DMS Curriculum Plan

SUBJECT: Theology and Ethics

RE (Theology and Ethics at Dorchester Middle School seeks to create curiosity and build fascination in pupils, so that they have a variety of perspectives of the diverse beliefs, cultures and ethics in the world and an empathy for others. We want this to foster learners that are understanding, tolerant, confident and considerate so that they make good life choices for themselves and society at large. By the end of their time with us, we want every child to be able to remember more and learn more by weaving knowledge and skills throughout units of learning so that children have had time to practice, discuss, reflect and revisit what they have been taught. We carefully follow the curriculum of our partner schools locally, to ensure learning is progressive and sequential, giving pupils the opportunity to build on and apply previous knowledge in all units before developing further skills in this subject. Especially in KS3, our curriculum follows closely that of our partner middle schools in the MAT to ensure that students are ready for upper school.

Key Skills in this subject are:

KEY SKILL	EXPLANATION
Knowledge	Clearly explain the main beliefs, using examples from religious texts. Begin to explain how and why people use and make sense of texts differently.
Impact	Using evidence and examples, explain how people show their beliefs in their lives in different ways. Explain why they do this.
Connections	Make connections between what people believe and what they do in their lives. Make further connections about what this means for our world today.

	Year 5	Year 6	Year 7	Year 8
T1 KNOWLEDGE			To understand why we learn about theology and ethics <u>Creation:</u> <u>Should Christians be greener than everyone else?</u> To know why we study theology and ethics To know what environmental issues are in ethics To know what Genesis teaches Christians about creation so that we can see how Christians should act. To understand the story of the great flood To know what Genesis says about stewardship and what Christians do about this this. To know what Hindus believe about the environment. To be able to answer the question in writing: Should Christians be greener than everyone else?	To understand why we learn about theology and ethics <u>Refugees:</u> <u>What has our country's refugee situation got to do with religion?</u> To know why we study theology and ethics To learn what a refugee is. To know what it is like to be a refugee To understand how to use the Bible to find out about a Christian and Jewish response to refugees. To understand what the Jewish scriptures say about refugees To learn what the Christian scriptures say about refugees. To learn about Christian denominations and what they say about refugees
T1 SKILLS			Clearly explain the main beliefs, using examples from religious texts. Begin to explain how and why people use and make sense of texts differently. Using evidence and examples, explain how people show their beliefs in their lives in different ways. Explain why they do this. Make connections between what people believe and what they do in their lives. Evaluate and explain their importance to different people e.g. believers & atheists.	Give reasoned explanations of how and why the main beliefs and ideas are important (for a particular religion). Explain how and why people use and make sense of texts differently. Begin to explain what a text might mean to different people including myself. Begin to give reasons to explain how different people show their beliefs in the way they live, individually and in different communities. Start to show how beliefs guide people in making decisions about right and wrong behaviour. Apply these ideas to situations in the world today. Give clear explanations of the comparative importance of beliefs and practices (ie how people put their beliefs into action in their lives), and how this affects our world today.

T2 KNOWLEDGE	<u>Sikhism:</u> <u>How do Sikhs show their commitment to God?</u> There is only one God God is without form, or gender Everyone has direct access to God Everyone is equal before God A good life is lived as part of a community, by living honestly and caring for others Empty religious rituals and superstitions have no value Sikhs focus their lives around their relationship with God, and being a part of the Sikh community. The Sikh ideal combines action and belief. To live a good life a person should do good deeds as well as meditating on God.	<u>Hinduism:</u> <u>Why do Hindus believe that there is more than one representation of God?</u> Hinduism is an Indian religion and highly influences Indian culture. Hinduism and Indian culture is established in Britain and other western countries. Symbols are important in Hinduism. Belief in many gods v belief in one god and the Trimurti. How reincarnation and other beliefs impacts on daily life. Use of five sense to worship in a temple and the home. Stories underpin festivals. Christmas and Diwali have similarities. We live in multicultural society.	<u>Christianity:</u> <u>Why do Christians believe Jesus is God on earth?</u> To know how Christians view God To know why people are convinced Jesus existed To know what Jesus said that convinces Christians he is God To know what Jesus did that convinces Christians he is God To know why Christians believe Jesus rose from the dead To debate whether Jesus rose from the dead. To understand why events after Jesus' ascension help convince Christians that he is God.	<u>Refugees:</u> <u>How do religions react to the refugee crisis?</u> To understand what the Muslim scriptures say about refugees To know what Humanists believe about refugees. To understand interpretation and how it makes a difference To consider: If I you an asylum seeker, which faith group you would I go to
T2 SKILLS	Show knowledge of some of the key features studied. Describe and begin to explain why events have happened or there are differences or similarities. Answer questions from a variety of sources.	Show a detailed knowledge of some of the topic. Recognise links and explain why events have happened or why there are differences or similarities. Use multiple sources successfully and make up a hypothesis.	Clearly explain the main beliefs, using examples from religious texts. Begin to explain how and why people use and make sense of texts differently. Using evidence and examples, explain how people show their beliefs in their lives in different ways. Explain why they do this. Make connections between what people believe and what they do in their lives. Evaluate and explain their importance to different people e.g. believers & atheists.	Give reasoned explanations of how and why the main beliefs and ideas are important (for a particular religion). Explain how and why people use and make sense of texts differently. Begin to explain what a text might mean to different people including myself. Begin to give reasons to explain how different people show their beliefs in the way they live, individually and in different communities. Start to show how beliefs guide people in making decisions about right and wrong behaviour. Apply these ideas to situations in the world today. Give clear explanations of the comparative importance of beliefs and practices (ie how people put their beliefs into action in their lives), and how this affects our world today.
ASSESS MENT	Ongoing. A cold and hot task. Assessment will be completed at the end of the unit: ‘How do Sikh’s show commitment to God?’	Continual assessment. A knowledge test at the end of the unit.	Answer the question in writing: Should Christians be greener than everyone else?	Exam style: knowledge, impact (how verses from texts impact on people’s lives differently) and connections (If I was an asylum seeker, which faith group would I go to?

