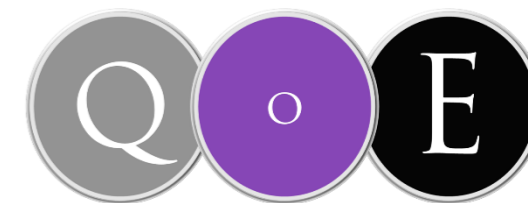




RELIGIOUS EDUCATION

CURRICULUM OVERVIEW



Quality of Education
NOTTINGHAM ACADEMY

RELIGIOUS EDUCATION (RE) CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our Religious Education (RE) curriculum aims to ensure that pupils know about, understand and learn from a range of religions and worldviews. They will be encouraged to express their own ideas and insights on significant human questions addressed by religions, deploying the skills necessary to study religion effectively.

RE at Nottingham Academy provokes challenging questions about human life, beliefs, communities, and ideas. Pupils learn from religions and worldviews about diverse ways of life in local, national, and global contexts. They will discover, explore, and consider various answers to questions about human identity, meaning, and value. Students learn to appreciate the wisdom from different communities, disagree respectfully, and respond thoughtfully to religions and worldviews, expressing insights into their own and others' lives. They are encouraged to think rigorously, creatively, imaginatively, and respectfully about their ideas in relation to religions and worldviews.

Our curriculum aims to foster an environment where students can discuss and explore their beliefs and those of others, promoting mutual respect and understanding. Through this, they will develop critical thinking skills and the ability to engage with complex ideas thoughtfully and respectfully.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We use visual aids, interactive activities, and technology to support understanding and engagement. Regular assessments and personalized feedback are integral to our approach, ensuring all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Religious Education, gaining more knowledge, retaining it effectively, and applying it confidently.

Our ultimate goal is to inspire students to become informed, respectful, and thoughtful individuals who can engage meaningfully with the diverse beliefs and values in our world.

KEY CONCEPTS

<p>Religious Identity and Self-awareness</p> <p>Understanding the importance of personal and religious identity.</p> <p>Exploring how culture and religion shape individual identities.</p>	<p>Philosophical Inquiry</p> <p>Learning about key philosophers and their ideas.</p> <p>Discussing different worldviews and their implications.</p>	<p>Religious Beliefs and Practices</p> <p>Exploring core beliefs and practices in various religions.</p> <p>Understanding significant religious figures and their impact.</p>	<p>Creation Narratives and Human Identity</p> <p>Comparing creation stories across different religions.</p> <p>Discussing what it means to be human from various perspectives.</p>
<p>Existence of God and Problem of Evil</p> <p>Exploring arguments for and against the existence of God.</p> <p>Discussing the problem of evil and its relation to the nature of God.</p>	<p>Peace, Conflict, and Justice</p> <p>Exploring religious teachings on peace, conflict, and justice.</p> <p>Understanding concepts like Just War, pacifism, and social justice.</p>	<p>Wisdom and Sacred Texts</p> <p>Studying the origins and significance of various holy books.</p> <p>Evaluating the role of sacred texts and religious teachings in contemporary society.</p>	<p>Moral and Ethical Decision Making</p> <p>Understanding different ethical frameworks and their applications.</p> <p>Discussing moral issues such as abortion, euthanasia, and war.</p>

KEY CONCEPTS MAPPING

	Term 1	Term 2	Term 3
Year 7	Who am I? How do I see the world and why?	Who is God in the Abrahamic Faiths? How is the nature of God understood in Judaism, Christianity and Islam?	How did the universe begin? How do religious narratives shape what it means to be human?
Year 8	Does God Exist? What are the three classical philosophical arguments for the existence of God?	Is Death the End of Life? What do the Dharmic Faiths teach about the afterlife?	Where can we find wisdom to live by? Do the teachings of faith leaders stand the test of time?
Year 9	How do humans decide what is ethically right?	Why do people suffer? Does religion encourage peace or cause and conflict?	What does Justice mean to religious believers? How can we achieve Social Justice?
Year 10	Christian Beliefs Muslim Beliefs	Marriage and Family in Christianity Crime and Punishment in Islam	Crime and Punishment in Islam Christian Practices - Living the Christian Life
Year 11	Islam Practices - Living the Muslim Life Matters of Life and Death in Christianity	Matters of Life and Death in Christianity Peace and Conflict in Islam	Revision and Examination Practice

