

## YEAR GROUP OVERVIEW – ETHICS AND CHARACTER

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Christianity</b>	<b>Islam</b>	<b>Bullying &amp; Identity</b>	<b>Hinduism</b>	<b>What is so radical about Jesus?</b>	<b>What is good and what is challenging about being a teenage Muslim in Britain?</b>
	<p>Term 1 will begin with an introduction to EC but then kick starts the learning journey with an in-depth look at Christianity.</p> <p>Students will study belief in God by looking at the three parts of the Holy Trinity. Students will also look at the Bible and the teachings found within this text. Students will also look at the Christian place of worship and important symbology found within a church.</p> <p>Following on from this, students are expected to look at what made Jesus special by looking at miracles and the virgin birth. This will link to the lesson on Christian celebrations where students will study the importance of Christmas and Easter.</p>	<p>Students will spend this term having an in-depth look at their second religion: Islam.</p> <p>Students will study belief in God by looking at the importance of Allah. Students will also explore the Qur'an, how it was revealed and some of the rules it contains. This will link to the work on Muhammad where students will learn that Muhammad was chosen to receive the Qur'an.</p> <p>Students will then look at how the Muslim faith is practiced today and learn the 5 Pillars. The following lessons will concentrate on Muslim worship and celebrations, where students will extend their knowledge of Salah (praying 5 times a day) and Sawm (fasting) by looking at Mosques and the Eid festivals.</p>	<p>Students will spend time covering RSE and Character content in this module.</p> <p>Students will reflect on the term identity and be able to explain their own identities and why they are important. Students will then extend this by looking at their own values and linking this to modern change makers such as Greta Thunberg.</p> <p>Students will then look at what makes a good friend and how to deal with friendship fallouts before looking at different types of bullying and how we as a school can help prevent any type of bullying. This will link directly to positive and healthy relationships.</p>	<p>Students will spend this term having an in-depth look at their third religion: Hinduism.</p> <p>Students will study belief in God by looking at the three parts of the Trimurti, their roles and how they work together.</p> <p>Following this, students will look at karma and the cycle of rebirth where student should be able to explain the Hindu concept of cause and effect.</p> <p>Students are then expected to look at Hindu places of worship. Student should be able to describe how Hindus worship in a Mandir.</p> <p>Finally, students will study the story of the Ramayana looking at the different examples of moral behaviour in the story before linking this to the festival of Diwali and looking at how this is practiced today.</p>	<p>Students will spend this term expanding on their knowledge of Christianity through investigating who Jesus was.</p> <p>Students will investigate what they think Jesus looked like. After this, students will take a more in-depth look at Jesus' beliefs on physical violence. They will study whether they think Jesus promoted, or condemned physical violence in his teachings.</p> <p>Following this, students are to study Jesus' views on pacifism and peace making.</p> <p>Students will then go on to study Jesus' Death and Resurrection more in-depth. This will allow students to investigate why Jesus' death is seen as important for Christians, and the significance of his resurrection on his teachings.</p> <p>Finally, students will study the concept of Jesus and injustice. They will do this by looking at injustice in the world today and applying Jesus' teachings to this.</p>	<p>Students will spend this term extending their knowledge of Islam and relating it to a British context.</p> <p>Students will first start by looking at what it means to be a British Muslim, focussing on identity and faith.</p> <p>Secondly, students will recap Islamic values and compare these to traditional British values of tolerance, respect etc. This will link to charity work and the 5 Pillars of Islam.</p> <p>Students will also look at negative stereotypes of Islam portrayed in the media and discuss reliable sources of information. Students will look at work from photographer Ridwan Adhami before completing a lesson based on challenging negative stereotypes.</p>

Year 8	Changing Lives (&County Lines)	Global Issues	I-Heart	I-Heart	Religion Through the Arts	Does living Biblically mean obeying the whole bible? (ethics)
