

Key Stage 4 (10/11) Core	
Curriculum day 1	<p>Year 10: Where is God?</p> <p>Students will consider the question of the day through multiple lenses, having many opportunities to reflect on their own answers and lives as we go through our course of study. This unit of study is based on a series of academic writings by Kim Knott, and will encourage thoughtful discussion of what it means to have faith in modern Britain, as well as where our hopes for the future might be if traditional religious beliefs and practices don't resonate with us.</p> <p>The aims for this session are:</p> <ul style="list-style-type: none"> • To discuss the many and varied spiritual experiences we all may have had or shared, regardless of our personal belief. • To consider where faith may be encountered, and how we should treat it when we do. • To question how religion is treated in the UK, and if this needs to change along with religious belief.
Curriculum day 2	<p>Year 10: Spiritual Traditions</p> <p>Students will develop their knowledge of alternative faiths from around the world. Some of these, like Paganism, Shinto and Confucianism, have helped to shape the world as we know it today. Others, like the Baha'i and the Jains, are newer ways of understanding some traditional religions, but are increasing in popularity today. The Yoruba have shaped Nigerian and West African understandings of the world, and continue to do so, despite increasing pressure from Christianity and Islam.</p> <p>There are three aims for this session:</p> <ul style="list-style-type: none"> • To explain how traditions like Paganism and Shinto feel about the natural world and our duties towards it. • To consider what their legacy could be and how they would like to be remembered when they're gone, following your studies of Confucianism and the Yoruba. • Through learning about Confucianism and Baha'i they will have considered their role within our society.
Curriculum day 3	<p>Year 11: War, Terror, Peace and Justice</p> <p>Students will have the opportunity to ask big questions about the rights and responsibilities they have, both as citizens of the world and as elective combatants, should they chose to join the military. This day does not focus on any particular religion, but does discuss the morality of war and terror and asks how we can aim to live peacefully and in justice in a world that often seems the opposite of both of these things. We will also have a session on Pacifism led by members of our local Quaker community.</p> <p>The aims for these lessons are:</p> <ul style="list-style-type: none"> • To discover what is meant by 'Just War Theory' and where these ideas come from. • How are wars declared and why? • How much responsibility do soldiers have for their actions during war? If not with them, then where does the responsibility lie? • Why would we want to strive for peace in a world like ours, and how can we work for a better future for all?