**Religious Education Key** **stage 4**

Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

Aims

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: • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; • identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom8 found in religions and worldviews; • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: • explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; • appreciate and appraise varied dimensions of religion or a worldview.

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|  | **AUTUMN 1**  **Religion Peace and Conflict** | **AUTUMN 2**  **Religion Peace and conflict.**  **Religion and Medicine** | **SPRING 1**  **Christian Beliefs** | **SPRING 2**  **The five Pillars of Islam** | **SUMMER 1**  **Life After death** | **SUMMER 2**  **Life of the Buddha** |
| **GROUP 6/7**  **Example of tasks.** | To be able to evaluate the concepts of forgiveness and reconciliation  To be able to explain some of the motivations behind war. | To identify different opinions on when life begins.  To compare different religious attitudes towards abortion. | To be able to explain what Christians believe God is like  To be able to explain the importance of the Last Supper. | To be able to explain the Pillars of Salah and Zakah.  To understand and be able to explain what happens during the Hajj. | To be able to explain Hindu views of life after death.  To be able to evaluate the idea of life after death | To be able to explain the story of the Buddha’s birth.  To be able to explain how Buddhists live their lives. |