

		Term 1	Term 2	Term 3
Year 7	<i>Topic title</i>	<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	This unit explores two key questions: <b>Why is Israel so important to Jews? How do the Tanakh and Talmud influence Jews today?</b> In order to answer these questions, the unit looks at Jewish history, beliefs and practices. Pupils will understand the early history of Judaism, covenants with God, and how these early events influence Jewish beliefs and practices today.	This unit explores two key questions: <b>Why did people follow Jesus? How do Christians practice their faith?</b> In order to answer these questions, the unit looks at the life of Jesus and the impact that this has on Christians today. Pupils will understand the way that these beliefs impact the lives of Christians today by studying examples of the parables of Jesus.	This unit looks explores two questions: <b>Why is Muhammad so important for Muslims? What is it like to be a Muslim teenager in Britain today?</b> In order to answer these questions, the unit will look at the foundations of the Muslim faith and the beliefs that Muslims have about these duties. Pupils will understand the impact that these beliefs have on modern British Muslims today.
	<i>Pupils should be able to do... (Skills being developed)</i>	Pupils need to be able to demonstrate empathy and respect for Judaism, exhibiting acceptance, understanding and tolerance of this religion. They will develop critical thinking skills to understand how Jewish practices are relevant and important to the Jewish faith. Students will be able to debate aspects of the religion that they may be unfamiliar with.	Pupils need to be able to demonstrate empathy and respect for Christianity, exhibiting acceptance, understanding and tolerance of this religion. They will examine the life of Jesus in order to explain using evidence how this resonates with Christians today. Students should begin to critically compare Christianity and Judaism and reach reasoned judgments.	Pupils need to be able to demonstrate empathy and respect for Islam, exhibiting acceptance, understanding and tolerance of this religion. Students will discuss with care and sensitivity their personal experiences – if any – with discrimination and how this can be tackled appropriately. Students will draw comparisons across all three of the Abrahamic religions to reach reasoned judgements. Students will use their understanding of the three religions to evaluate what are the positives and challenges of being religious in modern Britain.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Judaism is the basis of all Abrahamic religions and one of the six major faiths in Britain that we would like students to be aware and have a deep understanding of during their time studying RE. Studying Judaism in term 1 gives students the opportunity to study a major world religion that has manifold links to the other Abrahamic faiths that they study in terms 2 and 3.	Christianity has its roots in Judaism. Beliefs and practices in Christianity are cross-compared with those in Judaism to identify similarities and differences and to give students a broad understanding of both faiths. This is chronologically sequenced and has careful links to their prior knowledge – students will require an understanding of Judaism to explain the similarities with Christianity and subsequently Islam.	Islam also has its roots in Judaism. Beliefs and practices in Islam link back to learning from the Judaism unit, and reject some of the beliefs that Christians follow. This is the final unit in the year and allows pupils to evaluate the similarities and differences in both practices and faith of all three of the Abrahamic religions.
Year 8	<i>Topic title</i>	<b>Hinduism</b>	<b>Buddhism</b>	<b>Sikhism</b>
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	This unit explores two key questions: <b>How do Hindus worship? What is the difference between being a Hindu in India and a Hindu in the UK today?</b>  In order to answer these questions, the unit will look at history, key practices in Hinduism and the core beliefs that influence these. In particular, the unit considers the importance of gods and worship for modern Hindus in India and the UK.	This unit explores two key questions: <b>How did the Buddha fulfil the Brahmins' prophecy? How do Buddhist beliefs influence people in the world today?</b>  In order to answer these questions this unit looks at key Buddhist beliefs and practices. It allows pupils to understand the early history of Buddhism, the life of the Buddha, and how these early events influence Buddhist practices today.	This unit explores two key questions: <b>How did Sikhism develop? Why is service important to Sikhs?</b>  In order to answer these questions this unit looks at key Sikh history, beliefs and practices. It allows pupils to understand the early history of Sikhism, the importance of the gurus, and how these early events influence Sikh practices today.
