

<p>Autumn Term – War and Peace</p>	
<p>Key Skills Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Ask thoughtful, insightful questions in response to the learning • Confidently research, gather, select and organise information, using a range of sources • Use a wide range of key religious vocabulary correctly and in context written and orally • Confidently express opinion and contribute by responding and adding to the views of others • Show empathy in response to the learning • Begin to debate key issues • Begin to formulate arguments against key issues which I might feel strongly about • Comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion • Analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint 	<p>Subject Knowledge</p> <p>In this topic, pupils will explore the controversial issues of war and peace. This unit is planned to coincide with International Day of Peace and Remembrance Sunday.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> • Causes of war • Just War Theory • Religious teachings about war. <p>Pupils will then take part in work to commemorate the Holocaust. This will differ on a yearly basis to reflect the theme of the Holocaust Memorial Day Trust.</p>

Spring Term - Hinduism	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Explain in detail why they learn about different religions and cultures. • Ask thoughtful, insightful questions in response to the learning. • Use a wide range of key religious vocabulary correctly and in context in written work. • Describe in detail key features of a belief. • Confidently express opinion and contribute by responding and adding to the views of others. • Understand and explain the impact a belief or practice can have on followers and/or communities. • Show empathy in response to the learning. • Express clear views about why beliefs and practices are so important. • Reflect and make links to own experiences and beliefs. 	<p>Subject Knowledge</p> <p>In this term, pupils will explore the religion of Hinduism. Topics will include:</p> <ul style="list-style-type: none"> • Beliefs about God and the Trimurti • Festivals • Worship • Beliefs about karma, dharma, reincarnation • Family life and arranged marriage. <p>Their learning will be enhanced by a visit from a Hindu Priest. Pupils will be able to see her shrine, how she worships and ask questions.</p>

<p>Summer Term – Does God Exist?</p>	
<p>Key Skills</p> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • Ask thoughtful, insightful questions in response to the learning • Confidently research, gather, select and organise information, using a range of sources • Use a wide range of key religious vocabulary correctly and in context written and orally • Confidently express opinion and contribute by responding and adding to the views of others • Show empathy in response to the learning • Begin to debate key issues • Begin to formulate arguments against key issues which I might feel strongly about • Comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion • Analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint 	<p>Subject Knowledge</p> <p>This final unit will allow pupils to explore the controversial issue of the existence of a God. Topics will include:</p> <ul style="list-style-type: none"> • Arguments for the existence of God – including the Design Argument and Paley’s watch theory. • Causes of suffering • Living without God <p>Learning will be enhanced by two visits – the vicar from Trinity Church will talk about his faith in God and the Humanist society will also visit school to talk about their views.</p>

Key Vocabulary

Belief/believe

War

Peace

Conflict

Just War Theory

Justified

Hindu/Hinduism

Trimurti

Deity/Avatar

Reincarnation/Samsara/Moksha

Karma/Dharma

Atheist

Theist

Agnostic

Design Argument

Humanist/Humanism