RELIGIOUS EDUCATION KEY CONCEPTS

Religious Identity and Self-awareness	Philosophical Inquiry	Religious Beliefs and Practices	Creation Narratives and Human Identity
Existence of God and Problem of Evil	Peace, Conflict, and Justice	Wisdom and Sacred Texts	Moral and Ethical Decision Making

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Term 1	Term 2	Term 2
Year 7	<p>Who am I?</p> <p>How do I see the world and why?</p> <p>identity, self, personal, worldview, culture, attitudes, religion, values, philosophy, worldview, Heraclitus, Plato, Aristotle, reality, empiricism.</p>	<p>Who is God in the Abrahamic Faiths?</p> <p>How is the nature of God understood in Judaism, Christianity and Islam?</p> <p>Omnipotent, Omnipresent, omniscient, Abrahamic, covenant, Exodus, Passover, Jesus, resurrection, Islam, Qur'an, Prophethood, revelation</p>	<p>How did the universe begin?</p> <p>How do Creation narratives shape what it means to be human?</p> <p>creation, universe, evolution, humanity, species, favour, Hinduism, dualism, materialism, soul</p>
Year 8	<p>Does God Exist?</p> <p>To what extent do religions reflect or react to society?</p> <p>existence, deity, design, argument, Hume, evil, nature, belief, ontological, cosmological</p>	<p>Is death the end of life? What do the Dharmic faiths teach about life after death?</p> <p>afterlife, morality, virtue, conduct, eternity, salvation, reincarnation, asceticism, transcendence, samsara</p>	<p>Where can we find wisdom to live by?</p> <p>Do the teachings of faith leaders stand the test of time?</p> <p>scriptures, revelation, prophets, apostles, doctrine, liturgy, theology, exegesis, sacral, sacredness</p>
Year 9	<p>How do humans make moral decisions?</p> <p>ethics, utilitarianism, absolutism, relativism, legality, autonomy, deontology, altruism, nihilism, hedonism</p>	<p>Why do people suffer?</p> <p>What do religions teach about peace and conflict?</p> <p>conflict, reconciliation, jihad, pacifism, truce, diplomacy, genocide, insurrection, amnesty, belligerence</p>	<p>What does Justice mean?</p> <p>How can we achieve Social Justice?</p> <p>jurisprudence, civil rights, activism, egalitarianism, suffrage, apartheid, enfranchisement, feminism, inclusivity, reparation</p>
Year 10	<p>Christian Beliefs</p> <p>Muslim Beliefs</p> <p>Trinity, salvation, resurrection, baptism, sacraments, gospel, grace, atonement, communion, and sin.</p> <p>Tawhid (Oneness of God), Quran, Salah (prayer), Zakat (charity), Hajj (pilgrimage), Sharia (Islamic law), prophethood, Jihad (struggle), Halal (permissible).</p>	<p>Marriage and Family in Christianity</p> <p>Crime and Punishment in Islam</p> <p>love, commitment, sacrament, covenant, fidelity, procreation, unity, sacred, parenting, and divorce.</p> <p>Justice, Sharia (Islamic law), Hudud (fixed punishments), Qisas (retaliation), Tazir (discretionary punishment), repentance, forgiveness, deterrence, retribution, and rehabilitation.</p>	<p>Crime and Punishment in Islam</p> <p>Christian Practices - Living the Christian Life</p> <p>Justice, Sharia (Islamic law), Hudud (fixed punishments), Qisas (retaliation), Tazir (discretionary punishment), repentance, forgiveness, deterrence, retribution.</p> <p>Worship, prayer, Bible study, fellowship, evangelism, service, sacraments, discipleship, charity, and stewardship.</p>

<p>Year 11</p>	<p>Islam Practices - Living the Muslim Life</p> <p>Matters of Life and Death in Christianity</p> <p>Salah (prayer), Sawm (fasting), Zakat (charity), Hajj (pilgrimage), Shahada (faith declaration), Halal (permissible actions), Wudu (ablution), Sunnah (traditions of the Prophet), Jumu'ah (Friday prayer), and Dua (supplication).</p> <p>Euthanasia, abortion, sanctity of life, stewardship, resources, eternal life, resurrection, soul, afterlife, salvation, heaven, hell, judgement, and dignity.</p>	<p>Matters of Life and Death in Christianity</p> <p>Peace and Conflict in Islam</p> <p>Salam (peace), Jihad (struggle), Sabr (patience), forgiveness, justice, reconciliation, Ummah (community), Aman (security), mercy, and treaty.</p>	<p>Revision and Examination Practice</p> <p>consolidation, synthesis, recapitulation, evaluation, formulation, critique, assessment, strategy, optimization, proficiency</p>
----------------	--	---	---

