

Year 7 Curriculum Planning – RE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus <i>Core Knowledge, Skills and Concepts</i>	<i>Beliefs and concepts: An introduction to the key beliefs and concepts in religious education</i> 1. Pupils will be introduced to RE and complete a baseline literacy task 2. Pupils will assess the different aspects of religion 3. To compare Monotheism and Polytheism and write a paragraph evaluating their impact 4. Pupils will compare and contrast rites of passage in different religions 5. In a written paragraph pupils will define and describe different miracles in Islam 6. Pupils will examine pilgrimages through a treasure hunt task 7. Assessment week: To analyse different views about life after death and create an extended piece of writing	<i>Places of worship: An overview of all religious places of worship</i> 1. To identify some places of worship and analyse their importance 2. Pupils will examine a Gurdwara and understand what is done there and why 3. Through a market-place task pupils will be able to explain different purposes of a Mosque and assess the role of the Mosque for a Muslim community. 4. Pupils will examine a Church then complete an extended writing task assessing the importance of religious buildings for Christians 5. Pupils will explain different features within a Vihara and assess the importance of a Vihara for Buddhists in a extended writing task 6. Assessment week: pupils will research a place of worship of their choice and present to the class	<i>Islam: An overview of Islam and it's key concepts and beliefs</i> 1. Pupils will be able to explain some facts about Islam and then analyse data from a table to answer questions 2. To compare Sunni's and Shias and write a letter explaining why they should be treated equally 3. Pupils will be introduced to the Five Pillars of Islam and understand their importance before focussing on each one individually 4. To be able to describe what the Shahadah is and explain it's importance to Muslims 5. Pupils will construct a fact file about the second Pillar of Islam Salah 6. Pupils will understand what Zakat is and assess its importance	<i>Islam: An overview of Islamic practises</i> 1. Pupils will examine Sawm and rank the reasons for it in order of importance and complete a diary written task 2. Pupils will investigate pilgrimage for Muslims and complete a post card home task 3. Assessment- Mastery task 4. To examine the Qur'an and consider why it is so important to Muslims 5. Pupils will explain what a prophet is and give examples 6. Assessment week: extended writing task	<i>Christianity: An overview of Christianity and it's key concepts and beliefs</i> 1. Pupils will be introduced to Christianity and their beliefs about God 2. Pupils will explore Christian beliefs about the origins of the universe through the story of Genesis 3. Pupils will explore the life of Jesus and describe some key events in a written task 4. Pupils will examine key events in Jesus's life and complete a diary entry task 5. Assessment week: mastery task 6. Pupils will explore life after death and Christian beliefs making links to the Bible in an extended writing task	<i>Christianity: An overview of Christian practices</i> 1. Pupils will explain different ways that Christians worship and analyse parts of the Lords prayer in detail 2. Pupils will describe features of Churches and analyse the local work done by them 3. Pupils will recap what a pilgrimage is and explain the events of and reasons behind some of the major Christian pilgrimages. 4. Pupils will explain the nature and importance of the Eucharist and compare different denominations understanding of it 5. Pupils will understand the different sacraments and be able to compare different views of it. 6. Assessment week: extended writing on Baptism and beliefs around this event.

