

Belief and Ethics

Today's complex world is at its best diverse and full of rich experiences. At its worst, it is divided and judgmental. Globalisation and in particular, the growth of the internet, social media and smart technologies have, on the one hand brought us closer to together but on the other, the greater capacity for the spreading of ignorance and hate can move us further apart. Religious Education (RE) has an important place in the curriculum of all schools. It provides a safe space for young people to develop their understanding of people, cultures, faiths, and relationships in secure environment, presenting them with accurate facts and knowledge and challenging stereotypes and assumptions.

By the end of their education in Belief and Ethics at Callington Community College, all students will explore what people believe and what difference this makes to how they live. This will help to ensure that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

In order to fully appreciate Belief and Ethics and develop a deep schema, topics in Belief and Ethics have been sequenced by the following rationale:

- Each year begins with an increasingly sophisticated epistemological study. In particular, focusing on how knowledge and beliefs are formed and their subsequent impact.
- In addition to this, students will be provided with numerous opportunities and case studies to develop their knowledge and understanding of a wide range of religious and cultural beliefs (with an in-depth focus on Christianity and Islam).
- Furthermore, students will explore a range of global, social, and ethical issues and apply the knowledge they have gained about religion and belief to identify how they can shape perspectives on these issues.
- Ultimately, leading to students articulating their own multi-layered understanding and perspectives on these issues.

The Belief and Ethics curriculum has been influenced by some of the greatest thinkers from around the world and throughout history. These include figures as diverse as Descartes, Aquinas, Lao Tzu and Confucius. Religious texts include the Bible, Qur'an and the Guru Granth Sahib and religious figures include Jesus, Muhammad, and Siddhartha Gautama.

Our Belief and Ethics curriculum addresses disadvantage by providing all students with numerous opportunities to develop their cultural capital. Firstly, through frequent exposure to rich cultural experiences that will encourage the development of empathy and open-mindedness. Secondly, the study of perspectives and critical thinking will enable all students to engage more confidently in discussion and debate and be able to articulate their opinions and perspectives.

By its very nature, Belief and Ethics contributes to the personal development of students and their understanding of SMSC. In particular, through the development of an in-depth knowledge and understanding of different religions and beliefs. Further to this the exploration of ethics and morality and influence upon this encourages young people to consider what is 'right' and 'wrong' and apply it to the development of their own moral code.

Year 7	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Students will develop the knowledge to consider the question....	<ul style="list-style-type: none"> What is B&E? What are facts, opinions and beliefs? 	<ul style="list-style-type: none"> Introduction to ethics. 	<ul style="list-style-type: none"> What is Sikhism? What do Sikhs believe? Why do Sikhs help others?
	<ul style="list-style-type: none"> Atheist, agnostic or religious. What do I think? 	<ul style="list-style-type: none"> How do people know right from wrong? 	<ul style="list-style-type: none"> What is Judaism? What do Jews believe? Why do Jewish people eat Kosher?
	<ul style="list-style-type: none"> What is Christianity? What do Christians believe? 	<ul style="list-style-type: none"> What is the death penalty? What different views exist? 	<ul style="list-style-type: none"> What is Hinduism? What Hindu's believe? What do Hindus believe about creation?
	<ul style="list-style-type: none"> Is the UK a Christian country? What is secularism? 	<ul style="list-style-type: none"> What do Christians and Muslims say about the death penalty? 	<ul style="list-style-type: none"> What is Buddhism? What do Buddhists believe? Why do Buddhists meditate?
	<ul style="list-style-type: none"> What is Islam? What do Muslims believe? 	<ul style="list-style-type: none"> What do others say about the death penalty? What do I think? 	<ul style="list-style-type: none"> What is Humanism? What do humanists believe? Is it a belief and a religion?
	<ul style="list-style-type: none"> What is it like being a Muslim in the UK? 	<ul style="list-style-type: none"> Assessment – perspectives on the death penalty. 	<ul style="list-style-type: none"> Assessment – Is Humanism a religion?
	<ul style="list-style-type: none"> Assessment –What do I believe? 		

