

Curriculum Scheme

Religious Education



Believe, Succeed, Together

Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	1	1	1	1	1

At KS3 RE is delivered in discrete lessons.

At KS4, RE is taught as discrete modules alongside Citizenship and key themes are also covered across the wider curriculum – refer to [RE Curriculum Map](#)

Curriculum Intent

Religious Education (RE) is a statutory subject at all key stages - refer to [The Locally Agreed Syllabus for Religious Education \(Southend\)](#)

Key Stage 1

Learning Intentions
<ul style="list-style-type: none">• Visit places of worship, focusing on symbols and feelings.• Listen and respond to visitors from local faith communities.• Use their senses and have times of quiet reflection.• Use art and design, music, dance and drama to develop their creative talents and imagination.• Share their own beliefs, ideas and values and talk about their feelings and experiences.• Begin to use ICT to explore religions and beliefs as practised in the local and wider community.

Key Stage 2

Learning Intentions
<ul style="list-style-type: none">• Encounter religion through visitors and visits to places of worship, focusing on the impact and reality of religion on the local and global community.• Consider why people have religious beliefs and why some reject religion.• Engage in personal reflection and response.• Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others.• Engage in extended writing.• Express and communicate their own and others' insights through art and design, music, dance, drama and ICT.• Develop the use of ICT, particularly in enhancing awareness of religions and beliefs globally.• Consider how religion is portrayed in the media and society, recognising stereotypes and misrepresentation.

Key Stage 3 -4

Learning Intentions

1. Know about and understand a range of religions and worldviews, so that pupils can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that pupils can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
 - Appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that pupils can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Curriculum Assessment

Key Stage 3 Indicative Competencies

Grade	Learning About Religion (AO1-Knowledge)	Learning From Religion (AO2-Understanding)	Analysis of Religion (AO3-Evaluation)
8+	Can use extensive and sophisticated religious vocabulary to analyse a range of religions and beliefs Can understand interpretations of religion with reference to historical, cultural, social and philosophical effects	Fully able to detail how beliefs influence attitudes and practice regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Gives a detailed and clear evaluation and justification of a variety of viewpoints including a variety of key religious teachings and practices within religions
7	Can use a large range of religious vocabulary to show a good understanding of a variety of religions and beliefs Can provide detailed and insightful reasons for differences within and between religions	Good detail in knowing how beliefs influence attitudes and practice regarding: interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Evaluates and justifies a variety of viewpoints with detailed reference to key religious teachings and the variety of practices within religions.
6	Can use a good range of religious vocabulary to fully describe different religions and their beliefs Can explain the reasons for differences within and between religions	Can detail how beliefs influence attitudes and practice at a good level regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Evaluates and justifies a variety of viewpoints with clear reference to key religious teaching and practices.
5	Can use a variety of religious words to explain describe different religions and their beliefs Can consider reasons for differences and similarities within and between religions	Shows how beliefs can influence attitudes and/or practice at a basic level regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Considers a variety of viewpoints with reference to key religious teachings and practices.
4	Can use religious words to clearly describe sources, beliefs, practices (what they do) and experiences Can describe a number of similarities and differences between and with religions	Can recognise that beliefs influence practice regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Explains personal views in detail with clear reference to a variety of viewpoints including religious views and practices.
3	Can use religious words to describe key features of religion Can recognise some similarities and differences between religions	Some limited recognition demonstrated regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Explains personal views with detailed reasons and make some reference to religious views and practices.
2	Identifies key religious beliefs and practices and shows a limited understanding of the religions studied	Limited recognition demonstrated regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Explains personal views with reasons and some reference to religions.
1	Recalls simple facts about different world religions	Very limited recognition of the link between belief and attitude/practice regarding interpretation of sources: expression of faith; impact on society and community; and responses to ultimate questions	Offers a simple opinion

Curriculum Overview

Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	<p><u>Comparative Religion:</u> How did religion develop? Where are the religions practiced? Connections between major faiths How do religions use symbols to present complex ideas? Worship and morality Does religion matter?</p> <p><u>Morality</u> Moral dilemmas The Golden Rule How should people behave? The Buddhist Moral Code What makes something good? Is it always right to forgive? What is justice and injustice?</p>	<p><u>Celebrations:</u> Christmas Easter Eid festivals Pesach Sukkot</p> <p><u>Inspirational Figures: MLK</u> MLK childhood Segregation and discrimination Who was Rosa Parks and what was her role in the Civil Rights Movement? How Martin Luther King used speeches to change segregation laws. How should Martin Luther King be remembered?</p>	<p><u>Christianity</u> The Life of Jesus The Life of Jesus – Miracle Worker The Life of Jesus – Teacher The Life of Jesus – Death and Resurrection The Trinity The Afterlife The Bible (and Gospels) Christian places of worship Worship Symbolism Expression of faith Christianity in the UK and the world</p>
8	<p><u>Islam in the UK</u> Key beliefs The life of Muhammad The Qur'an The Muslim Moral Code The Mosque The Five Pillars Symbolism and Islamic artwork A religion of giving</p>	<p><u>Celebrations:</u> Diwali Holi Wesak and other Buddhist celebrations Vaisakhi and Gurpurbs</p> <p><u>Buddhism</u> The life of the Buddha Beliefs in Buddhism Symbolism in Buddhism</p>	<p><u>Religious Philosophy cont:</u> Understanding the cosmological argument/scientific theories about the universe Are religious experiences proof of God's existence? Unanswered prayer</p>

	The development of Islam into a world-wide religion	The temple around the world Significant places in Buddhism <u>Religious Philosophy:</u> Does God exist? Understanding the teleological argument Why is there suffering?	<u>Moral Philosophy</u> Sanctity of life Environmental ethics Animal rights Medical ethics Is sport like a religion? Has religion passed its sell by date?
9	<u>Sikhism:</u> Key Beliefs The first Guru- Guru Nanak The tenth Guru-Guru Gobind Singh Becoming a Khalsa Sikh The Gurdwara Sikh Worship The Guru Granth Sahib <u>Religion and The Environment</u> The world as a delicate balance Global environment The Gaia Hypothesis St Francis of Assisi Gandhi and Hindu beliefs Aborigines the Dreamtime	<u>Religion and The Media:</u> Religion in the News Religion and TV Religion and Comedy Religion in Film	<u>Alternative Religions:</u> Atheism Humanism Conspiracy Theories and Illuminati Scientology Paganism Sunni, Shi'ite and alternative Islams Rastafarianism Amish Mormonism Jehovah Witnesses
10	<u>Key Beliefs of Christianity</u> The Nature of God The Trinity Beliefs about Creation Beliefs regarding the Afterlife	<u>Jesus and Salvation</u> Incarnation The Crucifixion of Christ The resurrection of Christ Original sin Atonement <u>Beliefs of Islam</u> Nature of God Role of Angels	<u>Key Beliefs in Islam cont.</u> Predestination and Day of Judgement Beliefs on Life After Death <u>Authority in Islam</u> Roles of Abraham. Ibrahim and Muhammad Importance of Holy Books, the Qur'an, The Torah, Psalms, Gospels Role and significance of Imamate in Shia' Islam

