

In General RE we ensure students are prepared for living in a world with **different faiths and lived experiences**. We aim to **inspire and enlighten** students about different ways of life and **celebrate key dates** throughout the year. This will prepare Sixth Form students for life **outside of the classroom** and ensure they appreciate a **diverse society**.

# General RE Curriculum Map



This unit gives students the opportunity to examine and investigate world faith festivals. This builds upon their knowledge and insight gained in Year 12 General RE and in their previous unit of world faiths and gives students the opportunity to investigate one particular faith festival that interests them. This unit will culminate in a presentation or demonstration of resources from students in their groups. This will then be displayed for younger students linking with their themes of study and link to our school Faith Festival in July. This unit allows students to work together in groups and build communication and presentation skills.

**FINAL EXAM PREPARATION**  
NOT INC General RE

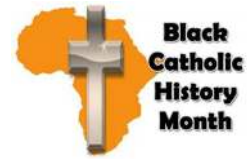
There is no internal or external examination for General RE in years 12 or 13. It is a holistic subject aiming to support and enlighten the students. We hope they can take this understanding into their life outside the classroom.



**FINAL EXAM PREPARATION**  
NOT INC General RE

**Module 4**  
Faith Festivals Project

This unit gives students the opportunity to examine and investigate world faiths. This builds upon their knowledge and insight gained in Year 12 General RE and gives students the opportunity to investigate one particular faith that interests them. This unit will culminate in a presentation or demonstration of resources from students in their groups. This will then be displayed for younger students linking with their themes of study. This unit allows students to work together in groups and build communication and presentation skills.



**Module 3**  
World Religions Project

This unit gives students the opportunity to look at various mental health strategies moving into Year 13. This builds upon knowledge gained in KS4 on mental health self-care and how students can care for themselves and those around them. This unit examines the link between mental health and Catholic communities and the culture and ethos of support and love shared in our school. Students compare and contrast these strategies with examining various documentaries and a visit to our school Chapel for prayerful meditation.



This unit gives students the opportunity to look at a variety of inspirational figures mainly from the Christian faith or who exhibit Christian values throughout their lives who are from the Black community. This unit in particular starts with examining the life of civil rights activist Maya Angelou, who describes herself as a Christian and very spiritual does not belong to any particular denomination. This builds upon knowledge gained in KS4 on Christian views and also links with RE topics about sense of worth and views of minority groups. This unit examines the work of Maya Angelou and notable Black Saints for example St Bakhita. This also links with English skills of analysis. Students will then examine the key themes within this work and the documentary of her life including: racism, identity, family and travel.

**Module 2**  
Black Faith Role Models

**Module 1**  
Preparing for Year 13

**YEAR 13**

This unit gives students the opportunity to look at a further religious perspective. Students do study Islam in KS3 and 4 so this unit builds upon this learning, it can be compared with the other Abrahamic faiths studied including Christianity and Judaism. This then subsequently leads onto discussions regarding abortion. The basic beliefs of Islam are contrasted with an ethical theory Natural Law which also looks at the key beliefs from a monotheistic view and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Islam specifically abortion and how this is applicable to real life. This is later reinforced by the documentary.



This unit gives students the opportunity to look at a further religious perspective. Students do study Christianity in KS3 and 4 so this unit builds upon this learning. This then subsequently leads onto discussions regarding war. The basic beliefs of Christianity are contrasted with an ethical theory Divine Command Theory which also looks at the key beliefs from a monotheistic view and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Christianity specifically war and how this is applicable to real life. This is later reinforced by the documentary.

**Module 6**  
Natural Law  
Islam  
Abortion

**Module 5**  
Divine Command Theory  
Christianity  
War

This unit gives students the opportunity to look at a variety of religious perspectives. Students do not study any Eastern faiths in KS3 and 4 so this unit starts to look at the principles and basic beliefs in Buddhism, we can then contrast them with the other Eastern faith of Hinduism. This then subsequently leads onto discussions regarding Buddhist beliefs about life after death and self. The basic beliefs of Buddhism are contrasted with an ethical theory Virtue Theory and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Buddhism specifically life after death and how this is applicable to real life. This is later reinforced by the documentary.



This unit gives students the opportunity to look at a variety of religious perspectives. Students do not study any Eastern faiths in KS3 and 4 so this unit starts to look at the principles and basic beliefs in Sikhism, we can then contrast them with the other Eastern faith of Hinduism and Buddhism. This then subsequently leads onto discussions regarding Sikh beliefs about altruism and selflessness. The basic beliefs of Sikhism are contrasted with an ethical theory Ethical Egoism and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Sikhism specifically altruism and selflessness and how this is applicable to real life. This is later reinforced by the documentary.

**Module 4**  
Ethical Egoism  
Sikhism  
Altruism

**Module 3**  
Virtue Theory  
Buddhism  
Life after death



**Module 2**  
Utilitarianism  
Judaism  
Sanctity of Life

This unit gives students the opportunity to look at a further religious perspective. Students do study Judaism in KS3 and 4 so this unit builds upon this learning. This then subsequently leads onto discussions regarding sanctity of life and pikuach nefesh. The basic beliefs of Judaism are contrasted with an ethical theory Utilitarianism and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Judaism specifically pikuach nefesh and how this is applicable to real life. This is later reinforced by the documentary.



**Module 1**  
Situation Ethics  
Hinduism  
Forgiveness

**YEAR 12**

This unit gives students the opportunity to look at a variety of religious perspectives. Students do not study any Eastern faiths in KS3 and 4 so this unit starts to look at the principles and basic beliefs in Hinduism. This then subsequently leads onto discussions regarding Dharma and Hindu beliefs about forgiveness. The basic beliefs of Hinduism are contrasted with an ethical theory Situation Ethics and higher Bloom's taxonomy is used to contrast these beliefs. The media clips are used to further identify key beliefs in Hinduism specifically forgiveness and how this is applicable to real life. This is later reinforced by the documentary.



**welcome**

"The **diversity** in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord." — 'Abdu'l-Bahá, Former Head of the Bahá'í Faith