	<p>Students will spend time this module covering RSE content as well as extending their knowledge of Christianity.</p> <p>Students will start by looking at different types of religious experiences and should be able to identify examples, such as miracles and prayer.</p> <p>The next lesson builds on themes seen in the examples used in lesson 1 by looking at why people join gangs. Following on from this, students will look more at rising levels of risk in the UK, e.g. county lines, and consider what could be done to change this. Students will then link this to another famous example by looking at Nicky Cruz. Students will describe the life of Nicky Cruz and explain how his life was changed by religion.</p> <p>Finally, students will apply their learning to case studies about refugees. Students being able to define the term refugee and explain their opinion on how refugees can be helped to change their lives.</p>	<p>Students will spend time in this module developing their knowledge of the world and therefore developing character and covering aspects of British Values SMSC.</p> <p>Students will look at global issues and give examples of these and think about how we can prevent further issues. This will then link to human rights where students will learn some of their basic human rights and why they are important. Students will extend their knowledge by comparing the UK to North Korea.</p> <p>This will then link to the next lesson where students will look at the UN, what it is and why it was set up. Following this, students will build on their knowledge of refugees by looking at the Syrian conflict.</p> <p>Finally, students will summarise their learning by looking at charities and how we can support those in the world who need it.</p>	<p>Students will undergo a certified programme of study which focusses on personal development, wellbeing and resilience.</p> <p>The iheart Principles describe how the human psychological system is an intelligent system based on a clear logic that explains the source of all feeling states, emotions and felt experiences.</p> <p>This system has wellbeing built into it and is always working in a logical way, which enables us to self-correct and reconnect with our wellbeing.</p> <p>These Principles teach us that mental health and wellbeing – which includes deeper unconditional feelings of hope, peace of mind, kindness, gratitude, security, motivation, wisdom and resilience – is innate and available to all people – crucially informing us that wellbeing is our natural state and it can never be damaged, lost or broken.</p>	<p>Students will undergo a certified programme of study which focusses on personal development, wellbeing and resilience.</p> <p>The iheart Principles describe how the human psychological system is an intelligent system based on a clear logic that explains the source of all feeling states, emotions and felt experiences.</p> <p>This system has wellbeing built into it and is always working in a logical way, which enables us to self-correct and reconnect with our wellbeing.</p> <p>These Principles teach us that mental health and wellbeing – which includes deeper unconditional feelings of hope, peace of mind, kindness, gratitude, security, motivation, wisdom and resilience – is innate and available to all people – crucially informing us that wellbeing is our natural state and it can never be damaged, lost or broken.</p>	<p>Students will explore themes of spirituality and tolerance through looking at how religion is expressed through the arts.</p> <p>Students will begin by looking at sacred dance and how dance can be used to focus on God and retell religious stories.</p> <p>Students will also look at traditional Christian worship and the pros and cons of worshipping alone / in big groups. Students will then look at the purpose of music in religion and extend this by looking at contemporary music and picking out religious teachings in these songs.</p> <p>Finally, students will look at symbology in artwork and then create their own artwork based on a religious story they will have been learning, e.g. the Last Supper.</p> <p>This module will touch on all the 6 world religions but will focus primarily on Christianity, followed by Islam and Hinduism.</p>	<p>Students will explore various opinions based on ethical issues linked to both the modern world and Christian theology.</p> <p>Students will start this module looking at situation ethics and the rule of agape, doing the most loving thing for someone no matter what.</p> <p>Secondly, students will consider the golden rule of Christianity and use this when discussing views on LGBTQ+ communities.</p> <p>Students will also look at Bible teachings on stewardship and issues facing the natural world today.</p> <p>Finally, students will look at the pros and cons of animal testing and link this to Christian teachings on dominance and scientific discoveries.</p> <p>This module will end with an independent project where students will pick an ethical issue to research and present on.</p>

	Why is there suffering? Are there good solutions? (Holocaust)	Peace and Conflict	Does God Exist?	RSE – Sex & Relationships	Marriage and the Family	Prevent & Radicalisation