11	<u>Relationships and Family</u> Sex, Marriage and Divorce with reference to Christian and Muslim beliefs Human Sexuality Purpose of Marriage Views on Divorce Role of Parents Purpose of Family Contemporary Family Issues	<u>Peace and Conflict</u> Religion, Violence, Terrorism and War with reference to Christian and Muslim beliefs Meaning of Peace, Justice, forgiveness and reconciliation Violent protest and terrorism Reasons for War Criteria for Holy War Contemporary conflicts and Religious responses	
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Curriculum Content

Year 7

Topic	Comparative Religion						
NC Learning Intention	<p>To know about and understand a range of religions and worldviews</p> <p>To express ideas about the nature, significance and impact of religions and world views</p> <p>To develop skills in order to engage with religions and worldviews</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>How did religion develop?</p> <ul style="list-style-type: none"> To understand how the development of religion is linked to the development of human societies <p>Where are the religions practiced?</p> <ul style="list-style-type: none"> To know how religious populations are distributed in the world To understand how major religions of the world developed To consider the extent of acceptance of religious ideas and practices <p>Connections between major faiths</p> <ul style="list-style-type: none"> To recognise the seven dimensions of religion and consider what elements they have in common To examine beliefs, principles and values that are shared <p>How do religions use symbols to present complex ideas?</p> <ul style="list-style-type: none"> To know some religious symbols To understand the meanings of some religious symbols To evaluate the importance of religious symbols <p>Worship and morality</p> <ul style="list-style-type: none"> To know what worship is To understand why worship is important in different religions To understand the importance of morality for religious people <p>Does religion matter?</p> <ul style="list-style-type: none"> To know some facts about religion To understand the importance of religion in the world today To assess the impact of religion in the world today 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly 				✓		

	<ul style="list-style-type: none"> • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences 						
Resources	<p>Powerpoints shared with students Explore RE-Dynamic Learning BBC news BBC bitesize BBC Teach Religions of the World How the religions of the world spread The Biggest religions in the world Comparing Abrahamic faiths</p>		✓		✓		✓
DRAFT	<p>Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions</p>		✓				
Literacy	<p>Tier 3 Vocabulary: Atheism, agnosticism, theism, monotheism, polytheism, ritual, animism, Abrahamic faiths, transcendence, stewardship, the 5 K's, Hajj, pilgrimage, mythscriptures, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy	<p>Use the census of 2021 to investigate how religion and religious groups have changed in the UK in the last ten years. Make predications as to how things will change over the next ten years.</p>			✓			
Challenge	<p>To produce a multimedia guide to a local place of worship</p>	✓					✓

Topic	Morality	C	R	E	A	T	E
NC Learning Intention	<p>To know about and understand a range of religions and worldviews</p> <p>To express ideas about the nature, significance and impact of religions and world views</p> <p>To develop skills in order to engage with religions and worldviews</p>						
Lesson Learning Intentions	<p>Moral dilemmas</p> <ul style="list-style-type: none"> To learn the steps of solving moral dilemmas To understand how religious ideas can be applied to moral dilemmas To give examples of religious moral decision making <p>The Golden Rule</p> <ul style="list-style-type: none"> To know what the Golden rule is To understand different versions of the Golden rule in different religions To apply the Golden rule to a range of situations <p>How should people behave?</p> <ul style="list-style-type: none"> <p>The Buddhist Moral Code</p> <ul style="list-style-type: none"> <p>What makes something good?</p> <ul style="list-style-type: none"> To learn how some religions define what is good and righteous To interpret religious statements To consider and explore our own views of what is good <p>Is it always right to forgive?</p> <ul style="list-style-type: none"> To learn what forgiveness means for religious people To understand why religions teach the importance of forgiveness To interpret some religious teachings about forgiveness <p>What is justice and injustice?</p> <ul style="list-style-type: none"> To learn about the connection between love and justice To learn about the lives of Elizabeth Fry and Bhimrao Ambedkar 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities 				✓		

	<ul style="list-style-type: none"> Practice exam questions with modelled answers 						
Resources	Powerpoints shared with students Explore RE-Dynamic Learning BBC news BBC bitesize Ethical dilemma: Would you lie? - Sarah Stroud - YouTube Ethical dilemma: Whose life is more valuable? - Rebecca L. Walker - YouTube The Trolley Problem - YouTube		✓		✓		✓
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3 Vocabulary: conscience, ahimsa, principles, Golden Rule, dilemma, morality, ethical, duty, agape, justice, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Design a survey to find out the different ways that people resolve moral dilemmas			✓			
Challenge	To create a behaviour policy for the school based on the Golden Rule	✓					✓

Topic	Festivals and Celebrations						
NC Learning Intention	<p>To know about and understand a range of religions and worldviews</p> <p>To express ideas about the nature, significance and impact of religions and world views</p> <p>To develop skills in order to engage with religions and worldviews</p>	C	R	E	A	T	E
<p>Lesson Learning Intentions</p>	<p>Christmas</p> <ul style="list-style-type: none"> • To know how Christians celebrate Christmas • To recall the background to the Christmas celebrations • To reflect on the influence Christianity has had on our celebrations <p>Easter</p> <ul style="list-style-type: none"> • To learn how Christians celebrate Easter • To understand the importance of Easter for Christians • To reflect on the influence of the Easter celebration on non-Christians <p>Eid festivals</p> <ul style="list-style-type: none"> • To know what the Eid festivals mean to Muslim families • To explore the reasons festivals are celebrated • To evaluate the value of festivals in a religion <p>Pesach</p> <ul style="list-style-type: none"> • To know what happens at Pesach • To understand the symbolism of the Seder meal • To assess the significance of Pesach for Jewish people today <p>Sukkot</p> <ul style="list-style-type: none"> • To know what happens at Sukkot • To understand the symbolism of Sukkot activities • To assess the significance of Sukkot for Jewish people today 				✓	✓	✓
<p>Lesson Tasks</p>	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences 				✓		
<p>Resources</p>	<p>Powerpoints shared with students</p>		✓		✓		✓