ADAPTATIONS FOR SEND STUDENTS IN RE LESSONS

GENERAL RE SEND STRATEGIES

READING SUPPORT

- Introduce and explain important religious terms and concepts before starting new topics, using visual aids and examples to enhance understanding.
- Integrate vocabulary and concepts within the context of religious texts, discussions, and multimedia resources to help students grasp their meanings in real-world applications.
- Create word walls in the classroom where students can add new vocabulary terms related to RE topics, allowing for regular review and reinforcement.
- Provide religious texts at varying reading levels, including simplified versions of complex scriptures, to ensure all students can access and comprehend the material.
- Organize small groups where students read and discuss passages from religious texts, offering peer support and fostering deeper understanding through collaborative learning.
- Use tools like Venn diagrams and concept maps to help students organize information from religious texts and compare beliefs and practices across different religions.
- Encourage students to use journals where they note passages from religious texts on one side and their reflections or questions on the other, promoting active engagement with the material.
- Develop questions that require students to refer back to the religious text to find answers, encouraging close reading and careful analysis.
- Incorporate videos, podcasts, and interactive websites to provide multiple representations of religious concepts, catering to diverse learning styles and enhancing comprehension.
- Provide background information on the historical and cultural context of religious texts and practices to help students understand and relate to the material more effectively.

EXAM PREPARATION

- Organize revision into specific religious themes, such as Creation Stories, Key Beliefs in Major Religions, Ethical Issues, and Philosophical Arguments for the Existence of God. This thematic approach helps students to focus on one area at a time, making the content more manageable.
- Create a timeline of major religious events and figures for students to visualize the chronological order of key historical and religious milestones. This aids in contextualizing their knowledge and remembering the sequence of events.

ADDITIONAL SUPPORT

- Provide step-by-step guidance on how to answer different types of exam questions, such as short answer, essay, and multiple-choice questions. Break down the process into manageable steps, such as identifying key terms, outlining main points, and supporting answers with examples from religious texts.

SEND WITHIN RE KEY CONCEPTS

<p>Religious Identity and Self-awareness</p> <p>Use visual aids and graphic organizers to help understand identity concepts.</p> <p>Provide personal reflections and discussions in smaller groups.</p>	<p>Philosophical Inquiry</p> <p>Simplify philosophical texts and provide summaries.</p> <p>Use multimedia resources to explain philosophical ideas.</p>	<p>Religious Beliefs and Practices</p> <p>Use storytelling and visual aids to explain religious practices.</p> <p>Provide hands-on activities to explore religious artifacts and symbols.</p>	<p>Creation Narratives and Human Identity</p> <p>Compare creation stories using visual timelines and storyboards.</p> <p>Facilitate discussions with guiding questions to explore human identity.</p>
<p>Existence of God and Problem of Evil</p> <p>Break down complex arguments into simpler parts with visual aids.</p> <p>Use role-play and debates to explore different viewpoints.</p>	<p>Peace, Conflict, and Justice</p> <p>Use case studies and historical examples to explain concepts.</p> <p>Facilitate group projects to explore justice and conflict resolution.</p>	<p>Wisdom and Sacred Texts</p> <p>Use excerpts and summaries of holy books with visual supports.</p> <p>Encourage creative activities like art and drama to explore sacred texts.</p>	<p>Moral and Ethical Decision Making</p> <p>Provide real-life scenarios for students to apply ethical frameworks.</p> <p>Use structured discussions to explore moral issues with support.</p>