Year 8	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Students will develop the knowledge to consider the question....	<ul style="list-style-type: none"> Does God exist? What arguments exist for and against God's existence? What do I think? 	<ul style="list-style-type: none"> How did Islam begin? Origins, Muhammad, Qur'an and Hadith 	<ul style="list-style-type: none"> Did Jesus exist? Who was he?
	<ul style="list-style-type: none"> Did God cause the Big Bang? The First Cause Argument 	<ul style="list-style-type: none"> What do Muslims believe about Allah and Creation? 	<ul style="list-style-type: none"> What did he look like? Why do different images exist? Why does it matter?

<ul style="list-style-type: none"> • Did God design the world? • The Design argument. 	<ul style="list-style-type: none"> • Why are the Five Pillars important to Muslims? 	<ul style="list-style-type: none"> • What do we know about him? • Historical.
<ul style="list-style-type: none"> • Has science disproved God's existence? • What is the role of religion in the 21st Century? 	<ul style="list-style-type: none"> • Why do Muslims celebrate Eid? 	<ul style="list-style-type: none"> • What do Christians believe about him? • Belief / scripture.
<ul style="list-style-type: none"> • Have people seen God? • Exploring religious experiences. • Psychological and physiological experiences. 	<ul style="list-style-type: none"> • Does Islam teach that women are equal? 	<ul style="list-style-type: none"> • Assessment • Who was Jesus? • What different perspectives exist? • What do I think?
<ul style="list-style-type: none"> • Assessment –Does God exist? • For / against • Examples • My view. 	<ul style="list-style-type: none"> • 'Muslims are terrorists' • How can I challenge Islamophobia? • How can I recognise and respond to Islamic Fundamentalism. 	

Year 9	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
Students will develop the knowledge to consider the question....	<ul style="list-style-type: none"> • What actually is a religion? • What do Sociologists classify as a religion? 	<ul style="list-style-type: none"> • What does weird mean? • How has its use evolved throughout history? 	<ul style="list-style-type: none"> • Are my death customs weird? • What is the Day of the Dead? • How / why does this differ from traditional Christian customs?
	<ul style="list-style-type: none"> • What different types of belief are there? • Can something be a belief and not a religion? 	<ul style="list-style-type: none"> • Is what I am doing to my body weird? • Why do different cultures do different things to their bodies? 	<ul style="list-style-type: none"> • Are my beliefs weird? • What is Paganism? • How can ignorance / misunderstanding lead to discrimination?
	<ul style="list-style-type: none"> • What is a sect? • Are they dangerous? 	<ul style="list-style-type: none"> • Should I be able to do what I want to my body? • What is consent / autonomy? 	<ul style="list-style-type: none"> • Are my beliefs weird? • What is meant by soul, Karma and rebirth in Eastern Religions?

<ul style="list-style-type: none"> • What is a cult? • How are they different from sects? 	<ul style="list-style-type: none"> • Is how I live my life weird? • How do the Amish live? 	<ul style="list-style-type: none"> • Is it dangerous to label people as weird? • What are prejudice and discrimination? • How can they lead to hate?
<ul style="list-style-type: none"> • How can I recognise dangerous beliefs? 	<ul style="list-style-type: none"> • Is how I live my life weird? • What is polygamy? • Why do some cultures / religions practice it? 	<ul style="list-style-type: none"> • Assessment • Is it dangerous to label someone as weird? • Open-ended creative task with clear structure.
<ul style="list-style-type: none"> • What is extremism? • What is fundamentalism? 	<ul style="list-style-type: none"> • Are my death customs weird? • What do different cultures / religions do with the dead? 	<ul style="list-style-type: none"> • Assessment • Continue.
<ul style="list-style-type: none"> • Assessment – • Can beliefs be dangerous? 		