	Explore RE-Dynamic Learning BBC news BBC bitesize BBC Teach Religions of the World						
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3 Vocabulary: Advent, Christingle, Epiphany, Nativity, Midnight Mass, Atonement, crucifixion, Good Friday, resurrection, atonement, Eid Mubarak, Eid ul-Adha, Eid ul-Fitr, Hagadah, Seder, sukkah, sukkot Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy				✓			
Challenge	Compile a calendar of major festivals that may be celebrated in Britain, noting which religions they are associated with	✓					✓

Topic	Inspirational Figures: Martin Luther King						
NC Learning Intention	<p>Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</p> <p>Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Childhood</p> <ul style="list-style-type: none"> To be able to describe the discrimination experienced by Black people in America To explain how his childhood influenced his adult role To examine how his religious beliefs influenced his actions <p>Segregation and Discrimination</p> <ul style="list-style-type: none"> To describe the discrimination experienced by Black people in America To consider the reasons why it is important to learn about Racism in America To examine racism in the 21st century and whether it can ever be stopped <p>Rosa Parks and her role in the Civil Rights movement</p> <ul style="list-style-type: none"> Describe the role Rosa Parks played in the bus boycott To explain why this event was important to the civil rights movement To evaluate the advantages and disadvantages of non violent protest <p>The impact of MLK's speeches in changing segregation laws</p> <ul style="list-style-type: none"> To describe the aims of MLK To examine the impact that the speeches had on the black and white communities <p>How should figures like MLK be remembered</p> <ul style="list-style-type: none"> Know the events that led up to the death of MLK Understand the importance of MLK and what he stood for Consider whether MLK should be considered as a saint 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers 				✓		

	<ul style="list-style-type: none"> • Invitation to external speakers to visit the school to share experiences 						
Resources	Powerpoints shared with students BBC news BBC bitesize Selma DVD Martin Luther King, Jr. - Minister & Civil Rights Activist Biography - YouTube Martin Luther King, Jr.'s "I Have A Dream" Speech History - YouTube Martin Luther King, Jr. (nationalgeographic.com)		✓		✓		✓
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3 Vocabulary: Segregation, discrimination, boycott, slavery, Assassination, Memorial Legacy, Racism, Non-violence, Justice, Equality Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Chronology of civil rights movement			✓			
Challenge	Investigate how Martin Luther King Day is celebrated.	✓					✓

Topic	Christianity						
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Life of Jesus: Miracle Worker</p> <ul style="list-style-type: none"> • To know about some of the miracles Jesus performed • To explore the idea of why Jesus performed miracles • To reflect upon the meaning of Jesus' miracles <p>Life of Jesus: Teacher</p> <ul style="list-style-type: none"> • To understand what a parable is • To explore some parables • To reflect on the usefulness of parables <p>Life of Jesus: Death and Resurrection</p> <ul style="list-style-type: none"> • To know the events leading up to the death and resurrection of Jesus • To learn about the final days of Jesus' life • To reflect on how events at the end of Jesus' life might have been different <p>The Trinity</p> <ul style="list-style-type: none"> • To know about the Christian concept of the Trinity • To understand the roles of the persons of the Trinity • To evaluate how Christians express their belief in the Trinity <p>The Afterlife</p> <ul style="list-style-type: none"> • To learn about Christian beliefs about life after death • To explore the idea that what we are and do now affects what will be in the afterlife • To consider the belief in God's mercy in terms of the afterlife <p>The Bible</p> <ul style="list-style-type: none"> • To know why the Bible is important to Christians • To understand the different ways in which people interpret the Bible • To recognise the different ways Christians use the Bible in their worship <p>Christian places of worship</p>				✓	✓	✓

	<ul style="list-style-type: none"> • To explore what churches look like from the outside • To learn about the key features inside churches • To understand the symbolism and diversity of churches <p>Worship</p> <ul style="list-style-type: none"> • To know the key parts of an act of Christian worship • To learn about the specific act of Eucharist • To know the difference between public and private worship • To reflect on the importance of worship to Christians <p>Symbolism</p> <ul style="list-style-type: none"> • To know some of the symbols of Christianity and what they stand for • To understand the way symbols have been used by Christians • To reflect on the importance of different Christian symbols <p>Expression of Faith</p> <ul style="list-style-type: none"> • To explore some of the ways Christians express their faith • To explore some Christian art and music • To reflect on the link between belief and art <p>Christianity in the UK and the world</p> <ul style="list-style-type: none"> • To learn about the worldwide nature of Christianity • To understand some of the different reasons behind the spread of Christianity in the world • To evaluate the importance of Christianity worldwide 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences • Opportunity to visit places of worship 				✓		
Resources	<p>Powerpoints shared with students BBC news bbc bitesize Christianity BBC Teach Religions of the World</p>		✓		✓		✓

	What is Christian Prayer? Religious Studies - My Life, My Religion: Christianity - YouTube What is Christian Worship? Religious Studies - My Life, My Religion: Christianity - YouTube What is the Christian Holy Bible? Religious Studies - My Life, My Religion: Christianity - YouTube What does Christianity say about life after death? - Death and the afterlife - GCSE Religious Studies Revision - WJEC - BBC Bitesize 360° Video: Inside St Paul's Cathedral - BBC London - YouTube						
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3 Vocabulary: disciples, miracle, sin, gospel, parable, atonement, crucifixion, resurrection, sabbath, Trinity, Old Testament, New Testament, purgatory, Judgement Day, Altar, font, lectern, pulpit, crucifix, Ichthus, heretic, persecuted, mission, faith, prayer, heaven, hell, soul, Bible, church, pews, cross, inspired Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Use the most recent census data to find out how many people in the UK describe themselves as Christian. Compare to previous census data and make a prediction for the next census			✓			
Challenge	Design a building which could be a modern church that reflects different traditions within Christianity. Explain how it fits the modern world	✓					✓

