p>Autumn 2</p>	<p>Introduction to Hinduism</p> <p>Aims: A1, B1, B3, C1</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 3. appreciate and appraise varied dimensions of religion or a worldview² 4. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively <p>Areas of enquiry: 3, 5 -Ways of expressing meaning -Questions of meaning, purpose and truth</p> <p>16 lessons (+2)</p>	<p>Qualities of God and Free Will</p> <p>Aims: A2, B3, C3</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. appreciate and appraise varied dimensions of religion or a worldview² 3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 1, 5 Beliefs, teachings, sources of wisdom, and authority - Questions of meaning, purpose and truth</p> <p>16 lessons (+2)</p>	<p>Ethics</p> <p>Aims: A2, B2, C2, C3</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; 4. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; <p>Areas of enquiry: 2, 6 -Ways of living - Questions of values and commitments</p> <p>16 lessons (+2)</p>
----------------------------	---	--	--

Curriculum map: PRE



<p>Spring 1</p>	<p style="text-align: center;">Pilgrimage</p> <p>Aims: A3, B1, C2</p> <ol style="list-style-type: none"> 1. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 3. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; <p>Areas of enquiry: 1, 4 -Beliefs, teachings, sources of wisdom, and authority -Questions of identity, diversity and belonging</p> <p>16 lesson (+2)</p>	<p style="text-align: center;">Philosophy of Religion</p> <p>Aims: A2, B3, C3</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. appreciate and appraise varied dimensions of religion or a worldview² 3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 1, 5 Beliefs, teachings, sources of wisdom, and authority - Questions of meaning, purpose and truth</p> <p>16 lessons (+2)</p>	<p style="text-align: center;">Environment and Hinduism</p> <p>Aims: A1, B2, C2</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; <p>Areas of enquiry: 1,2, 6 - Beliefs, teachings, sources of wisdom, and authority -Ways of living - Questions of values and commitments</p> <p>9 lessons</p>
---------------------	--	--	---

Curriculum map: PRE



Spring 2	Buddhism	Judaism	Samskaras and Food Laws
	<p>Aims: A1, A2, B3, C3</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 3. appreciate and appraise varied dimensions of religion or a worldview² 4. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 1, 5 -Beliefs, teachings, sources of wisdom, and authority -Questions of meaning, purpose and truth</p> <p>9 lessons</p>	<p>Aims: A1, B3, C1, C3</p> <ol style="list-style-type: none"> 4. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 5. appreciate and appraise varied dimensions of religion or a worldview² 6. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; 7. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives <p>Areas of enquiry: 2, 4 -Ways of living -Questions of identity, diversity and belonging</p> <p>9 lessons</p>	<p>Aims: A1&3, B1&2, C3</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 3. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 4. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 5. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 2, 3,4,6 -Ways of living -Ways of expressing meaning -Questions of identity, diversity and belonging -Questions of values and commitments</p> <p>16 lessons (+2)</p>

Curriculum map: PRE



Sikhism	Islam	Life After Death
<p>Aims: A1, B1, B3, C1</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 3. appreciate and appraise varied dimensions of religion or a worldview² 4. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1, 4</p> <ul style="list-style-type: none"> - Beliefs, teachings, sources of wisdom, and authority - Questions of identity, diversity and belonging <p>9 lessons</p>	<p>Aims: A1, A3, B1, C3</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 3. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 4. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 2, 6</p> <ul style="list-style-type: none"> -Ways of living - Questions of values and commitments <p>9 lessons</p>	<p>Aims: A1, A2, B1, C3</p> <ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 3. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 4. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 3, 5</p> <ul style="list-style-type: none"> -Ways of expressing meaning -Questions of meaning, purpose and truth <p>9 lessons</p>

Curriculum map: PRE



<p>Summer 1</p>	<p style="text-align: center;">Mahabharata</p> <p>Aims: A2, B2, C1</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1,2,4, 5</p> <ul style="list-style-type: none"> -Beliefs, teachings, sources of wisdom, and authority -Ways of living -Questions of identity, diversity and belonging -Questions of meaning, purpose and truth <p>16 lessons (+2)</p>	<p style="text-align: center;">Qualities of a devotee (Srila Prabhupada)</p> <p>Aims: A3, B2, C3</p> <ol style="list-style-type: none"> 1. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. <p>Areas of enquiry: 1,2,4, 6</p> <ul style="list-style-type: none"> -Beliefs, teachings, sources of wisdom, and authority -Ways of living -Questions of identity, diversity and belonging - Questions of values and commitments <p>16 lessons (+2)</p>	<p style="text-align: center;">Ramayana: The Game of Life</p> <p>Aims: A2, B2, C1</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1,2,4, 5</p> <ul style="list-style-type: none"> -Beliefs, teachings, sources of wisdom, and authority -Ways of living -Questions of identity, diversity and belonging -Questions of meaning, purpose and truth <p>16 lessons (+2)</p>
----------------------------	---	---	--

Curriculum map: PRE



<p>Summer 2</p>	<p style="text-align: center;">Bhagavad Gita</p> <p>Aims: A2, B2, C1</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1,2,4, 5 -Beliefs, teachings, sources of wisdom, and authority -Ways of living -Questions of identity, diversity and belonging -Questions of meaning, purpose and truth</p> <p>16 lessons (+2)</p>	<p style="text-align: center;">Srimad Bhagavatam</p> <p>Aims: A2, B2, C1</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; <p>Areas of enquiry: 1,2,4, 5 -Beliefs, teachings, sources of wisdom, and authority -Ways of living -Questions of identity, diversity and belonging -Questions of meaning, purpose and truth</p> <p>16 lessons (+2)</p>	<p style="text-align: center;">Teachings of Chaitanya Mahaprabhu (Birth of Kirtan/CC)</p> <p>Aims: A2, B1, B3, C2, C3</p> <ol style="list-style-type: none"> 1. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 2. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 3. appreciate and appraise varied dimensions of religion or a worldview² 4. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; 5. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; <p>Areas of enquiry: 1,5, 6 -Beliefs, teachings, sources of wisdom, and authority -Questions of meaning, purpose and truth</p> <p>16 lesson (+2)</p>
----------------------------	--	--	---

Curriculum map: PRE



A Curriculum Framework for Religious Education in England (non-statutory) (RE Council, 2013)

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:	B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:	C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
<ol style="list-style-type: none"> 1. describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; 2. identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom¹ found in religions and worldviews; 3. appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. 	<ol style="list-style-type: none"> 1. explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; 2. express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; 3. appreciate and appraise varied dimensions of religion or a worldview² 	<ol style="list-style-type: none"> 1. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; 2. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; 3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Areas of Enquiry

1. **Beliefs, teachings, sources of wisdom, and authority**
2. **Ways of living**
3. **Ways of expressing meaning**
4. **Questions of identity, diversity and belonging**
5. **Questions of meaning, purpose and truth**
6. **Questions of values and commitments**

Footnote:

The phrase 'religions and worldviews' is used in this document to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism. The phrase is meant to be inclusive, and its precise meaning depends on the context in which it occurs, eg in terms of belief, practice or identity.

Curriculum map: PRE



- (1) The sources of wisdom found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities. Examples include the Bible, the Torah and the Bhagavad Gita; the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak and humanist philosophers. Other sources of wisdom might come from texts, thinkers, leaders and scientists in the contemporary world as well as from experience and informed personal reflection and conscience.*
- (2) The RE programme of study usually refers to 'religions and worldviews' to describe the field of enquiry. Here, however, the aim is to consider religion and belief itself as a phenomenon which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with the concept of religion and non-religious belief, not merely with individual examples, and similar critiques should apply to both*