

## Religion and Worldviews Curriculum Long Term Planning

### Strands of learning

**Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

**Expressing** – Religious and spiritual forms of expressions; questions about identity and diversity

**Living** – Religious practices and ways of living; questions about values and commitments

### What do students get out of Religion and Worldviews?

Students will extend and deepen their knowledge and understanding of a range of religious and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They will draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Alternative Religions and New Movements			Relationships and Family		
	Why this and why now?	Students have previously studied the beliefs and practices of some of the main world religions as well as philosophical and ethical questions linked to these religions, as well as other worldviews. To provide a wider exposure to different worldviews, this unit aims to investigate different strands of the main religions, alternative religions, and new movements to identify their main beliefs and practices as well as what makes them unique and/or different. This unit will also provide students with a bigger picture and a diverse range of opinions/views when discussing philosophical, ethical, and moral questions in future units as well as in the GREAT Lives curriculum			This unit follows a similar format and content of most GCSE Religious Studies specifications. This unit is Theme A of the thematic studies component of the specification, focusing on religious, philosophical, and ethical themes. As students will have previously studied religious views as well as philosophical and ethical topics, this unit aims for students to build and develop their appreciation of different world views surrounding widely discussed topics. Students will develop a further awareness of different religious perspective on the issues regarding relationships and family, as well as non-religious perspectives.		
	What is the essential knowledge that needs to be remembered?	Scientology: <ul style="list-style-type: none"> <li>○ What is scientology and why was it founded?</li> <li>○ What is the difference between religion and a cult?</li> <li>○ What are the main beliefs of scientology?</li> <li>○ What are the potential issues of belonging to the scientology community?</li> </ul>			<ul style="list-style-type: none"> <li>• What are different religious views on the roles of men and women?</li> <li>• What are different religious views on pre-marital sex?</li> <li>• What are different religious views on types of relationships?</li> <li>• What are different religious views on marriage?</li> <li>• What are weddings like?</li> </ul>		

	<p><b>Mormonism:</b></p> <ul style="list-style-type: none"> <li>Why did Joseph Smith establish the Mormon Church?</li> <li>What beliefs do Mormons and Christians share?</li> <li>Why is the Church of Latter-Day Saints different?</li> <li>Is Mormonism acknowledged as a religion?</li> </ul> <p><b>Jehovah's Witness:</b></p> <ul style="list-style-type: none"> <li>Who are Jehovah's Witnesses and what is their history?</li> <li>What are the main beliefs of Jehovah's Witnesses?</li> <li>Why is community important to Jehovah's Witnesses?</li> <li>Is Jehovah's Witness a recognised religion?</li> </ul> <p><b>The Amish:</b></p> <ul style="list-style-type: none"> <li>Who are the Amish and what makes them different from other Christians?</li> <li>Why do the Amish live in their own way?</li> <li>What are the benefits of Amish life?</li> <li>What are the challenges of Amish life?</li> </ul> <p><b>Illuminati:</b></p> <ul style="list-style-type: none"> <li>What is the Illuminati?</li> <li>Is the Illuminati real?</li> <li>What problems could arise with conspiracy theories?</li> <li>Why are people attracted to conspiracy theories?</li> </ul> <p><b>Atheism:</b></p> <ul style="list-style-type: none"> <li>What is atheism?</li> <li>Why do some people argue against God's existence?</li> <li>What are the different arguments of Atheism?</li> <li>Is there flexibility in Atheism?</li> </ul> <p><b>Rastafarian:</b></p> <ul style="list-style-type: none"> <li>What are the key features of Rastafari?</li> <li>What is Rastafari and how has it developed?</li> <li>What is the link between Rastafari and Christianity?</li> <li>Can Rastafari be classed as a religion?</li> </ul> <p><b>Humanism:</b></p> <ul style="list-style-type: none"> <li>What is Humanism and what do they believe in?</li> <li>Why is Humanism becoming more popular in the UK?</li> <li>Is Humanism completely detached from religion?</li> <li>Can you preach as a Humanist?</li> </ul>	<ul style="list-style-type: none"> <li>What are different religious views on contraception?</li> <li>What are different religious views on the purpose and roles of family?</li> <li>What are different religious views on adultery?</li> <li>What are different religious views on divorce?</li> <li>What are different religious views on remarriage?</li> <li>What are different religious views on genders?</li> <li>What are different religious views on sexuality?</li> </ul>
<b>What is the assessment intent and how will you assess?</b>	Students will complete a multiple choice quiz on the key ideas of alternative religions	Students will complete a multiple choice quiz on the key terminology, views and beliefs linked to relationships and family

<p><b>What does the end point look like?</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify how alternative religions and/or new movements may link to the main world religions</li> <li>• Identify the differences between religion and cults</li> <li>• Describe the main beliefs and views of these alternative religions and/or new movements</li> <li>• Explain why people choose to follow these alternative religions and/or new movements</li> <li>• Explain how alternative religions and/or new movements can be viewed as socially difficult/dangerous</li> <li>• Explain why some alternative religions and/or new movements are becoming more popular</li> </ul>	<p>Students should be able to explain contrasting beliefs (Christianity and Islam) on:</p> <ul style="list-style-type: none"> <li>• Sex, marriage and divorce <ul style="list-style-type: none"> <li>○ Human sexuality including: heterosexual and homosexual relationships</li> <li>○ Sexual relationships before and outside of marriage</li> <li>○ Contraception and family planning</li> <li>○ The nature and purpose of marriage</li> <li>○ Same-sex marriage and cohabitation</li> <li>○ Divorce, including reasons for divorce and remarrying</li> <li>○ Ethical arguments related to divorce</li> </ul> </li> <li>• Families and gender equality <ul style="list-style-type: none"> <li>○ The nature of families, including: <ul style="list-style-type: none"> <li>▪ The role of parents and children</li> <li>▪ Extended families and the nuclear family</li> </ul> </li> <li>○ The purpose of families, including: <ul style="list-style-type: none"> <li>▪ Procreation</li> <li>▪ Stability and the protection of children</li> <li>▪ Educating children in faith</li> </ul> </li> <li>○ Contemporary family issues, including: <ul style="list-style-type: none"> <li>▪ Same-sex parents</li> <li>▪ Polygamy</li> </ul> </li> <li>○ The roles of men and women</li> <li>○ Gender equality</li> <li>○ Gender prejudice and discrimination</li> </ul> </li> </ul>
<p><b>How does it cover the NC?</b></p>	<p><i>An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.</i></p>	<p>This unit covers content outlined in the AQA Religious Studies A Specification, Component 2: Thematic Studies. This unit covers Theme A: Relationships and Family</p>