Year 8

Topic	Islam in the UK						
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Key Beliefs</p> <ul style="list-style-type: none"> • To know about the three key beliefs of Islam • To understand more of the details of each belief • To evaluate how important beliefs are in life today <p>The Life of Muhammad (1)</p> <ul style="list-style-type: none"> • To know the key events of the life of Muhammad up to the age of 40 • To explore the events and impact of the ‘Night of Power’ for Muhammad • To reflect on how a person’s childhood might influence how they are as an adult <p>The Life of Muhammad (2)</p> <ul style="list-style-type: none"> • To know the events of the Hijrah • To explore Muhammad’s work as a prophet • To evaluate the impact of Muhammad as the last and final prophet of Allah <p>The Qur’an</p> <ul style="list-style-type: none"> • To know how the Qur’an came to be written down • To understand how Muslims show respect to the Qur’an • To reflect on the importance of the Qur’an <p>The Muslim Moral Code</p> <ul style="list-style-type: none"> • To know the ideas that support the moral code for Muslims • To consider examples of personal virtues that make up a good character • To evaluate how far it is possible to be ‘of good character’ <p>The Mosque</p> <ul style="list-style-type: none"> • To know about the structure of mosques around the world • To explore the beauty of these different religious buildings • To evaluate the need for such beautiful structures 				✓	✓	✓

	<p>The 5 Pillars (statement of faith)</p> <ul style="list-style-type: none"> • To know what the Shahadah is • To examine the importance of a statement of belief • To evaluate the need to have a religious focus every day <p>The 5 Pillars (Prayer)</p> <ul style="list-style-type: none"> • To know the prayer requirements for Muslims • To examine the importance of having daily prayers for Muslims • To evaluate the need to have a religious focus everyday <p>The 5 Pillars (charity and fasting)</p> <ul style="list-style-type: none"> • To know about Sawm and Zakah • To examine the importance of these yearly events • To evaluate how fasting and giving to the poor have a positive impact on life <p>The 5 Pillars (pilgrimage)</p> <ul style="list-style-type: none"> • To know about the Hajj • To understand the experiences and benefits of Hajj • To evaluate the effect being a Hajj pilgrim has on a Muslim when they return home <p>Symbolism and Islamic Artwork</p> <ul style="list-style-type: none"> • To know about the use of Calligraphy and artwork in Islam • To understand the use of symbolism in art • To reflect on the purpose of Islamic art <p>A religion of Giving</p> <ul style="list-style-type: none"> • To know some teachings from the Hadith about the act of giving • To examine ways in which Muslims 'give' • To evaluate the importance to Muslims of giving <p>The development of Islam into a worldwide religion</p> <ul style="list-style-type: none"> • To know about the actions and impact of the Four Caliphs in the development of Islam • To explore the ways that Islam spread across the world • To reflect on Islam being a worldwide religion 						
<p>Lesson Tasks</p>	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion 				✓		

	<ul style="list-style-type: none"> • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences • Opportunity to visit places of worship 						
Resources	<p>Powerpoints shared with students BBC news Facts about Islam – KS3 Religious Studies – BBC Bitesize - BBC Bitesize BBC Teach Religions of the World How is Islam represented on the BBC? openDemocracy Eid Celebrations Around the World - YouTube Hajj: 7 things you don't know about the Muslim Pilgrimage - BBC News - YouTube Mecca National Geographic - YouTube</p>		✓		✓		✓
DRAFT	<p>Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions</p>		✓				
Literacy	<p>Tier 3 Vocabulary: Muslim, Muhammad, recite, sermon, authority, fasting, charity, pilgrimage, Akhirah, Allah, Jibril, Risalah, Tawhid, Prophet, 5 Pillars of Islam, meditating, Ka’aba, Hijrah, Qur’an, Crescent Moon, dome, mihrab, minaret, Wudhu, Shahadah, Salah, Sawm, Zakah, Hajj, calligraphy, geometrical, migrate, trade routes, avatar, diya lamp, henna, rangoli pattern Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy	<p>Use census data to find out how many people in the UK identify as Muslim. Compare to previous census data and identify patterns and trends. Make a prediction for the next census</p>			✓			
Challenge	<p>Research three famous UK Muslims to discover their contribution to UK culture- they must be from different fields of influence i.e. not all actors</p>	✓					✓

Topic	Festivals and Celebrations						
NC Learning Intention	<p>To know about and understand a range of religions and worldviews</p> <p>To express ideas about the nature, significance and impact of religions and world views</p> <p>To develop skills in order to engage with religions and worldviews</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Celebrations-Diwali</p> <ul style="list-style-type: none"> • Know the origins of Diwali • Learn how Hindus celebrate Diwali • Reflect on whether the story behind the festival is what keeps it going <p>Holi</p> <ul style="list-style-type: none"> • To know the origins of Holi • To learn how Hindus celebrate this festival • To reflect on whether the story behind the festival is what keeps it going <p>Wesak</p> <ul style="list-style-type: none"> • To know the origin of Wesak • To understand how Buddhists celebrate Wesak • To evaluate the importance of Wesak for Buddhists <p>Vaisakhi</p> <ul style="list-style-type: none"> • To know the origins of Vaisakhi • To learn about the ways Sikhs celebrate festivals • To evaluate the importance of religion to festivals today 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences 				✓		
Resources	<p>Powerpoints shared with students</p> <p>BBC news</p> <p>What is Diwali? - BBC Bitesize</p> <p>Diwali - Festival of Lights National Geographic - YouTube</p> <p>Get an Up-Close Look at the Colorful Holi Festival National Geographic - YouTube</p>		✓		✓		✓

	The festival of Holi Religious Studies - My Life, My Religion: Hinduism - YouTube Holi - BBC Teach Buddha Day celebrated in-person for first time since Covid - BBC News - YouTube What is the Vesak Festival & What Does it Mean to Buddhists? - Behind the News - YouTube						
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3 Vocabulary: Rangoli pattern, diya lamp, henna, Wesak, guru, festival, celebration, worship Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Rangoli patterns and symmetry			✓			
Challenge	Write a story that shows good overcoming evil. School competition?	✓					✓