Year 8 Curriculum Planning – RE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Weekly focus <i>Core Knowledge, Skills and Concepts</i>	<i>Judaism: An overview of Jewish beliefs and practises</i> <ol style="list-style-type: none"> 1. Introduction to Judaism- the founder, geographical location and understanding that Judaism is monotheistic, Look at Jewish symbols and the Shema 2. Explore the life of Moses- the story of The Exodus and the 10 plagues and evaluate Moses as a leader 3. The 10 commandments- name, understand and evaluate the 10 commandments 4. Synagogues- describe Synagogues and their main features and uses 5. Passover and the symbolic meaning Pesash- Recap the Exodus story, consider the elements of the Seder meal and retell the Haggadah 6. Pupil explore Jewish Food laws- they describe different foods that make up kosher and the treifah, explain how these laws impact society and evaluate their importance 7. Assessment- Answer “Following the 10 commandments is the most important part of being Jewish.” 	<i>Hinduism: An introduction to Hindu beliefs and practises</i> <ol style="list-style-type: none"> 1. Introduction to Hinduism- Pupils look at where and when Hinduism started, symbols of Hinduism and consider Brahman and Trimurti 2. Avatars and Vedas- Evaluate if Hinduism is monotheistic or polytheistic, introduce avatars and the story or Rama and Sita 3. Festivals and celebrations- pupils look at Diwali and Holi and evaluate the different ways these are celebrated 4. The Caste System- learn about the different casts, the treatment of the Dalits and evaluate whether Hindus should follow the Caste system 5. Puja- students explore Hinduism with a focus on murtis, puja trays and mandirs and evaluate how it effects the 5 senses. 6. Assessment- Explain 2 reasons why Holi is important to Hindus, Does the Caste system fit into society? 	<i>Buddhism: The history and key teachings of Buddhism</i> <ol style="list-style-type: none"> 1. The Birth of Buddha- pupils retell the story of the Birth of the Buddha, looking at symbolic meaning 2. The four sights- pupils develop understanding of Siddhartha Gautama’s upbringing and the impact of the 4 sights 3. The Enlightenment of the Buddha- students explore the key elements of the Buddha’s enlightenment and how this has shaped Buddhism 4. Buddha’s teachings- explore the eightfold path and the 4 Noble truths 5. Buddhist worship- evaluate how Buddhists worship, their temples and try a Buddhist meditation 6. Pupils explore how Buddhist monks live and evaluate if they think this lifestyle is fulfilling 	<i>Prejudice and discrimination: An exploration of different types of prejudice and discrimination</i> <ol style="list-style-type: none"> 1. Describe give examples of and consider the implications of prejudice and discrimination. Explain the difference between racism and stereotyping 2. Pupils understand the cause and effects of racism on society and individuals, looking in detail at the case of Stephen Lawrence 3. Explore sexism as a form of discrimination- and consider Biblical teachings on the role of women 4. Pupils explain homophobia, and different types of non-violent prejudice, evaluate laws in the UK and evaluate whether it’s safe to be gay in the UK 5. Pupils look at Islamophobia, how it is presented in the media and evaluate the media’s responsibility 6. Assessment- AOU Quiz 	<i>Islam: Focus on the beliefs of Islam and the Five Pillars of Islam</i> <ol style="list-style-type: none"> 1. Introduction to Islam – develop understanding of what it means to be a Muslim in the UK and Ummah 2. Introduce the concept of the 5 pillars of Islam, analysing the Shahada and its relevance 3. Understand Salat, how Muslims pray and describe the Wudu and its importance 4. Analysing Zakat, considering why Muslims give to charity and drawing own conclusions whether should it be compulsory 5. Describe Sawm, and how Muslims show Ramadan in such an important time 6. Understand the relevance of Islamic pilgrimage to Hajj, describe Hajj and its origins 7. Assessment- ‘Completing the hajj is the most important duty for a Muslim.’ Evaluate this statement. 	<i>Death and funerals: How different religions and non-religious people view what happens after death</i> <ol style="list-style-type: none"> 1. Introduction to death and funerals and develop understanding of Christian Funerals 2. Views of life and death in Islam- pupils understand what Muslims believe about judgement, Jahannam and Jannah and evaluate how this impacts how they life 3. Pupils explore Hindu views on life after death- considering the cycle of Samsara and Hindu burial 4. Non-religious ideas on life after death, consider different reasons non-religious people may believe in afterlife and different beliefs 5. Jewish beliefs on life after death- Read extracts from Ecclesiastes and extract Jewish main beliefs then explain two Jewish beliefs on the afterlife 6. Assessment- Exam style question ‘There is no evidence for believing in life after death’.