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3
Year 7	<p>Who am I?</p> <p>Students will understand reasons why identity is important, especially religious identity, describe and explain what is meant by self and personal identities, describe and explain how religion and culture effects our identity and worldview.</p> <p>How do I see the world and why?</p> <p>Students will describe key ideas of important philosophers such as Heraclitus, Plato, Aristotle, and Socrates. They will explain how the ideas of these philosophers’ link into our understanding of the world and discuss different views of the world and the nature of truth and reality.</p>	<p>Who is God in the Abrahamic faiths?</p> <p>Students will describe and explain the key features of God nature and his relationship with followers of the Abrahamic faiths. They will be able to explain the importance of the story of Prophet Abraham and the covenant between God, and the key story of Exodus and the significance of Passover in the Jewish community.</p> <p>Students will then go on to describe and explain the key beliefs about Jesus in Christianity, understand and explain the reasons Jesus is such an important figure in Christianity, describe and explain the importance of the resurrection of Jesus, describe and explain the Muslim views about God, and understand and explain why the Qur’an and Prophet Muhammad are so important in Islam.</p>	<p>How did the universe begin?</p> <p>Students will describe and explain the Creation story in Genesis and the varying beliefs of Christians about creation, compare the Creation beliefs of differing faiths and traditions with the Christian creation story, and describe and explain the different beliefs about how human life began, including views from Islam, Christianity, and Evolution.</p> <p>How do religious narratives shape what it means to be human?</p> <p>Students will describe and explain different points of view on humans as a species, including religious views on whether God favours humans over other animals and whether humans have a unique soul. Students will explain different beliefs about what it means to be human and our identity and describe and explain different viewpoints on the idea of a soul, such as dualism vs materialism.</p>
Year 8	<p>Does God Exist?</p> <p>Students will describe and explain why there are different beliefs about God, describe and explain some of the key arguments in support of the existence of God.</p> <p>They will explore the three classical arguments for the existence of God: the design argument, the cosmological argument and the ontological argument. They will explore philosophical and religious arguments in support and opposition for each argument.</p>	<p>Is death the end of life?</p> <p>Students will describe and explain different religious views from the Dharmic Faiths on life after death. They will explore different religious views on how we should live good lives and understand and explain how belief in the afterlife impacts religious believers’ lives.</p> <p>Students will also explore spiritual and non-religious perspectives on the end of life and consider the question of how we can live a good life without the guidance of faith or the judgement of God.</p>	<p>Where can we find wisdom to live by?</p> <p>Students will describe and explain the importance of different religious holy books, faith leaders and religious buildings, They will discuss the nature of objective and subjective truths and evaluate whether the holy books are the word of God or man.</p> <p>Do the teachings of faith leaders stand the test of time?</p> <p>Students will discuss and explain the importance of different religious figures in their religion and society, and describe and understand the functions of mosques and churches in religion. As a case study students will look at the parables of Jesus and describe the role Parables played in Jesus’ teachings and how they apply to modern life.</p>