Topic	Buddhism						
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>The life of the Buddha (1)</p> <ul style="list-style-type: none"> To know some of the myths about the Buddha's birth and early life To understand what Buddha and Dhamma mean To analyse some myths about the Buddha <p>The life of the Buddha (2)</p> <ul style="list-style-type: none"> To know the events in the Buddha's life after leaving his palace To understand what the Middle Way and enlightenment are To evaluate the importance of the Buddha <p>Beliefs in Buddhism</p> <ul style="list-style-type: none"> To know the 4 Noble Truths and the Noble eightfold path To understand how practising the Dhamma leads to the attainment of Nibbana To know how the Buddha's teaching can be applied to daily life <p>Symbolism in Buddhism</p> <ul style="list-style-type: none"> To know some of the symbols of Buddhism To understand the meanings of some of the Buddhist symbols To evaluate the importance of symbols in the practice and teaching of Buddhism <p>The temple around the World</p> <ul style="list-style-type: none"> To know the different structures of Buddhist temples in the world To understand the importance of stupa for Buddhists To evaluate the importance of temples for Buddhist communities <p>Significant places in Buddhism</p> <ul style="list-style-type: none"> To know which places are significant for Buddhists and why To understand why pilgrimage is important for Buddhists To analyse the purposes of pilgrimage activities 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly 				✓		

	<ul style="list-style-type: none"> • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences • Opportunity to visit places of worship 						
Resources	<p>Powerpoints shared with students BBC news BBC bitesize BBC Teach Religions of the World Seven Wonders of the Buddhist World BBC - YouTube Buddhism's Four Noble Truths - YouTube The Buddha BBC Documentary - YouTube WHAT ARE THE SYMBOLS OF BUDDHISM ? BUDDHISM - YouTube BBC - Religions - Buddhism: Buddhism at a glance Buddhist beliefs and how they differ - Buddhist beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p>		✓		✓		✓
DRAFT	<p>Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions</p>		✓				
Literacy	<p>Tier 3 Vocabulary: Buddha, wisdom, morality, suffering, respect, journey Dhamma, sadhu, asceticism, enlightenment, the middle way, the eightfold path, noble truths, dukkha, Nibbana, stupa, pilgrimage, Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy	<p>Use census data to find out how many people in the UK identify as Buddhist. Compare to previous census data and identify patterns and trends. Make a prediction for the next census</p>			✓			

Challenge	Draw a map of India. Research the 8 great places associated with the life of the Buddha (Lumbini, Bodh Gaya, Sarnath, Kushinagar, Sravasti, Rajgir, Sankassa, Vaishali. Mark on the map and annotate each location explaining its significance	✓						✓
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Topic	Religious Philosophy						
NC Learning Intention	Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.	C	R	E	A	T	E
Lesson Learning Intentions	<p>Does God exist?</p> <ul style="list-style-type: none"> To know what atheist, theist and agnostic mean Explore reasons why they may/may not believe in God Evaluate evidence which may contradict their own personal beliefs <p>The teleological Argument</p> <ul style="list-style-type: none"> Identify evidence of design in the natural world Explain the theory of Paley's watch Consider the strengths and weaknesses of the design argument <p>Why is there suffering?</p> <ul style="list-style-type: none"> Know the difference between moral and natural evil Explain the inconsistency between the nature of God and the existence of suffering Evaluate the theories which justify both the existence of God and suffering <p>The scientific theory about the universe</p> <ul style="list-style-type: none"> To know what the Cosmological argument argues about creation Identify strengths and weaknesses of the cosmological argument Evaluate alternative theories for the creation of the universe <p>Are religious experiences proof of God's existence?</p> <ul style="list-style-type: none"> Describe different types of religious experience Consider the legitimacy of different types of religious experience 						

	<ul style="list-style-type: none"> Evaluate whether religious experiences prove the existence of God <p>Unanswered Prayer</p> <ul style="list-style-type: none"> Identify reasons why people may pray Explain reasons why some may believe that God does not answer prayer Evaluate the effectiveness of prayer <p>The argument from Morality</p> <ul style="list-style-type: none"> To know what the argument from morality is To understand strengths and weaknesses of the argument from morality Evaluate a range on views on the argument from Morality 					
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers Invitation to external speakers to visit the school to share experiences 			✓		
Resources	<p>Powerpoints shared with students</p> <p>BBC news</p> <p>BBC bitesize</p> <p>'Prayer is the greatest freedom of all' BBC Ideas - YouTube</p> <p>BBC One - Songs of Praise, Personal Prayer, Unanswered Prayer</p> <p>Unanswered prayers - Mindmap in GCSE Religious Studies (getrevising.co.uk)</p> <p>William Paley and the Divine Watchmaker - YouTube</p> <p>The first cause argument - The existence of God - GCSE Religious Studies Revision - CCEA - BBC Bitesize</p> <p>BBC Radio 4 - A History of Ideas, Theologian Giles Fraser on Thomas Aquinas, Thomas Aquinas and the First Mover Argument</p> <p>Do miracles happen in life? Christina Kapatou TEDxUniWA - YouTube</p> <p>Should you believe in miracles? - YouTube</p> <p>The 'milk miracle' that brought India to a standstill - BBC News - YouTube</p>		✓		✓	✓
DRAFT	<p>Peer Assessment</p> <p>Self Assessment</p>		✓			

	Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions						
Literacy	Tier 3 Vocabulary: Faith, belief, design, prayer, communication Philosophy, atheist, theist, agnostic, Pascal's wager, Teleological, infinite, first cause, miracle, near death experience, conversion, thanksgiving, praise Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy				✓			
Challenge	Find out about miracles performed at Lourdes. Do you believe this is evidence to say that God exists?	✓					✓

Topic	Moral Philosophy	C	R	E	A	T	E
NC Learning Intention	Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.						
Lesson Learning Intentions	The Sanctity of Life <ul style="list-style-type: none"> Know what is meant by the term sanctity of life Explore how belief in the sanctity of life can influence our decisions Reflect on why sanctity of life can be very complicated Environmental Ethics <ul style="list-style-type: none"> Understand what belief in the created world means Explore how religious groups can focus environmental groups Evaluate the importance of environmental action Animal Rights				✓	✓	✓