T3 KNOWLEDGE			<u>Islam:</u> <u>How does a Muslim show commitment to Allah?</u> To understand what Muslims believe and do not believe. To understand the significance of prayer for Muslims and the commitment that this requires. To consider and evaluate the commitment of giving to charity. To empathise with the commitment of fasting during Ramadan. To understand the commitment required to undertake Hajj.	<u>The Fragility of freedom:</u> <u>What can we learn from the Holocaust?</u> To know what the Holocaust was To know what Jewish life was like in Europe before the Holocaust To know how far Nazi ideology drew on historical antisemitism To know what the experiences of other groups persecuted by the Nazis was as well as the reasons for this persecution To consider perpetrators, victims, bystanders and resisters To know how and why did certain individuals provided relief and/or rescue to the Holocaust To make final reflections on the Holocaust and assess our learning.
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T4 KNOWLEDGE			<u>Humanism:</u> <u>Why do Humanists say that happiness is the goal in life?</u> To consider what Humanism is and what we mean by a secular philosophy. To consider what Humanists believe on issues such as God, the meaning of life and values. To consider what historical Humanists thinkers say about God. To consider the Humanist perspectives on moral and ethical issues. To examine how and why Humanists mark rites of passage including birth, initiation, marriage and death.	<u>Buddhism:</u> <u>What do Buddhists believe?</u> To learn who the Buddha is and what the four sights of suffering are. To learn what the Three Universal Truths (or the 3 Marks of Existence) are. To know why the noble eightfold path is so important in Buddhism To connect Buddhism to the world around us To know what the Five Precepts are and how they give moral guidance to Buddhists today Consider how the story of Kisa Gautami impacts Buddhists today

T4 SKILLS			Clearly explain the main beliefs, using examples from religious texts. Begin to explain how and why people use and make sense of texts differently. Using evidence and examples, explain how people show their beliefs in their lives in different ways. Explain why they do this. Make connections between what people believe and what they do in their lives. Evaluate and explain their importance to different people e.g. believers & atheists.	Give reasoned explanations of how and why the main beliefs and ideas are important (for a particular religion). Explain how and why people use and make sense of texts differently. Begin to explain what a text might mean to different people including myself. Begin to give reasons to explain how different people show their beliefs in the way they live, individually and in different communities. Start to show how beliefs guide people in making decisions about right and wrong behaviour. Apply these ideas to situations in the world today. Give clear explanations of the comparative importance of beliefs and practices (ie how people put their beliefs into action in their lives), and how this affects our world today.
ASSESSMENT			Exam style: knowledge, impact and connections, covering different parts of the knowledge and skills learnt	Fragility of Freedom (Holocaust) - Exhibition – assessed coursework, followed by reflection on project.
T5 KNOWLEDGE	<u>Inspirational people:</u> <u>Why do Christians believe that Jesus is the most inspirational person?</u> Inspirational means changing people's lives, positively. Gandhi, Malala (Martin Luther King) and Jesus stand up for what they believe is right and influence others to change world. Being a god is different to being an inspirational person. Belief in a religion has inspired people from different faiths.	<u>People of God:</u> <u>How can following God bring freedom and justice?</u> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms Make clear connections between Bible texts studied and what Christian believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	<u>Food and religion:</u> <u>How does faith impact on what we eat?</u> What different faith groups eat, when, how and importantly why. What certain groups don't eat. Certain foods – why abstain? How food is used in ceremonies	<u>Moral decisions:</u> <u>Is war ever just?</u> To know what a moral decision is. To reflect on personal views of war and conflict. To understand the criteria for a 'Just War'. To understand Christian teachings about war and peace. To understand Pacifism To understand Muslim teachings on war and peace.

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T6 KNOWLEDGE			<u>Food and religion:</u> <u>How does faith impact on what we eat?</u> Why people fast When groups feast Ethical issue and debating skills: Meat. Is it ok to eat animals?	<u>Moral decisions:</u> <u>Is war ever just?</u> To apply Just War principles and religious teachings to a modern conflict. To know what the process is behind making a moral decision. Debate and consider a real moral decision. What factors do you need to consider when making moral decisions?
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ASSESSMENT	Continual assessment. The comparison of Jesus to the other inspirational people. Assessment question: Why do the 2.4 billion Christians in the world find Jesus so inspiring?	Continual assessment.	Ongoing, but especially within the debate. Assessment will completed by the teacher in lesson 6, given the assessment grid, which can be shared with the class each lesson.	“A religious person would never go to war.” Evaluate this claim. 12 mark exam style written.

Curriculum Enrichment	A variety of religious speakers through our assembly programme throughout the school year. January – Fragility of Freedom Exhibition for all year 8 children January – Holocaust Memorial Day – a visit for some children in year 8. There are a variety of school visits with links to other subjects that have a religious dimension. For example: Stonehenge (year 5), Lulworth Cove (children visit the Anglican church in year 7), Dorchester Shire Hall (children are aware of the religious aspects of the trial of the Tolpuddle Martyrs). Year 7: A Shabbat meal in a lesson Year 8 to create, and it to be displayed to all year groups: The fragility of freedom – an exhibition. Children will make a piece to highlight an issue in the world today or from history (painting, music, model, dance, drama) , with this they will explain how their piece is linked to the fragility of freedom. This will be displayed for parent and guest to view – the work will be judged by councilors and the mayor of Dorchester and displayed in the Corn Exchange in Dorchester as part of Holocaust Memorial Day.