	<i>Pupils should be able to do... (Skills being developed)</i>	Pupils need to be able to demonstrate empathy and respect for Hinduism, exhibiting acceptance, understanding and tolerance of this religion. Students should be able to draw on their understanding of skills developed in year 7 to form critical opinions of Hindu practices and as a faith. Students will be able to give voice to their interpretation of these practices in an ever-changing world and discuss with sensitivity and empathy what it is like to be a Hindu in Britain today.	Pupils need to be able to demonstrate empathy and respect for Buddhism, exhibiting acceptance, understanding and tolerance of this religion. Pupils should be able to handle challenging sources of information and become familiar with new terminology to interpret this religion. They need to be able to reflect upon their understanding of Hinduism to draw comparisons and contrasts between the faiths and demonstrate what these are and consider how Buddhist beliefs have an impact on their lives today.	Pupils need to be able to demonstrate empathy and respect for Sikhism, exhibiting acceptance, understanding and tolerance of this religion. The last of the major religions, this unit builds sequentially upon pupils' understanding of all of the religions that have been studied. Students will be able to explain the main differences between the faiths studied and demonstrate how why these religions are respected and practiced in Britain today.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	Hinduism is the basis of all Indian religions. Pupils will build basic knowledge of festivals, worship, life after death, ways of living and key stories to be built on later in Year 8 when we study Sikhism and Buddhism, and to form a deeper understanding of the background of these faiths. Pupils will compare key concepts between Judaism, Christianity, Islam and Hinduism.	Buddhism has its roots in Hinduism. Pupils will build knowledge of worship, life after death, ways of living, founders, rites of passage and key stories to be built on later in Year 8 when we study Buddhism, and to form a deeper understanding of the background of these faiths. Pupils will compare key concepts between Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism.	Sikhism also has its roots in Hinduism and is the natural completion of our two-year focus on the six major religions common in Britain today. The unit draws upon the knowledge built up sequentially across year 7 and year 8.

Year 9	<i>Topic title</i>	<b>Philosophy of Religion</b>		<b>Role of the Church and Ethics</b>		<b>Moral decisions and non-religious world views</b>	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	This unit will explore two the key questions: <b>How do we know what is real? Does God exist?</b> In order to do this the unit looks at key Philosophical and religious figures and the impact that they have had. It allows pupils to understand the beliefs that influence the actions of the following individuals: Plato, Descartes, Miracles, prayer, Aquinas, Hume, Darwin, Marx, Freud who all offer different ideas around what can be considered real.		This unit will explore two key questions: <b>Why is the Church important in the world today? Is sanctity of life more important than quality of life?</b> In order to answer these questions this unit look at the ideas around mission and evangelism, the role of religion in politics and civil rights and issues that still require a lot of consideration today like abortion and euthanasia.		This unit we will explore two the key questions: <b>How do we make moral decisions? Can you have beliefs if you don't believe in God?</b> In order to answer these questions this unit will look at the idea of utilitarianism, speciesism, the trolley problem, humanism and the debate around vegetarianism and veganism.	
	<i>Pupils should be able to do... (Skills being developed)</i>	Throughout this topic pupils will self and peer assess their knowledge and understanding of Philosophy and Religion through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of the work of these key individuals throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to answer the key questions, evaluate statements and give a justified conclusion.		Throughout this topic pupils will self and peer assess their knowledge and understanding of religious attitudes towards issues linked to Christianity and Ethics through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of this topic throughout the unit, looking at specific pieces of class work. The end of unit exam will assess pupils' knowledge and understanding of the key questions through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.		Throughout this topic pupils will self and peer assess their knowledge and understanding Non- religious world views and ethics through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of different beliefs, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	It is important for pupils to understand wider thinking and criticisms of religion and belief. They will be introduced to the 'big thinkers' from across history and will apply their theories to their own knowledge of religion, beliefs and values to explore these in greater depth. They will consider the views of others and why there can be such diversity in belief.		It is important that pupils understand key beliefs and teachings around ethical issues in our society. This will provide a foundation for the deeper study of religion and ethics in the GCSE course and is at this point that they make their option choices for KS4. Links back to studies of religion from Year 7 and 8 and requires pupils to apply knowledge of key religious beliefs. Study of this theme supports the full course GCSE and therefore is relevant to all pupils. Content is most appropriate for Year 9.		It is important for pupils to consider the views of others and understand that many people reject the idea or belief in a supernatural being such as God. Many people (Humanists) have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others.  It is also important for pupils understand other people's beliefs, what their beliefs and values are and why they do the things they do. It helps us to think about our own beliefs as well as looking at alternative <b>belief</b> systems we might want to find out about in the future.	
