



CURRICULUM PLAN

BELIEFS AND VALUES

BRAMHALL HIGH SCHOOL

Curriculum Intent

It is our intent for Beliefs and Values in our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions.
The teaching of Beliefs and Values makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The Beliefs and Values curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

The overarching concepts for 'Beliefs and Values' at Bramhall High School are: Personal growth – developing compassion and empathy
Stewardship – caring for all creation
Respect – showing tolerance of others beliefs, opinions and cultures

Asking Big Questions – communicating effectively and listening to others
Morality – understanding right from wrong, accepting rules and boundaries
Courageous Advocacy – challenging injustice by standing up for the rights of others

Academic Year: 2026-2027

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YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	What is so radical about Jesus? 1. What was Jesus like? 2. Why did some people have a problem with Jesus? 3. Who were the Jewish people expecting to save them? 4. Why was Jesus seen as so radical? 5. Was Jesus a pacifist? 6. What is so radical about Jesus?	3.3	Create a picture of Jesus that would express a teaching showing that Jesus was radical		Radical Messiah
Term 1b	What difference does it make to believe in Christianity? 1. What do we value? 2. What is atonement? 3. Why is the Messiah important? 4. How is atonement used in action? 5. What does a Christian minister do all week?	3.11			Atonement Parables

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	6. What did Jesus teach about the kingdom of God?				
Term 2a	What difference does it make to believe in Buddhism? 1. What does Annatta mean? 2. What is impermanence? 3. What is life like for a Buddhist nun? 4. Buddhist teaching in action	3.11	Answer the question: "Should Aung San Suu Kyi have her Nobel Prize taken away?"		Impermanence Enlightenment
Term 2b	What is good and what is challenging about being a teenage Buddhist? 1. What are the challenges of commitment in Britain today? 2. What do the three treasures give to Buddhists today? 3. What is the effect of following the five precepts of the Buddha? 4. What is the value of belonging to the	3.8			Commitment Precepts

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	Buddhist community? 5. What questions do we have about suffering?				
Term 3a	What difference does it make to believe in Islam? 1. What is Ijtihad? 2. What is submission? 3. How and why do Muslims give 4. How and why does Islamic Relief try to change the world? 5. How do two global religious charities use the web? Could they do better? 6. Will I make a difference to the world in my life?	3.11	Create a logo to show why people should help those in poverty.		Hadith Submission
Term 3b	What is good and what is challenging about being a teenage Muslim? 1. What is it like to be a young Muslim in Britain today? 2. The idea of belonging to Ummah and to a local mosque.	3.8			Mosque Islamaphobia

	3. How can Muslims respond when they are pictured as fanatics? Why does this happen? 4. What is Jihad and how can it be understood by non-Muslims?				
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YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	What difference does it make to believe in Judaism? 1. What do Jews believe? 2. What are the essential texts in Judaism? 3. What does it mean to be chosen? 4. What is it like being a young Jew in Britain today? 5. What happens on Rosh Hashanah and Yom Kippur?	3.11			Chosen ritual
Term 1b	What difference does it make to believe in Sikhism? 1. What do Sikhs believe? 2. What is the Guru Granth Sahib? 3. Why do some Sikhs choose to become part of the Khalsa?	3.11	Should religious items and symbols be banned in school?		Selfless Community

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	4. How do Sikhs experience God? 5. Is there any benefit in serving others?				
Term 2a	What is good and what is challenging about being a teenage Sikh? 1. Who is a Sikh? What is going on in British Sikhism today? 2. How are an ancient language and the Sikh scriptures important to Sikhs today? 3. What identities might a Sikh person hold? 4. Why did Sikhs come to the UK?	3.8			Identity Scripture
Term 2b	Should happiness be the purpose of life? 1. What is happiness? 2. How does happiness fit in Christianity? 3. What is a Buddhist view of happiness and how to achieve it? 4. What does a secular view of happiness look like, and how does it compare with ideas in religion?	3.9	Written response to the key question: “Should happiness be the purpose of life?”		Happiness Discontentment

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	5. Should happiness be the purpose of life?				
Term 3a	Is religion a power for peace or a cause of conflict in the world today? 1. What matters about peace, conflict and religion? 2. What does the Sikh religion teach and do with regard to conflict and peace? 3. What do the Sikh scriptures teach about conflict and peace? 4. What is there for me to learn from the Sikhs about peace and conflict? The example of Bhagat Puran Singh 5. Do religious communities intend to make peace or war? Why don't they always put their ideals into action? 6. Does religion cause war? A reasonable argument!	3.12			Peace Conflict

Term 3b	How can people express the spiritual through music and art? 1. What does it mean to say a person is spiritual? What's the difference between 'spiritual' and 'religious'? 2. How do Christians express beliefs and devotion through visual art? 3. What can we learn from examples of Christian musical spirituality? 4. What do Muslim artists contribute to the community? What can we learn from their expressions of Islam? 5. How are the creative talents of individuals used in the Shinnyo-en Lantern Floating ceremony? 6. What is Jewish klezmer music? Can music connect people	3.7	Response given to which piece of music and art that shows what is spiritual.		Spiritual Religious
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	to the Almighty? Is music an expression of spirituality? 7. What is the 'idea of the Holy'? Can you make a piece of creative work to express your own spirituality?				
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YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Do we need to prove God's existence? 1. What's the difference between facts, beliefs and opinions? How do we know anything at all? 2. Why did the Buddha think belief in God was unimportant? 3. Do Thomas Aquinas' '5 Ways' justify Christians' belief in God? Do they prove God? 4. Christians claim to experience God in many ways. How can these claims be appreciated and appraised? 5. What are the best atheist arguments against God? Can atheists prove there is no God?	3.1	Pupils are to answer the question: is it important to be able to prove God or not?' 12 mark evaluation question		Atheist Theist

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	6. So, for Buddhists, Christians, and Atheists, how important is the idea of proving or disproving God? 7. Is it important to be able to prove the existence of God or not?				
Term 1b	Why is there suffering? Are there any good solutions? 1. What types of suffering are in the world? Is suffering a natural human state? 2. What can Christians learn from the Bible about why suffering happens? 3. How can a good God allow suffering? 4. What does the Buddha teach about suffering? 5. How far are humans able to overcome suffering? 6. Are there any good solutions to suffering?	3.5			Suffering Poverty

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Term 2a	What is the Soul? 1. What do we mean by “soul” 2. How do religions understand the soul? 3. Are we just our brains? 4. Can the soul be proved and does it matter?		Is there such a thing as a soul?		Soul Dualism
Term 2b	Should religious buildings be sold to feed the starving? 1. What difference to charitable giving does it make if you are religious? Do religious people do more to help the starving? 2. What does the Sikh community do through its worship and building to combat poverty 3. What does it mean to ‘see Jesus in the face of the poor’? What are the deeper meanings of Christian worship? 4. What does it mean to talk about the ‘function of worship’ in the sociology of religion?	3.6			Charity Worship

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	5. What are the best arguments about whether religious buildings should be sold to feed the starving?				
Term 3a	Does living Biblically mean obeying the whole Bible? 1. What is a moral code? How do Christians use the Bible to help them to live? 2. Why did some people have a problem with Jesus? 3. How far can secular people 'live biblically'?	3.2	Give contrasting views on Living Biblically		Commandment Gospel
Term 3b	Does religion help people to be good? 1. What difference does having a faith make to living? 2. What good comes of going to a place of worship? 3. What codes for living are important to people?	3.10			Faith Injustice

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	4. How does Buddhism help people to live a good life? 5. Does religion always lead people to be good? 6. Does religion help people to be good?				
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