



Buckler's Mead Academy

Curriculum Booklet: Beliefs and Values

Subject Lead: Mrs Lewis

Beliefs and Values Curriculum Intent:



"We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world." The Buddha

The study of Beliefs and Values is a powerful tool to understand people, ourselves and the universe. It enables positive engagement with people from a variety of different religions, cultures and philosophies. We spend our lives meeting people from different backgrounds: political, national, cultural etc. With study of religion as the lens, we develop the skills of tolerance, respect and collaboration.

Our curriculum at Buckler's Mead Academy places heavy emphasis on knowledge and understanding of world faiths and wider beliefs present in the 21st century world and the United Kingdom. We teach knowledge of key beliefs, teachings and practices of key religions as well as exploring secular perspectives. Students will develop fluency in articulating key concepts and vocabulary linked to these themes in order to identify, describe, explain, analyse and evaluate the beliefs and practices of religion and secular beliefs.

The subject aims to provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn and to express their responses. Beliefs and Values enable pupils to build their sense of identity and belonging, which helps them flourish within the community and as citizens in a diverse society. It prompts them to consider their responsibilities to themselves and to others, developing empathy, generosity and compassion. Finally, it teaches pupils to develop respect for others, including people with different faiths and beliefs, helping to challenge prejudice and unconscious bias.

Priority is given to teaching Christianity. The subject also provides an in depth study of Islam due to its size and socio-political reach. Buddhism is studied as a representative of the alternative perspective and one of the eastern religions. Wider faiths such as Hinduism, Sikhism and Judaism are explored in key stage three units looking at world faiths and alternative perspectives.

Our curriculum explores:

- A chronological path that reflects the personal journey of understanding of religious and philosophical concepts.
- Key beliefs, teachings and concepts
- Beliefs about the existence and nature of God
- Impact our beliefs have on our lives and decisions
- Connection between our beliefs and moral decision making

We remain neutral on matters of belief while seeking to present it in a fair and positive light.



Belief and Values Curriculum Implementation:

Students are taught in mixed ability groups at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. This is done by providing a range of adaptations and activities including tasks for students who require stretch as well as providing extra support and scaffolding of tasks for those who require more support.

We sequence the learning in our curriculum so that it becomes more complex over time. Lessons are interactive with all students expected to participate and complete a wide range of activities that develop a wide range of skills.

Students are given regular opportunities to practise retrieving and applying their geographical knowledge and understanding through low stakes quizzes and formal assessments. Students are also taught how to apply their knowledge and understanding to a range of skills-based, short and long written questions. We support the school's drive on reading by supplying students with a wide range of stimulus materials to work from including reading of different text types.

Key Stage 3

By the end of KS3 Students will know the shared narrative of and the similarities and differences between the abrahamic faiths of Judaism, Christianity and Islam. They will know the beliefs about God and other key beliefs linked to each faith. Students will also demonstrate an awareness of the key beliefs and practices of Eastern philosophies and how these differ to the Abrahamic faiths. Finally they will know key philosophical and ethical ideas enabling them to think critically and in depth about life, morality and choices. Our students will be able to describe, explain and evaluate the impact a belief has on an individual's practice, action and behaviour. They will think critically about these topics, considering the beliefs and perspectives of others.

Key Stage 4

By the end of KS4 students will know religious and philosophical perspectives on contemporary moral issues. They will know how our values and moral principles impact on our daily lives. They will also be able to articulate a variety of perspectives on key ethical issues, apply their critical thinking skill and compare identifying similarities and differences between religious and secular standpoints.

Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	2	2	2	2	2



Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Creation <ul style="list-style-type: none"> Learn about the Christian creation story as shared in Genesis Literal and liberal interpretations of the Christian creation story Scientific accounts of the creation of the universe and life Eastern Creation stories 	Creation & The Old Testament Time: 40 mins Marks: 40 marks
2	The Hebrew Bible <ul style="list-style-type: none"> Adam Eve and the original sin Prophets Sin & Disobedience Abraham- God's covenant Exodus- restoration of God's covenant and liberation of the Hebrews David- human sin and disobedience Isaiah 	
3	The Life of Jesus <ul style="list-style-type: none"> Sin and Restoration- Old Testament revisited Jesus' birth Jesus' baptism Jesus' Ministry Jesus' Miracles 	Jesus- his life & significance Time: 40 mins Marks: 40 marks
4	Jesus Continued <ul style="list-style-type: none"> Jesus the Rebel Jesus from the perspectives of other faiths Holy Week Jesus's crucifixion Jesus' resurrection & ascension The Holy Trinity 	
5	Judaism <ul style="list-style-type: none"> Beliefs about God The Torah Shabbat Bar/Bat Mitzvah Jewish festivals/celebrations Judaism in the world today 	Judaism and Life after death Time: 40 mins Marks: 40 marks
6	Life After Death <ul style="list-style-type: none"> Experiences and arguments for life after death Christian beliefs Liberal Christian beliefs Islam beliefs The Soul Buddhist Beliefs Humanist perspectives 	



Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Christianity - Key Beliefs & Practices <ul style="list-style-type: none"> ● God & the Trinity ● Salvation ● The Bible ● Christian denominations ● Acts of Worship ● Christian festivals ● Work of the church 	Christianity & Islam- Beliefs & Practices Time: 40 mins Marks: 40 marks
2	Islam - Key Beliefs & Practices <ul style="list-style-type: none"> ● Revelation and Prophethood ● Beliefs about Allah ● The Life of the Prophet Muhammad* ● The Quran ● The Five Pillars of Islam ● Prayer ● Ramadan ● Hajj ● Muslim festivals 	
3	Exploring world faiths and alternative beliefs <ul style="list-style-type: none"> ● Judaism- revision of key beliefs & practices ● Hinduism- key beliefs & practices ● Sikhism- key beliefs & practices ● Paganism- key beliefs ● Humanism- key beliefs 	Faith, beliefs and sources of authority Time: 40 mins Marks: 40 marks
4	Sources of Authority <ul style="list-style-type: none"> ● God ● Sacred Texts- the Bible & Qur'an ● Literal & Liberal interpretations of scripture ● Faith Leaders ● Faith tradition and groups (denominations) 	
5	Morality & Ethics <ul style="list-style-type: none"> ● Understanding moral dilemmas ● Absolute and Relative morality ● Deontological Ethics- Divine command theory ● Consequentialism - Utilitarianism ● Religious ethical principles- Situation Ethics 	Morality & ethics Time: 40 mins Marks: 40 marks
6	Applied Ethics <ul style="list-style-type: none"> ● Food and diet ● War, peace and conflict ● Relationships ● Life & Death 	



Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Buddhism - Key Beliefs and Practices <ul style="list-style-type: none"> • The Life of the Buddha • The Four sites • Buddha' Enlightenment • The Four Noble Truths • Noble Eightfold Path • Buddhism Worship • Buddhist festivals 	Buddhism and Philosophy Time: 40 mins Marks: 40 marks
2	Philosophy <ul style="list-style-type: none"> • Plato's Allegory of the Cave • Aristotelian thought • Empiricism • Rationalism • Problem of Evil & Suffering • Free-will defence 	
3	Philosophical Questions <ul style="list-style-type: none"> • Cosmological Argument • Teleological Argument • Ontological Argument • Dualism and the Soul • Life after death 	Philosophy & Morality Time: 40 mins Marks: 40 marks
4	Morality and Ethics <ul style="list-style-type: none"> • Buddhist Moral decision making • Muslim- the importance of Quran as a moral guide • Judaism- the importance of Torah as a moral guide • Dominion vs stewardship • Sanctity of life • Equality • Gender in religion 	
5	Religion & Food <ul style="list-style-type: none"> • Healthy eating • Halal & Haram- Muslim food laws • Kosher- Jewish food laws • Buddhist food laws • Vegetarianism and Veganism • Ethical eating 	Religion, Food and Science Time: 40 mins Marks: 40 marks
6	Religion & Science <ul style="list-style-type: none"> • Are faith and science in opposition? • Creation- does science disprove religion? • Religious scientists • Medical ethics • Stem cell research • Cloning & genetic engineering • Animal testing 	