Year 9	<i>Topic title</i>	<b>Beliefs and practices – Christian beliefs</b>	<b>Thematic studies – Relationships and families</b>	<b>Thematic studies – Crime and Punishment</b>	<b>Beliefs and practices – Islamic beliefs</b>	<b>Thematic studies – Religion, peace and conflict</b>	<b>Beliefs and practices – Christian practices</b>

<p><i>Pupils should know...</i> <i>(Core knowledge and concepts to be learned)</i></p>	<p>This unit focuses on key Christian beliefs that provide the foundation of the faith. Pupils will understand religious teachings about the nature of God, creation, Jesus and life after death. <b>Themes:</b> Connecting with God, founders, life after death, ethics</p>	<p>This unit looks at the issues surrounding relationships and families. Students will study religious attitudes to sexual relationships, marriage, divorce, families and gender. <b>Themes:</b> Ethics, ways of living/duties</p>	<p>This unit looks at the issues surrounding crime and punishment including modern examples. Pupils will understand key religious teachings about causes of crime, aims of punishment, treatment of criminals (including the death penalty) and forgiveness, and will apply these to the issues they study. <b>Themes:</b> Ethics, ways of living/duties</p>	<p>This unit focuses on key Islamic beliefs that provide the foundation of the faith. Pupils will compare Sunni and Shi'a beliefs, looking at religious teachings about the six articles of faith and five roots of Usul ad-Din, Tawhid, the nature of God, angels, life after death, risalah, holy books and the imamate. <b>Themes:</b> Connecting with God, founders, life after death</p>	<p>This unit looks at the issues surrounding peace and conflict including modern examples. Pupils will understand key religious teachings about justice, conflict, peace, forgiveness and reconciliation, and will apply these to the issues they study. <b>Themes:</b> Ethics, ways of living/duties</p>	<p>This unit looks at key practices in Christianity. Pupils will understand how Christians worship, looking at prayer, worship and pilgrimage. They will understand the impact that the Church has in the world, looking at food banks, Street Pastors, mission, evangelism and global work to end poverty. <b>Themes:</b> Festivals, rites of passage, worship, ways of living/duties, ethics</p>
<p><i>Pupils should be able to do...</i> <i>(Skills being developed)</i></p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of Christian beliefs through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of Christian beliefs, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of religious attitudes towards issues linked to relationships and families through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of this topic throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of different beliefs and attitudes about the theme of religion and life, through explanation and evaluation.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of religious attitudes towards issues linked to crime and punishment through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of this topic throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of different beliefs and attitudes about the theme of crime and punishment, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of Islamic beliefs through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of Islamic beliefs, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of religious attitudes towards issues linked to religion and life through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of this topic throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of different beliefs and attitudes about the theme of religion and life, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of Christian practices through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of Christian practices, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>
<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Build on study of Christianity from Year 7 and requires pupils to apply knowledge of key religious beliefs. Study of Christian beliefs is required for both full course and short course GCSE and therefore is relevant to all pupils regardless of which option they choose.</p>	<p>Links back to studies of religion from Year 7, 8 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of this theme is required for full course GCSE.</p>	<p>Links back to studies of religion from Year 7, 8 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of this theme is required for full course GCSE.</p>	<p>Build on study of Islam from Year 7 and requires pupils to apply knowledge of key religious beliefs. Study of Islamic beliefs is required for both full course and short course GCSE and therefore is relevant to all pupils regardless of which option they choose.</p>	<p>Links back to studies of religion from Year 7, 8 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of this theme is required for full course GCSE.</p>	<p>Links back to studies of Islam from Year 7 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of Christian is required for full course GCSE.</p>