Year 9 Curriculum Planning – RE						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p><i>Core Knowledge, Skills and Concepts</i></p>	<p>Religion and life: Using critical thinking skills to answer questions about life</p> <ol style="list-style-type: none"> 1. When does life begin- students look at a range of views on ideas of conception and life considering abortion and abortion laws 2. Pupils consider differing religious views on abortion looking at different sects of Christianity, Islam and Hinduism 3. Euthanasia- pupils look at different ethical viewpoints on euthanasia and the right to die 4. Discussion based lesson on animal rights and ethical views on the treatment of animals, particularly in medicine and the beauty industry 5. Pupils explain differing religious views on experimentation on animals 6. Assessment- exam style question 	<p>Religion, peace and conflict: Different ethical and religious views on war</p> <ol style="list-style-type: none"> 1. Pupils define forgiveness and reconciliation, analyse different situations and come to own conclusion on whether you should forgive and look at Christian teachings on forgiveness 2. Causes of war- students explain war and consider a range of reasons that countries go to war, explaining these with examples 3. Pupils learn St Thomas Aquinas Just War Theory- and apply it to a range of situations 4. Look at different viewpoints for/against pacifism including Christians and Quakers, pupils evaluate reasons and draw own viewpoint 5. Describe what nuclear weapons are, explain different views on nuclear weapons, including religious views and evaluate nuclear weapons in an exam question 6. Pupils describe what terrorism is, explain some of the reasons people commit terrorist acts and explain religious views on terrorism. 	<p>Religion and family: different religious and societal views on family</p> <ol style="list-style-type: none"> 1. To explain and evaluate Christian views on pre and extra-marital sex. 2. Students will evaluate the use of contraception in religion looking at a range of different religions 3. Pupils look at marriage, analyse data on marriage, consider Bible passages and answer exam style question 4. Students define and discuss same sex marriage and co-habitation and discuss then explain Christian views on this 5. Students explain different trends in family life in the UK considering blended families, same sex families, nuclear families and extended families 6. Discuss religious views on family life focussing on Islam and Christianity and answer exam style question 	<p>Prejudice, discrimination and human rights: Different views on prejudice, discrimination and how this links to human rights issues</p> <ol style="list-style-type: none"> 1. Explore differences between prejudice and discrimination, identify human rights and violations of them 2. Gender Equality- consider the shift in gender equality over time, evaluate if men and women are now equal and write a survey 3. Christianity and gender- analyse Bible passages and write extended answer in response to all religious groups should allow women to be leaders. 4. Islam and gender- evaluate the phrase 'equal but different' considering verses from the qur'an 5. Look at different types of racism then consider racism and Islam, Christianity and create a campaign to prevent racism 6. Assessment- exam style question 	<p>Tolerance: Studying sexuality, poverty and wealth in the context of religious attitudes and tolerance</p> <ol style="list-style-type: none"> 1. Students describe different types of sexuality then work as a group to consider the problem of homophobia and explain Christian views on homosexuality. 2. Causes and effect of poverty- describe what is meant by the terms LEDC and MEDC, and give a detailed explanation of the causes of global poverty and discuss issues related to poverty and social justice in a small group. 3. To describe Muslim and Christian beliefs about wealth, analyse scriptural passages related to wealth and evaluate different views on the acquisition and use of wealth. 4. Students analyse Biblical passages linked to charity and use scripture in response to an exam question 5. Assessment- exam style question 	<p>Secularism: Students will consider the different religious and secular responses to ethical issues.</p> <ol style="list-style-type: none"> 1. Pupils describe what secularism is, explain why some people support secularism and analyse how religious and secular approaches to religious issues are different. 2. To describe different issues related to secularism, to explain the evidence for and against the UK being a secular society and evaluate whether the UK is a secular society or not. 3. To describe some of the main ideas of secularism, explain what humanists believe and evaluate conflicts between religious and non-religious views.