<p style="text-align: center; font-size: 24pt; font-weight: bold;">Year 9</p>	<p>Students will start this module by looking at why there is suffering in the world, this will offer a brief introduction into moral and natural suffering and the Christian problem of evil.</p> <p>Following this, students will do case-based learning looking at the persecution of Jews in the Holocaust. This will start by looking at Nazi Germany and the gradual persecution of Jews, through change of laws etc. Students will then study the events of the Holocaust, looking at concentration camps before studying the life of Anne Frank.</p> <p>Students will finish this module by looking at the Rwandan Genocide as an example of modern genocide. In this lesson students will be asked to reflect and design something in memoriam of either the Holocaust or a more modern genocide.</p>	<p>Students will extend on their leaning from previous modules by looking into Christian and Muslim views on peace and conflict.</p> <p>Students will look at what is meant by peace and conflict and question why achieving world peace is not a simple task. This linking to the work on the UN.</p> <p>Students will then look at causes of conflict, such as religion, economic reasons etc. Following this, students will look at the Just War Theory and the criteria that makes a war 'Just'. Students will be asked to reflect and question whether a war can ever truly be just.</p> <p>After this, students will look at the importance of forgiveness in religion – looking at both Muslim and Christian case studies of forgiveness and its importance to achieving peace. Students will then finish the module by having a further look into modern conflict.</p>	<p>Students will continue to look at religious and non-religious arguments for and against the existence of God by looking at key theological theories.</p> <p>The first lesson will allow students to look at the Christian theory of creation and compare this to the Big Bang Theory.</p> <p>Students will then look at the design argument and concentrate on the concept of a 'designer' looking at Paley's watch. Students will follow this up by looking at the causation argument, which suggest everything has a cause and effect so surely the world needs an original cause – Christians and Muslims arguing this cause would be God. Finally, students will spend time reflecting on the problem of evil and look at Christian responses to this problem.</p>	<p>Students will spend time covering RSE and Character content in this module.</p> <p>Students will start off by looking at choices around sex, predominantly looking at the importance of consent and the issues that can surround pressure for 'early sex'.</p> <p>Students will then spend time looking at the various forms of contraception and how they work. Following this, students will look at what is meant by STI and the different forms of STIs that can be caught, the symptoms they have and how they can be cured.</p> <p>Students will then recap their knowledge of consent and look at the legal side of this by differentiating between sexual assault, harassment, and rape.</p> <p>Students will then end the module with one lesson on gender identity and one lesson on stereotypes, the negative impact of stereotypes and investigating how young people's views are influenced.</p>	<p>Students will take a religious and ethical approach to the study of Marriage and the family.</p> <p>Students will start by looking at the importance of marriage and both Christian and humanist views on marriage.</p> <p>Students will then look at views on sex before marriage and the importance of healthy relationships, again looking at this from a humanist and Christian point of view.</p> <p>Following this, students will look further into what it means to be a member of the LGBTQ+ community and the different Christian views on this.</p> <p>Students will then recap their knowledge on contraception and compare Catholic and Protestant views on contraception.</p> <p>Finally, students will look at divorce, what it is and then the different Christian views on this. Students will also discuss the social side of divorce and why it is now acceptable in society.</p>	<p>Students will consolidate their learning in Year 9 with a module focussed on prevent and British values.</p> <p>Students will learn the difference between extremism and radicalisation, looking at small scale extremism (such as extreme couponing) and large-scale extremism. Students will extend this learning by looking at different examples of extremist groups they should be aware of, e.g. EDL and IS.</p> <p>Students will also look at PREVENT, British values and different laws around terrorism and the role of the police in this.</p> <p>Finally, students will end the module with a case study of Malala. This includes watching the documentary 'He Named Me Malala'.</p>