Year 9	<p>How do humans make moral decisions?</p> <p>Students will know and understand what ethics and morality are. They will discuss how and why rules are made, compare ethical theories with belief systems, know and understand what moral absolutism and utilitarianism are. They will apply their study to real life situations, know and understand the philosophy of absolutism and relativism and how it applies to modern society, e.g., law, and know and understand the law, moral and religious arguments for and against abortion and euthanasia.</p>	<p>Why do people suffer?</p> <p>Students will discuss why the presence of suffering may cause problems for religious believers. They will understand Christianity's, Muslims, Sikhs, and humanist's response to suffering and how they deal with it. They will analyse miracles and prayer as arguments for the existence of God,</p> <p>Does religion make peace or cause war?</p> <p>Students will understand what nuclear weapons are and religious attitudes to them, know and understand the terms of a Holy War and religious attitudes to it, know and understand the concept of pacifism, and know and understand religious attitudes to victims of war.</p> <p>Students will understand what war is and its causes, know and understand the role of reconciliation after war, know and understand the concept of a Just War, know and understand the concepts of lesser and greater Jihad, and know and understand different religious views in relation to war.</p>	<p>What does Justice mean?</p> <p>Students will know and understand the difference between legal and social justice, the views and teachings of Christians, Muslims, and other major world religions on racism, and some of the methods used by civil rights activists to work for equality and what role their religion played in their methods.</p> <p>How can we achieve Social Justice?</p> <p>Students will know and understand some of the current movements working to highlight racial injustices in the world, some of the modern sexism issues both women and men face today, and have an understanding of how we can work to achieve social justice for all groups of people and be able to explain their views.</p>
Year 10	<p>Christian Beliefs</p> <p>Pupils will learn about key Christian beliefs, including the Trinity, creation, and the Incarnation of Jesus Christ. They will explore Jesus' final days and the significance of salvation. The module also covers Christian teachings on life after death and addresses the problem of evil and suffering, examining different responses and solutions within Christianity.</p> <p>Muslim Beliefs</p> <p>Pupils will examine the six core beliefs of Islam, including their historical development and current significance in Sunni and Shi'a communities. They will study the five roots of Shi'a Islam, the nature of Allah, the role of prophets, holy books, angels, Predestination (al-Qadr), and teachings about life after death, exploring their impact on Muslim life today.</p>	<p>Marriage and Family in Christianity</p> <p>Pupils will explore Christian views on marriage, including its significance and purpose, as well as attitudes towards sexual relationships, family life, and support for families within the church. They will study divergent opinions on family planning, divorce, and gender roles, and examine how Christians address these issues compared to non-religious perspectives. Key references include Mark 10:6-9, 1 Corinthians 6:7-20, and Ephesians 6:1-4</p> <p>Crime and Punishment in Islam</p> <p>Pupils will explore Muslim attitudes towards justice, crime, and punishment. They will study Islamic teachings on justice and its significance, responses to crime, and the nature of good, evil, and suffering. The module covers attitudes towards punishment, forgiveness, the treatment of criminals, and the death penalty, including diverse Muslim views and responses to non-religious perspectives.</p>	<p>Crime and Punishment in Islam</p> <p>Pupils will explore Muslim attitudes towards justice, crime, and punishment. They will study Islamic teachings on justice and its significance, responses to crime, and the nature of good, evil, and suffering. The module covers attitudes towards punishment, forgiveness, the treatment of criminals, and the death penalty, including diverse Muslim views and responses to non-religious perspectives.</p> <p>Christian Practices - Living the Christian Life</p> <p>Pupils will study various aspects of Christian worship, including liturgical and non-liturgical forms. They will explore the sacraments, focusing on baptism and the Eucharist, and understand different Christian attitudes towards them. The module covers the nature and types of prayer, the significance of pilgrimage, and major Christian festivals like Christmas and Easter. Pupils will also examine the future of the Church, its role in local and global communities, and the importance of charity and reconciliation and organisations like Christian Aid.</p>

Islam Practices - Living the Muslim Life

Matters of Life and Death in Christianity

Pupils will explore Christian teachings about the universe's origins and value, including scientific explanations and Christian responses. They will study the sanctity of life, examining biblical interpretations and its importance for Christians today. The module covers Christian and non-religious views on human life, abortion, life after death, and euthanasia, including responses to scientific and non-religious arguments. Pupils will also learn about Christian attitudes toward environmental issues and animal rights, with references to key texts and ethical theories.

Matters of Life and Death in Christianity

Peace and Conflict in Islam

Revision and Examination Practice

RELIGIOUS EDUCATION AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)

- **Term 1:** Who they are and who they live with
- **Term 2:** Comments on recent pictures of celebrations in their own life
- **Term 3:** Talk about family members, special places of worship.
- **Term 4:** Religious celebrations and what happens during them.
- **Term 5:** Differences in beliefs, images of familiar experiences
- **Term 6:** Daily life differences, positive attitudes about people

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Term 1: Myself and Caring for Others (Christians, Jewish, Humanism) • Term 2: Beliefs and Teachings - Nativity (Christianity) • Term 3: Celebrations and Festivals - Easter (Christians, Jewish) • Term 4: Symbols in Worship - Churches/Synagogues (Christians, Jewish) 	<ul style="list-style-type: none"> • Term 1: Leaders - Moses and Saint Peter (Christians, Jewish, Non-religious) • Term 2: Believing - Jewish Beliefs (Jewish) • Term 3: Belonging - Christian Religion (Christians) • Term 4: Story - Torah and Bible (Jewish, Christians) 	<ul style="list-style-type: none"> • Term 1: Beliefs and Questions - Christianity (Christianity) • Term 2: Inspirational People - Moses, Jesus, Muhammad (Christians, Muslims, Jewish, Humanism, Sikh Gurus) • Term 3: Religion, Family, Community - Prayer (Christians, Muslims) • Term 4: Worship and Sacred Places (Muslims, Hindus, Christians)
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Term 1: Religion, Family, Community - Hindu Festivals (Hinduism) • Term 2: Spiritual Expression - Music and Worship (Christianity, Non-religious spirituality) • Term 3: Symbols and Religious Expression - Pilgrimages (Islam, Hinduism, Christianity, Non-religious) • Term 4: Journey of Life and Death (Christianity, Hinduism, Islam, Humanism) 	<ul style="list-style-type: none"> • Term 1: Inspirational People - Modern Leaders • Term 2: Religion and the Individual - Christianity (Christianity) • Term 3: Beliefs and Questions - Impact on Lives • Term 4: Beliefs in Action - Arts, Architecture, Charity 	<ul style="list-style-type: none"> • Term 1: Belief in Action - Global Issues (Christianity, Hinduism, Humanism) • Term 2: Belief in Action - Kindertransport (Judaism) • Term 3: Teachings, Wisdom, Authority - Words of Wisdom (Christianity, Islam) • Term 4: Religion, Worldviews, Family, Community - Local Contributions (Christianity, Islam)

