

Year Group	SDC Strands and Curriculum Links			
	Be Professional (Character and Community)	Be Inclusive (Diversity and Relationships)	Be a Learner (Aspirations and Economics)	Be Knowledgeable (Wellbeing and Health)
Year 7	<p><b>Abrahamic Faiths Year</b> Students learn about the origins and fundamental beliefs of different faiths. Students develop an awareness of varying beliefs about God, religious festivals and other key practices and religious ideas too.</p>	<p><b>Abrahamic Faiths Year</b> Students also compare the similarities between each of the Abrahamic faiths and understand that despite differences, each faith promotes equality and tolerance towards everyone.</p>	<p><b>Abrahamic Faiths Year</b> Career references to be further incorporated in lessons from 2022. Plan for religious speakers from each faith to also come in and do a QandA session with Y7. Plans for a local walk of 3 different religious sites.</p>	<p><b>Abrahamic Faiths Year</b> Students to have a food day during a Character Development day. This will be in collaboration with the Food Department, students will have the opportunity to make religious dishes from the Abrahamic faiths</p>
Year 8	<p><b>The evolution of religion</b> When looking at topics such as poverty and environmental stewardship, students are expected to demonstrate an understanding of what religious and non-religious viewpoints say.</p>	<p><b>The evolution of religion</b> In HT1 students learn about Humanism and the impact this has had on the world. Students also look at a religions across the world Unit where they have the opportunity to study about a range of 5 religions.</p>	<p><b>The evolution of religion</b> Students also explore the process of globalisation and what it means to be a global citizen. This unit also entails students looking at the Universal values too.</p>	<p><b>The evolution of religion</b> Students explore religious and non-religious views to develop their SMSC compass.</p>
Year 9	<p><b>Consolidation, Reflection and Preparation</b> Students look at and develop an understanding of views on different contemporary issues such as Euthanasia, Divorce and Equality in the Thematic Issues unit.</p>	<p><b>Consolidation, Reflection and Preparation</b> The Equality and Divorce lessons help students understand reasons for divorce and why equality is important from religious perspectives.</p>	<p><b>Consolidation, Reflection and Preparation</b> Career references to be further incorporated in lessons from 2022. The last two units are also heavily skills based, whereby students have a presentation lesson.</p>	<p><b>Consolidation, Reflection and Preparation</b> Students look at key Buddhist principles and link this to how humans must look after themselves and not be indulgent. For example, the Buddhist idea of the Middle Way advocates the importance of balance and moderation.</p>

## SDC Subject Document

## Religious Education

<p><b>Year 10</b></p>	<p><b>GCSE RE: Paper 1-Christianity</b></p> <p>Students explore the importance of worshipping in the Christian community and also how Christians should peacefully co-exist with other faiths. The idea of being a steward is also visited multiple times across the year. Students also explore the idea of situation ethics and what this may mean when applying to certain scenarios. Students also learn about the importance of charity from a Christian perspective too.</p>	<p><b>GCSE RE: Paper 1-Christianity</b></p> <p>Students look at different Christian ideas and Humanist and Atheist views across the year. For example, when looking at gender roles, equality, prejudice and discrimination students learn about what the Bible says and also how this has changed in a more secular society</p>	<p><b>GCSE RE: Paper 1-Christianity</b></p> <p>Career references to be further incorporated in lessons from 2022. Pre Covid, students took part in a one day revision workshop on Christianity. This will be taking place from 2022 onwards.</p>	<p><b>GCSE RE: Paper 1-Christianity</b></p> <p>In the Marriage and Family unit, Students learn about sexual relationships and the different types of contraception. Students also look at abortion and the sanctity of life from a Christian perspective and a non-religious point of view too.</p>
<p><b>Year 11</b></p>	<p><b>GCSE RE: Paper 2-Islam</b></p> <p>Students learn about Zakat and Khums (charity) and the role this plays in the community. Students also look what Islam says about helping those less fortunate than you either financially or with your time. Students also explore reasons for crime and conflict in society and how this can be resolved.</p>	<p><b>GCSE RE: Paper 2-Islam</b></p> <p>Students look at Sunni and Shia ideas whilst comparing with Humanist and Atheist views across the year. In the Living the Muslim Life unit, students identify how Islamic principles and teachings are put into place to make society fairer and more equal. Key principles such as rehabilitation and reintegration of offenders is also visited this year.</p>	<p><b>GCSE RE: Paper 2-Islam</b></p> <p>Career references to be further incorporated in lessons from 2022. This year students also focuses on consolidating the transferrable skills they have learnt throughout their time studying RE e.g debating, discussion.</p>	<p><b>GCSE RE: Paper 2-Islam</b></p> <p>When looking at reasons for crime, students identify how substances such as drink and drugs can lead to crime. The idea of human life being a gift which should be valued and preserved is also visited in various ways, e.g when looking at the death penalty.</p>