	<ul style="list-style-type: none"> • To know what is meant by animal rights • Explore the different views people have about the treatment and uses of animals • Reflect upon the reasons why animals should have rights <p>Medical Ethics</p> <ul style="list-style-type: none"> • Know what is meant by the term medical ethics • Understand how medical knowledge maybe a gift from God • Reflect on whether humans have gone too far with medicine <p>Is sport like a religion?</p> <ul style="list-style-type: none"> • To know the idea of sport being the new religion • To explore the nature of religion and the nature of sport • To evaluate the place of sport in comparison with the place of religion in society today <p>Has religion passed its sell by date?</p> <ul style="list-style-type: none"> • To identify reasons why religion is considered less relevant in the modern world • To identify reasons why religion still has relevance in the modern world • Reflect on our personal attitudes to religion 						
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Practice exam questions with modelled answers • Invitation to external speakers to visit the school to share experiences 				✓		
Resources	<p>Powerpoints shared with students BBC news BBC bitesize What are Moral Dilemmas? - YouTube Ethical dilemma: Whose life is more valuable? - Rebecca L. Walker - YouTube The Free Will Defence: A Good God vs The Problem of Evil - YouTube Are You Born Good or Evil? - Horizon: Are You Good or Evil? - BBC Two - YouTube</p>		✓		✓		✓
DRAFT	<p>Peer Assessment Self Assessment Knowledge/Vocabulary Checks</p>		✓				

	<p>Verbal Feedback</p> <p>Summative Assessment-identify areas that require further revision or intervention</p> <p>Answers to 8m questions. Identify areas for development, respond to extension questions</p>						
Literacy	<p>Tier 3 Vocabulary: abortion, contraception, creation, euthanasia, sacred, vegetarian, Khalifah, Krishna, pilgrimage, stewardship, dominion, transplant, recipient, AID, AIH, IVF, Donor, death penalty, quality of life, environment, devotion</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy				✓			
Challenge		✓					✓

Year 9

Topic	Sikhism in the UK	C	R	E	A	T	E
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>						
<p>Lesson Learning Intentions</p>	<p>Key Beliefs</p> <ul style="list-style-type: none"> To learn about Sikh beliefs about God To understand the idea of Mukti (liberation) as an aim of life for Sikhs To reflect on whether a person can ‘always do the right thing’ <p>The First Guru-Guru Nanak</p> <ul style="list-style-type: none"> To learn about the life of Guru Nanak To understand the importance of Guru Nanak as a role model To reflect on how Guru Nanak’s experiences influence Sikh teachings <p>The tenth Guru-Guru Gobind Singh</p> <ul style="list-style-type: none"> To learn about the life of Guru Gobind Singh To learn about the origins of the Khalsa To reflect on the idea of commitment <p>Becoming a Khalsa Sikh</p> <ul style="list-style-type: none"> To learn about the Amrit Sanskar ceremony To understand the commitment made when becoming a Khalsa Sikh To reflect on the idea of commitment <p>The Gurdwara</p> <ul style="list-style-type: none"> To be able to recognise a Gurdwara To know the use and importance of key features found within the gurdwara To evaluate the importance of having specific places dedicated to worship <p>Sikh Worship</p> <ul style="list-style-type: none"> To know the elements of a Sikh act of worship To consider some different ways that Sikhs worship To evaluate the importance of music and scripture in worship 				✓	✓	✓

	<p>The Guru Granth Sahib</p> <ul style="list-style-type: none"> To know about the composition of the Guru Granth Sahib To understand how the Guru Granth Sahib is used To examine how respect is shown to the Guru Granth Sahib 					
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers Invitation to external speakers to visit the school to share experiences Opportunity to visit places of worship 				✓	
Resources	<p>Powerpoints shared with students</p> <p>BBC Teach Religions of the World</p> <p>Basics of Sikhism What Do Sikhs Believe? (discovergurunanak.com)</p> <p>Sikhism Religion of the Sikh People (sikhs.org)</p> <p>What is Sikhism and what do Sikhs believe? - BBC Bitesize</p> <p>360 Virtual Tour Guru Nanak Darbar Sikh Temple Dubai (p4panorama.com)</p> <p>The Last Guru – the Guru Granth Sahib - Waheguru (God) and authority - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</p>		✓		✓	✓
DRAFT	<p>Peer Assessment</p> <p>Self Assessment</p> <p>Knowledge/Vocabulary Checks</p> <p>Verbal Feedback</p> <p>Summative Assessment-identify areas that require further revision or intervention</p> <p>Answers to 8m questions. Identify areas for development, respond to extension questions</p>		✓			
Literacy	<p>Tier 3 Vocabulary: Ik Onkar, Mool Mantar, Mukti, langar, Khalsa, 5K's, Vaisakhi, Amrit, Karah paarshad, diwan, Akhand Path, Harimandir Sahib, Adi Granth, symbol, ritual, commitment, scripture, authority</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible,</p>			✓		

	diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate,						
Numeracy	Use census data to find out how many people in the UK identify as Sikh. Compare to previous census data and identify patterns and trends. Make a prediction for the next census			✓			
Challenge	Issue a map of Europe, Asia and Africa. Find out where Guru Nanak travelled on his teaching and learning journeys. Plot the routes and label the key cities. Highlight the cities which are of importance to other religions	✓					✓

Topic	Religion and the Environment	C	R	E	A	T	E
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>						
Lesson Learning Intentions	<p>Global Environment</p> <ul style="list-style-type: none"> To identify current environmental problems To consider ways in which human life is at times 'at war' with the natural world To evaluate the effectiveness of human responses to environmental problems <p>A Delicate Balance</p> <ul style="list-style-type: none"> To learn about the environment, what it is and the dangers that face it To consider the relationship between humans and the natural world To examine how different religions consider stewardship as an important responsibility <p>Is the Earth Alive?</p> <ul style="list-style-type: none"> To be able to describe the Gaia Hypothesis To consider the evidence used to support the Gaia Hypothesis To evaluate what the Gaia Hypothesis means for Humans using the Yanomami Tribe as a case study <p>St Francis of Assisi</p> <ul style="list-style-type: none"> To know the central Christian beliefs of St Francis To understand how Francis became the patron saint of the environment To examine what humans can learn from St Francis about how we should treat the environment in the 21st century <p>Hinduism and the environment</p> <ul style="list-style-type: none"> To be able to describe the Hindu cycle of life and death To consider the meaning of ahimsa-non-violence- and what this means for the environment To examine how Hindus use the example of Krishna to demonstrate reverence for the earth <p>Aborigines and the Dreamtime</p>				✓	✓	✓