Year	Topic Title	Beliefs and practices – Islamic practices	Thematic studies – Religion and life	Thematic studies – Crime and Punishment	Revision and recap (catch up time)	Revision and recap (catch up time)	
------	-------------	---	--------------------------------------	---	------------------------------------	------------------------------------	--

<p><i>Pupils should know...</i></p> <p><i>(Core knowledge and concepts to be learned)</i></p>	<p>This unit looks at key practices in Islam. Pupils will understand how Muslims worship, looking at the Five Pillars of Islam and the Ten Obligatory Acts of Shi'a Islam. They will understand key duties and the importance of festivals for modern British Muslims.</p> <p><b>Themes:</b> Festivals, worship, ways of living/duties, ethics</p>	<p>This unit looks at the issues surrounding origins of life and matters of life and death, including modern examples. Pupils will understand key religious teachings about the origins of life, stewardship, dominion, use and abuse of animals, abortion and euthanasia, and will apply these to the issues they study.</p> <p><b>Themes:</b> Ethics, ways of living/duties</p>	<p>This unit looks at the issues surrounding crime and punishment including modern examples. Pupils will understand key religious teachings about causes of crime, aims of punishment, treatment of criminals (including the death penalty) and forgiveness, and will apply these to the issues they study.</p> <p><b>Themes:</b> Ethics, ways of living/duties</p>	<p>This unit will revise knowledge and understanding of Christian and Islamic beliefs and practices and the thematic studies.</p> <p><b>Themes:</b> Connecting with God, founders, life after death, ethics, ways of living/duties</p>	<p>This unit will revise knowledge and understanding of Christian and Islamic beliefs and practices and the thematic studies.</p> <p><b>Themes:</b> Connecting with God, founders, life after death, ethics, ways of living/duties</p>
<p><i>Pupils should be able to do...</i></p> <p><i>(Skills being developed)</i></p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of Islamic practices through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of Islamic practices, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of Christian practices through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of key beliefs throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of the theme of religion and life, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Throughout this topic pupils will self and peer assess their knowledge and understanding of religious attitudes towards issues linked to crime and punishment through knowledge quizzes, both in class and as online homework. Teachers will assess knowledge and understanding of this topic throughout the unit, looking at specific pieces of classwork. The end of unit exam will assess pupils' knowledge and understanding of different beliefs and attitudes about the theme of crime and punishment, through explanation and evaluation. Throughout each topic pupils will be assessed on the ability to give reasoned answers and to support answers with religious texts. They will also be expected to evaluate statements and give a justified conclusion.</p>	<p>Self and peer assessed knowledge quizzes, online knowledge quizzes set regularly for homework. Teacher assessment of exam questions within classwork.</p>	<p>Self and peer assessed knowledge quizzes, online knowledge quizzes set regularly for homework. Teacher assessment of exam questions within classwork.</p>
<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>Links back to studies of Islam from Year 7 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of Islam is required for full course GCSE.</p>	<p>Links back to studies of religion from Year 7, 8 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of this theme is required for full course GCSE.</p>	<p>Links back to studies of religion from Year 7, 8 and 9 and requires pupils to apply knowledge of key religious beliefs. Study of this theme is required for full course GCSE.</p>	<p>Recap of content for the full course exam which will be sat in May 2021 – this is to ensure that all pupils have a secure understanding of content prior to their exam.</p>	<p>Recap of content for the full course exam which will be sat in May 2022 – this is to ensure that all pupils have a secure understanding of content prior to their exam.</p>