



Subject:

Module 3

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>What is Religion?:</p> <p>This scheme of learning aims to enable students to build a foundation of knowledge on world's 6 major religions. This will help them in the later years of P.R.E as they will be familiar with and able to recognise various beliefs and teachings. Furthermore, the students will be considering the symbolism and truth claims of the religions objectively and subjectively.</p> <p>Joining up: Comprehending the tapestry of belief throughout time and space requires skills from across the curriculum. As Geography considers the impact of weather and climate and History the impact of the Magna Carta , impact is at the heart of the third module <i>What is Religion</i>. Students will develop the ability to observe and note the similarities and differences of belief as in Art, they are required to hone their skills of observational drawing. The use of questioning from module one is critical, as is understanding what enables the religions considered to be classified as religions. With the foundation of knowledge built from this module students will be able to articulate what binds and divides religions along lines of beliefs and practices.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Judaism, Islam, Sikhism, Christianity, Buddhism and Hinduism.</p> <p>Why do people believe <i>different</i> things?</p> <p>How do beliefs impact people's <i>thoughts, words and actions</i>?</p>	<p>What is <i>Brahman</i>?</p> <p>What is the <i>Covenant</i>?</p> <p>What is <i>Nirvana</i>?</p> <p>What is the <i>Trinity</i>?</p> <p>What is <i>Tawhid</i>?</p> <p>How are Tawhid with the Trinity <i>similar and different</i>?</p> <p>What is <i>Waheguru</i>?</p>	<p>Ford: <i>'Theology: A Very Short Introduction'</i>, Armstrong: <i>'A History of God'</i></p> <p>What is a <i>multicultural society</i>?</p> <p>How does <i>ethnicity, norms, values and religions</i> impact one another?</p> <p>What is <i>religionism</i>?</p> <p>What is the <i>geo-political</i> impact of Abrahamic and Dharmic religions?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	

	Knowledge and understanding	Powerful knowledge will be developed through the imbedding of key facts and ideas
	Impact and Influence	Applying key ideas to real life and hypothetic examples
	Source of Authority	Recall, analyse and apply key sources of authority and wisdom
	Specialist Language	Define and use in context specialist, academic vocabulary
	Judgement/Evaluation	Consider the strengths and weaknesses of key concepts and ideas in order to determine their value
	Opinion/Other Views	Consider and empathise with contrasting beliefs and ideas