



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

YEAR 7

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>What is so radical about Jesus?</p> <ol style="list-style-type: none"> 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 cartoon or picture of Jesus that would express his most important teaching.		Radical Christians Messiah
Term 1b	<p>What difference does it make to believe in Christianity?</p> <ol style="list-style-type: none"> 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	Pupils are to create a parable for the 21 st century to demonstrate how Christians should live.		Atonement Parables Christian

CURRICULUM PLAN – BELIEFS AND VALUES

	6. What did Jesus teach about the kingdom of God?				
Term 2a	<p>What difference does it make to believe in Buddhism?</p> <ol style="list-style-type: none"> 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	<p>What is good and what is challenging about being a teenage Buddhist?</p> <ol style="list-style-type: none"> 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	Explanation of how the story of Kisagomtami expresses the four noble truths.		Commitment Communities Dharma

CURRICULUM PLAN – BELIEFS AND VALUES

	<p>Buddhist community?</p> <p>5. What questions do we have about suffering?</p>				
Term 3a	<p>What difference does it make to believe in Islam?</p> <ol style="list-style-type: none"> 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	Write a meditation, prayer or other text that expresses their response to unfairness in the world and devise a logo or image to show why everyone should work against the evils of disaster and poverty.		Submission Duty Islam
Term 3b	<p>What is good and what is challenging about being a teenage Muslim?</p> <ol style="list-style-type: none"> 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	Magazine article about teenage Muslims and Ramadan.		Ummah Islamaphobia Prejudice

CURRICULUM PLAN – BELIEFS AND VALUES

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

YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>What difference does it make to believe in Judaism?</p> <ol style="list-style-type: none"> 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	Evaluate the following statement: “The new year should start with a big effort to make up for last year’s bad deeds”		Judaism Chosen Ritual
Term 1b	<p>What difference does it make to believe in Sikhism?</p> <ol style="list-style-type: none"> 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	<p>Create a leaflet which answers the following questions:</p> <p>What is the potential benefit of serving others? How much should they in their lives serve others?</p>		Sikhism Selfless Community

CURRICULUM PLAN – BELIEFS AND VALUES

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

CURRICULUM PLAN – BELIEFS AND VALUES

	5. Should happiness be the purpose of life?				
Term 3a	<p>Is religion a power for peace or a cause of conflict in the world today?</p> <ol style="list-style-type: none"> 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 	3.12	Answer the question: "Does religion cause war?"		<p>Peace Conflict Religion</p>

	<p>put their ideals into action?</p> <p>6. Does religion cause war? A reasonable argument!</p>				
Term 3b	<p>How can people express the spiritual through music and art?</p> <p>1. What does it mean to say a person is spiritual? What's the difference between 'spiritual' and 'religious'?</p> <p>2. How do Christians express beliefs and devotion through visual art?</p> <p>3. What can we learn from examples of Christian musical spirituality?</p> <p>4. What do Muslim artists contribute to the community? What can we learn from their expressions of Islam?</p> <p>5. How are the creative talents of individuals</p>	3.7	Response given to which piece of music and art shows what is spiritual.		<p>Spirituality</p> <p>Religious</p> <p>Devotion</p>

CURRICULUM PLAN – BELIEFS AND VALUES

	<p>used in the Shinnyoen Lantern Floating ceremony?</p> <p>6. What is Jewish klezmer music? Can music connect people to the Almighty? Is music an expression of spirituality?</p> <p>7. What is the 'idea of the Holy'? Can you make a piece of creative work to express your own spirituality?</p>				
--	---	--	--	--	--

YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Do we need to prove God's existence?</p> <ol style="list-style-type: none"> 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	<p>Pupils are to answer the question: is it important to be able to prove God or not?' 12 mark evaluation question</p>		<p>Atheist Theist Agnostic</p>

CURRICULUM PLAN – BELIEFS AND VALUES

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

CURRICULUM PLAN – BELIEFS AND VALUES

<p>Term 2a</p>	<p>Is death the end? Does it matter?</p> <ol style="list-style-type: none"> 1. What do people believe about life? 2. What do people believe about an after-life? 3. Why do we have funerals? 4. What do Buddhist people believe about life and death? 5. Does death matter to a Humanist? 6. Is death the end? Does it matter? 	<p>3.4</p>	<p>Evaluation question 'Is death the end? Does it matter?'</p>		<p>Funeral Reincarnation</p>
<p>Term 2b</p>	<p>Should religious buildings be sold to feed the starving?</p> <ol style="list-style-type: none"> 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 	<p>3.6</p>	<p>Class debate: Should religious buildings be sold to feed the starving. Assessment will be based on the individual notes pupils make plus responses during the debate.</p>		<p>Charity Generosity Religious</p>