Year 10 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Religion and Relationships <ul style="list-style-type: none"> • Different types of families • The changes to families in the 21st Century • Religious attitudes to Marriage • Religious attitudes to cohabitation • Religious attitudes to same sex relationships 	Religion and Relationships Time: 40 mins Marks: 40 marks
2	Religion and Relationships <ul style="list-style-type: none"> • Religious attitudes to divorce • Religious attitudes to remarriage • Religious attitude to abortion • Religious attitudes to caring for elderly relatives • Gender equality 	
3	Religion, War and Conflict <ul style="list-style-type: none"> • Differences between war and conflict • Causes of War and Conflict • Terrorism and Causes • Religious Extremism causes and key features • Jihad- addressing misconceptions • Christian Holy War 	Religion, War and Conflict Time: 40 mins Marks: 40 marks
4	Religion, War and Conflict (Cont.) <ul style="list-style-type: none"> • The Just War argument • Muslim justifications for war • Hindu justifications for war • Israeli/Palestinian conflict • Sectarianism in Northern Ireland and the troubles • Pacifism • Riots, civil disobedience and protest 	
5	Religion, Crime and Punishment <ul style="list-style-type: none"> • Law, sin, crime and punishment • Causes of Crime • Aims of Punishment • Religious law and State Law • Shariah Law • Civil disobedience & prisoners of conscience 	Religion, Crime and Punishment Time: 40 mins Marks: e40 marks
6	Religion, Crime and Punishment (Cont.) <ul style="list-style-type: none"> • Capital Punishment debate • Corporal Punishment debate • Prison debate • Alternative punishments • Reformation in Prisons • Work of religious organisations to support offenders 	



Year 11 Programme of Study

Term	Curriculum Foci	Formal Assessment
1	Religion and the World <ul style="list-style-type: none"> ● Religion and Politics ● People of faith who have changed the world ● Religious persecution and tolerance ● Religious organisations- the importance of charity ● Red Cross/ Red Crescent ● Islamic Relief ● Trussell Trust 	Religion & Virtues Time: 40 mins Marks: 40 marks
2	Virtue Theory <ul style="list-style-type: none"> ● Aristotelian Ethics ● Aquinas- Virtues and Seven deadly sins ● Greed- impact on society and solutions ● Gluttony - impact on society and solutions ● Pride - impact on society and solutions ● Sloth- impact on society and solutions ● Wrath - impact on society and solutions ● Envy- impact on society and solutions ● Lust- impact on society and solutions 	
3	Applied Ethics <ul style="list-style-type: none"> ● Equality and Injustice ● Immigration and asylum ● Discrimination and Prejudice ● Hate crime ● Stephen Lawrence case ● Extremism in the UK 	Applied Ethics Time: 40 mins Marks: 40 marks
4	Applied Ethics <ul style="list-style-type: none"> ● Wealth & Poverty ● Relative poverty ● Gambling ● Religious attitudes to poverty and wealth ● Religious responses to poverty and wealth 	
5	Applied Ethics (Cont.) <ul style="list-style-type: none"> ● Animal rights ● When does life begin? Religious and secular arguments ● Abortion- Prolife and Pro choice arguments ● Religious attitudes to Embryology & Stem Cell research ● Religious attitudes to Organ transplants and blood transfusions ● Religious attitudes to Euthanasia & assisted dying 	
6	GCSE EXAMS	



Revision and Support:

There are many ways in which you can support your child in the study of Beliefs and Values such as

- Visiting local churches, synagogues and temples
- Discussing contemporary moral issues
- Discussing events covered in the media
- Watching documentaries and programmes linked to moral themes or contemporary issues
- Watching films and/or plays with themes linked to philosophy, religion and ethics (such as the
- Chronicles of Narnia).

Key websites include:

<https://www.bbc.co.uk/religion/religions>

<https://request.org.uk>

<https://www.truetube.co.uk>

<https://www.youtube.com/user/thephilosophytube>