	<ul style="list-style-type: none"> To describe the beliefs that Aborigines have about the land and the natural world To explain how the 'Dreamtime' has influenced Aboriginal beliefs today To evaluate how policies today have come into conflict with Aboriginal beliefs 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers 				✓		
Resources	Rhodes wildfires 2023 BBC Era of global boiling BBa Gaia Hypothesis and coronavirus The Economist: how to save mankind Gaia Gandhi and environment Aboriginal art and dreamtime BBC and Ayers rock Yanomami tribe climate change video WHO fact sheet on climate and health		✓		✓		✓
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3: Brahman, Guru, Maitri Upanishad, stewardship, sustainable, Yanomami, Aborigines, Dreamtime, Ahimsa, barren, carbon, global, interdependent, natural elements, regulate, recycle, spiritual, worship, reverence, responsibility, respect, sustainable Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate,			✓			

Numeracy	Produce a bar graph to show how the world global temperature has increased			✓			
Challenge	Find out what COP summits are and the outcomes. COP28 is the most recent starting 30/11/23) Are the targets realistic?	✓					✓

Topic	Religion in The Media						
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p> <p>Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.</p> <p>Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>What is a media message?</p> <ul style="list-style-type: none"> To identify different elements in the media To consider positive and negative impacts of different elements of the media To evaluate how the media can have an impact on religion <p>Religion and Social Media</p> <ul style="list-style-type: none"> To describe ways social media can be used to raise awareness of religion To consider why religion is shown the way it is through social media To evaluate the positive and negative effects of social media on religion <p>Religion in newspapers</p> <ul style="list-style-type: none"> To identify criteria for events to be included in newspapers To explain why objectivity is important To examine the extent of objectivity in newspapers <p>Charlie Hebdo</p> <ul style="list-style-type: none"> To describe the events that resulted in the attack at Charlie Hebdo To consider the responsibilities of the media To evaluate whether Charlie Hebdo publication met it’s responsibilities-highlighting the debate between free speech and responsibility <p>Westborough Baptist Church</p> <ul style="list-style-type: none"> To describe some of the key beliefs of the Westborough Baptist Church To consider how the WBC uses the media to express it’s beliefs 				✓	✓	✓

	<ul style="list-style-type: none"> To evaluate whether there should be any limitation on beliefs that can be shared if considered hateful, discriminatory, false. <p>The work of Banksy</p> <ul style="list-style-type: none"> To describe who Banksy is and the works that have been completed To consider how Banksy uses religion in the works completed To examine whether Banksy's work is an effective way of expressing media messages? <p>Religion in TV and film</p> <ul style="list-style-type: none"> To describe why religion might be a popular choice for themes in TV and film To identify religious themes in TV and film To evaluate whether religious themes in TV and Film are shown in a positive or negative light 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers 			✓			
Resources	positive effects of social media Religion and social media Should we trust the media Paris Attacks: Three Days Of Terror - YouTube Banksy Christmas And what have we done		✓		✓		✓
DRAFT	Peer Assessment Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions		✓				
Literacy	Tier 3: propaganda, fake news, media, bias, objective, traditional media, new media, e-media, responsibility, purpose Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse,			✓			

	sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate						
Numeracy			✓				
Challenge	Complete a content analysis of 5 newspapers (hard copies or online). Identify any stories about faith, religion, people involved etc. Is there an obvious bias? Is the story objective? What kind of effect might the stories have on the reader?	✓					✓

Topic	Alternative Religion and new Movements						
NC Learning Intention	<p>Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.</p> <p>Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.</p> <p>Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Atheism</p> <ul style="list-style-type: none"> • To identify key atheist beliefs • To understand arguments that atheist beliefs are based on • To examine how these beliefs can affect the way that people live their lives <p>Humanism</p> <ul style="list-style-type: none"> • To describe key aspects of the Humanist worldview • To consider the purported benefits of Humanism and how it differs from atheism • To evaluate why more people are turning to this worldview as UK religiosity declines <p>Conspiracy theories and Illuminati</p> <ul style="list-style-type: none"> • To describe the history behind the Illuminati • To understand why the idea of the Illuminati is popular • To analyse what people’s beliefs in conspiracy theories such as the Illuminati tell us about humans and their eagerness to believe <p>Scientology</p> <ul style="list-style-type: none"> • To identify key Scientology beliefs • To understand the arguments that Scientologists base beliefs on • To examine the validity of Scientology as a religion <p>Paganism</p> <ul style="list-style-type: none"> • To identify key Pagan beliefs • To understand how Pagan traditions have contributed to festivals such as Christmas • To analyse myths about Paganism <p>Sunni, Shi’ite and alternative Islams</p> <ul style="list-style-type: none"> • To describe key differences between the different varieties of Islam • To consider the origin of the differences 				✓	✓	✓

	<ul style="list-style-type: none"> To examine why these differences can sometimes still cause conflict today and what similarities between Muslims can help overcome conflict <p>Rastafarianism</p> <ul style="list-style-type: none"> To describe key aspects of Rastafarianism To understand how the origins of Rastafarianism can link to Christianity To examine whether Rastafarianism is more like a philosophy/lifestyle rather than a religion <p>Amish</p> <ul style="list-style-type: none"> To describe key beliefs of the Amish community To consider the rules included in the Ordnung To evaluate the importance of similarity, routine and the avoidance of worldliness <p>Mormonism</p> <ul style="list-style-type: none"> To describe the role of Joseph Smith in establishing the Mormon church To consider the difficulties the church faced in establishing itself as a mainstream religion in America To evaluate the reasons why Mormons argue the church's values today are more important than its origins <p>Jehovah Witnesses</p> <ul style="list-style-type: none"> 						
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Practice exam questions with modelled answers Invitation to external speakers to visit the school to share experiences 				✓		
Resources	Powerpoints shared with students BBC news BBC bitesize		✓		✓		✓
DRAFT	Peer Assessment		✓				

	Self Assessment Knowledge/Vocabulary Checks Verbal Feedback Summative Assessment-identify areas that require further revision or intervention Answers to 8m questions. Identify areas for development, respond to extension questions						
Literacy	Tier 3 Vocabulary: Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy	Use census data to find out how many people in the UK identify as members of alternative religions. Compare to previous census data and identify patterns and trends. Make a prediction for the next census			✓			
Challenge		✓					✓