CURRICULUM PLAN – BELIEFS AND VALUES

	<p>deeper meanings of Christian worship?</p> <p>4. What does it mean to talk about the 'function of worship' in the sociology of religion?</p> <p>5. What are the best arguments about whether religious buildings should be sold to feed the starving?</p>				
Term 3a	<p>Does living Biblically mean obeying the whole Bible?</p> <p>1. What is a moral code? How do Christians use the Bible to help them to live?</p> <p>2. Why did some people have a problem with Jesus?</p> <p>3. How far can secular people 'live biblically'?</p>	3.2	<p>Give contrasting views on Living Biblically</p> <p>(5 mark question).</p>		<p>Bible Commandment Gospel</p>

CURRICULUM PLAN – BELIEFS AND VALUES

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? 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?	3.10	Answer the question: "Does religion help people to be good?"		Faith Worship Morality
----------------	---	------	--	--	------------------------------

YEAR 10

Term	Programme of Learning	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	<p>Should we be bothered about poverty?</p> <ol style="list-style-type: none"> 1. What is wealth and poverty? 2. How do people get rich or poor? 3. What is short and long-term aid? 4. What is fair trade? 5. What does poverty look like in the UK? 6. What solutions are there for poverty? 7. Should we be bothered about poverty? 	<p>Class shoe box appeal</p> <p>Or</p> <p>Written response to “Short term aid does not help the actual problem”</p>		<p>Wealth Poverty Aid</p>
Term 1b	<p>Why does genocide happen?</p> <ol style="list-style-type: none"> 1. What is genocide? 2. What was The Rwandan Genocide? 3. Where were other genocides? 4. What are some people’s experiences of Genocide? 5. Why does Genocide exist? 6. What are modern day responses to genocide? 	<p>Pupils are to create a memorial to genocides.</p>		<p>Genocide Experience Response</p>
Term 2a	<p>Should we be bothered about the environment?</p> <ol style="list-style-type: none"> 1. Who cares for the environment and how? 2. What are religious and non-religious views on the environment? 3. How have Christians interpreted Genesis through the ages? 4. What is the Islamic view? 5. Should we be bothered about the environment? 	<p>Written response to “Are women discriminated against in religion?”</p>		<p>Environment Secular</p>

CURRICULUM PLAN – BELIEFS AND VALUES

<p>Term 2b</p>	<p>What is the purpose of marriage and family?</p> <ol style="list-style-type: none"> 1. What is the purpose of marriage? 2. What is divorce? 3. What is the nature and purpose of families? 4. What are contemporary family issues? 5. How do gender roles impact on families? 6. What is the religious view on marriage and the family? 	<p>“Marriage is not needed in 2024” 12 mark evaluation response</p>		<p>Marriage Divorce</p>
<p>Term 3a</p>	<p>What is the meaning and purpose of life?</p> <ol style="list-style-type: none"> 1. What is the meaning of life? 2. What is samsara? 3. What are the philosophical views on the meaning of life? 4. What does the story of Sisyphus teach us? 5. What is Utilitarianism? 6. What is the meaning of life? 	<p>Create a visual representation on what you think the meaning of life is</p>		<p>Samsara Philosophy Utilitarianism</p>
<p>Term 3b</p>	<p>What role does the media have on religion?</p> <ol style="list-style-type: none"> 1. Religion and the media 2. Religion and music 3. Religion and art 4. Religion and cartoons 5. Religion in the news 6. Who was Mary Whitehouse? 7. What is freedom of the press? 	<p>Write a letter to Mary Whitehouse explaining your views on what she did.</p>		<p>Media Religion Freedom</p>

YEAR 11

Term	Programme of Learning	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	What happens when someone breaks the law? 1. What is crime? 2. What are the aims of punishment? 3. What are the similarities and differences between civil law and religious law?	X		Crime
Term 1b	What happens when someone breaks the law? 4. What punishments are there? 5. Should prisons be reformed? 6. What is capital punishment? 7. What are the religious views on capital punishment?	What do you think a Prison for the 21 st century should be like and why?		
Term 2a	What are new religious movements? 1. What are new religious movements? 2. What do Scientologists believe? 3. What do Rastafarians believe?	X		

CURRICULUM PLAN – BELIEFS AND VALUES

Term 2b	What are new religious movements? 4. What do Bahai believe? 5. What do Jehovah's Witnesses believe? 6. Create your own New Religious Movement	Create your own New Religious Movement		
Term 3a				