RELIGIOUS EDUCATION KEY CONCEPTS

Religious Identity and Self-awareness	Philosophical Inquiry	Religious Beliefs and Practices	Creation Narratives and Human Identity
Existence of God and Problem of Evil	Peace, Conflict, and Justice	Wisdom and Sacred Texts	Moral and Ethical Decision Making

NOTTINGHAM ACADEMY RELIGIOUS EDUCATION & NATIONAL COMPLIANCE

1. Understanding Religious and Non-religious Worldviews	2. Exploring Beliefs, Teachings, and Practices	3. Investigating the Impact of Religion on Individuals, Communities, and Societies
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7, Term 1: "Who am I?" - Understanding reasons why identity is important, especially religious identity. Year 8, Term 2: "To what extent do religions reflect or react to society?" - Exploring religious and non-religious responses to societal changes. Year 9, Term 3: "How can we achieve Social Justice?" - Exploring how different worldviews contribute to social justice initiatives. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7, Term 2: "Who is God in the Jewish faith?" - Key features of being Jewish and beliefs about God. Year 10, Term 1: "Christian Beliefs and Practices" - Exploring Christian doctrines and worship practices. Year 10, Term 2: "Muslim Beliefs and Practices" - Studying Islamic beliefs and practices, including the Five Pillars. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 9, Term 2: "What do religions teach about peace and conflict?" - Religious teachings on war and reconciliation. Year 11, Term 1: "Peace and Conflict" - Muslim teachings on justice, forgiveness, and reconciliation. Year 8, Term 2: "To what extent do religions reflect or react to society?" - Impact of religious beliefs on societal norms and practices.
4. Understanding and Respecting Diversity	5. Engaging with Key Questions of Meaning and Purpose	6. Reflecting on Moral and Ethical Issues
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7, Term 1: "Who am I?" - Discussing how religion shapes identity and values. Year 10, Term 3: "Marriage and Family and Matters of Life and Death" - Exploring diverse religious views on family, life, and death. Year 8, Term 2: "To what extent do religions reflect or react to society?" - Understanding religious diversity and its effects on social cohesion. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7, Term 1: "How do I see the world and why?" - Philosophical ideas and worldviews. Year 8, Term 1: "Does God Exist?" - Exploring arguments for and against the existence of God. Year 7, Term 3: "How did the universe begin?" - Comparing religious and scientific explanations for the origin of the universe. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 9, Term 1: "How do humans make moral decisions?" - Ethics, morality, and contemporary issues like abortion and euthanasia. Year 11, Term 2: "Crime and Punishment" - Muslim views on justice, punishment, and forgiveness. Year 10, Term 3: "Marriage and Family and Matters of Life and Death" - Christian and other religious views on marriage, family, and ethical issues related to life and death.
7. Appreciating the Influence of Religion on Culture and the Arts	8. Developing Personal Insights and Responses	
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 8, Term 3: "Where can we find wisdom to live by?" - Religious texts and their cultural significance. Year 10, Term 1: "Christian Beliefs and Practices" - Exploring Christian worship practices and their cultural impact. Year 9, Term 3: "How can we achieve Social Justice?" - Influence of religious movements on cultural and artistic expressions related to social justice. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7, Term 3: "How did the universe begin?" - Comparing creation stories and personal beliefs about human origins. Year 10, Term 3: "Marriage and Family and Matters of Life and Death" - Reflecting on religious teachings about life and death. Year 8, Term 3: "Where can we find wisdom to live by?" - Personal reflections on teachings from religious texts. 	