Year 10

Topic	The beliefs and teachings of Christianity						
NC Learning Intention	<p>Develop knowledge and understanding of religious and non-religious beliefs.</p> <p>Develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through reading of key religious texts, other texts, and scriptures of the religions being studied.</p> <p>Construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Key beliefs:</p> <ul style="list-style-type: none"> • To understand beliefs about the nature of God. • To understand beliefs about God as omnipotent, loving and just and the problem of evil and suffering. • To understand the oneness of God and the Trinity: Father, Son and Holy Spirit. • To consider different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • To understand different Christian beliefs about the afterlife and its importance, including resurrection, life after death, judgement and heaven and hell. <p>Jesus Christ and salvation (beliefs and teachings):</p> <ul style="list-style-type: none"> • To explore the incarnation and Jesus as the Son of God. • To understand the crucifixion, resurrection and ascension. • To understand sin, including original sin. • To consider the means of salvation, including law, grace and Spirit. • To understand the role of Christ in salvation including the idea of atonement. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities 				✓		

	<ul style="list-style-type: none"> Use of newspaper articles to prompt discussion 						
Resources	PowerPoints shared with students		✓		✓		✓
DRAFT	Peer assessment Self- assessment Knowledge/vocabulary checks Verbal feedback Summative assessment		✓				
Literacy	Tier 3 vocabulary: Ascension, atonement, Bible, Catholic, Christ, Creation, Crucifixion, Evil, Grace, Holy Spirit, Incarnation, Judgement, Just, Omnipotent, Protestant, Resurrection, Salvation, Trinity, Word Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy				✓			
Challenge		✓					✓

Topic	The beliefs and teaching of Islam	C	R	E	A	T	E
NC Learning Intention	<p>Develop knowledge and understanding of religious and non-religious beliefs.</p> <p>Develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through reading of key religious texts, other texts, and scriptures of the religions being studied.</p> <p>Construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</p>						
Lesson Learning Intentions	<p>Key beliefs:</p> <ul style="list-style-type: none"> • To understand the six articles of faith in Sunni Islam and five roots of 'Usul ad-Din in Shi'a Islam, including key similarities and differences. • To understand the concepts of Tawhid (the Oneness of God) and Qur'an Surah 112. • To explore the nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world, immanence and transcendence. • To understand Angels, their nature and role, including Jibril and Mika'il. • To understand predestination and human freedom and its relationship to the Day of Judgement. • To grasp the importance of Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. <p>Authority:</p> <ul style="list-style-type: none"> • To understand Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • To understand the importance of the holy books: Qur'an: revelation and authority, the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • To understand the role and significance of the imamate in Shi'a Islam. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities 				✓		

	<ul style="list-style-type: none"> Use of newspaper articles to prompt discussion 						
Resources			✓		✓		✓
DRAFT			✓				
Literacy	<p>Tier 3 vocabulary: Adalat, Akhirah, Angels, Authority, Beneficence, Day of Judgement, Usual ad-Din, Ibrahim, Immanence, Jibril, Mercy, Mika'il, Muhammad, Predestination, The Psalms, The Quran, Risalah, Shia Islam, Six Articles of Faith, Sunni Islam, Tawhid</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy				✓			
Challenge		✓					✓

Year 11

Topic	Relationships and Families						
NC Learning Intention	<p>Develop knowledge and understanding of religious and non-religious beliefs.</p> <p>Develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through reading of key religious texts, other texts, and scriptures of the religions being studied.</p> <p>Construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</p>	C	R	E	A	T	E
Lesson Learning Intentions	<p>Sex, marriage and divorce (with reference to the beliefs of Christians and Muslims)</p> <ul style="list-style-type: none"> • To understand beliefs about human sexuality including: heterosexual and homosexual relationships, sexual relationships before and outside of marriage, contraception and family planning. • To understand the nature and purpose of marriage including same-sex marriage and cohabitation, beliefs about divorce, including reasons for divorce and remarrying, ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p>Families and gender equality (with reference to the beliefs of Christians and Muslims)</p> <ul style="list-style-type: none"> • To understand beliefs about the nature of families, including the role of parents and children, extended families and the nuclear family. • To understand the purpose of families, including procreation, stability and the protection of children and educating children in a faith. • To understand contemporary family issues including, same-sex parents, polygamy, the roles of men and women, gender equality, gender prejudice and discrimination, including examples. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> • Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Think, pair, share activities • Use of newspaper articles to prompt discussion 				✓		

Resources			✓		✓		✓
DRAFT			✓				
Literacy	Tier 3: Tier 2: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate			✓			
Numeracy				✓			
Challenge		✓					✓

Topic	Religion, peace and conflict	C	R	E	A	T	E
NC Learning Intention	<p>Develop knowledge and understanding of religious and non-religious beliefs.</p> <p>Develop knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through reading of key religious texts, other texts, and scriptures of the religions being studied.</p> <p>Construct well-argued, well-informed, balanced and structured written arguments, demonstrating depth and breadth of understanding of the subject.</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.</p>						
Lesson Learning Intentions	<p>Religion, violence, terrorism and war (with reference to the views of Christians and Muslims)</p> <ul style="list-style-type: none"> To understand the meaning and significance of peace, justice, forgiveness and reconciliation. To understand different views on violence, including violent protest and terrorism. To understand the reasons for war, including greed, self-defence and retaliation, the just war theory, including the criteria for a just war, holy war and pacifism. <p>Religion and belief in 21st century conflict (with reference to the views of Christians and Muslims)</p> <ul style="list-style-type: none"> To understand religion and belief as a cause of war and violence in the contemporary world. To understand different views on the role of nuclear weapons, including nuclear deterrence and the use of weapons of mass destruction. To understand ideas around religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. To understand religious responses to the victims of war including the work of one present day religious organisation. 				✓	✓	✓
Lesson Tasks	<ul style="list-style-type: none"> Low stake retrieval practice to review, plan and adapt lessons accordingly Introduction of key words and definitions Completion of exercises and tasks to consolidate learning Class discussion and targeted questioning to stimulate discussion Think, pair, share activities Use of newspaper articles to prompt discussion 				✓		
Resources			✓		✓		✓
DRAFT			✓				

Literacy	<p>Tier 3 vocabulary: Heterosexual, Homosexual, Contraception, Cohabitation, Remarriage, Extended Families, Procreation, Contemporary, Gender Prejudice, Pacifism, Justice, Reconciliation, Terrorism, Retaliation, Just War Theory, Nuclear Deterrence</p> <p>Tier 2 Vocabulary: adequate, analogy, attribute, authority, predominant, subsequent, significant, imperative, facilitate, feasible, implications, consistent, decipher, assimilate, ambiguous, plausible, diverse, sufficient, perspective, conformity, indifferent, culminate, implicit, explicit, exemplify, insinuate, justification, articulate</p>			✓			
Numeracy				✓			
Challenge		✓					✓