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|  | | | **AUTUMN TERM** | | | | | **SPRING TERM** | | | **SUMMER TERM** | | | | |
| **Term** | | **1** | | | **2** | | **3** | | | **4** | | | **5** | **6** | | |
| **Yr 7** | | **Ultimate Questions.**  **What does it mean for Christians to believe in God as Trinity? (God)**  **Theism, Trinity, God**  We begin to explore why people believe in God. This half term is used to establish understating carried from primary school. We examine the Christian belief in the trinity, and ideas of creation, here we begin to explore the big bang and how science and religion can co-exist. Pupils are encouraged to explain what they believe and compare to ideas that differ from their own We end examining how people experience God through religious experience answering prayer etc.  We examine key terms to ensure pupils are using academic language.  *Students will have the opportunity to visit the local church and ask questions about Christian belief.*  **Assessment 1 – Ultimate questions** | | | **The Life of Jesus**  **Why do Christians believe Jesus was God on earth? (incarnation)**  **Incarnation**  The students will examine the Birth Story of Jesus, recognising the importance of key symbols to Christians. We will explore Jesus as a role model, and some of his experiences. Pupils will critically examine some of Jesus’ miracles and the role of his disciples.  We lay the foundation for the place of Jesus’ authority to Christians, which feeds through to GCSE and beyond.  **Assessment 3 – The life of Jesus** | | **The Morality of Jesus**  **What was so radical about Jesus? (Gospel)**  **Gospel, influence**  We build upon the influence of religion on believers, here we explore some of the key parables of Jesus. For example, the Parable of the Good Samaritan.  Students are guided to think carefully about how the parables will affect Christian believers in their day-to-day life.  **Assessment 4 – The morality of Jesus** | | | ***Should religious believers be greener than everyone else?***  **Stewardship, influence**  This topic examines issues in the environment, and how religion influences its believers to act. We explore key beliefs of Stewardship on Christianity, Khalifah in Islam and Ahimsa in Hinduism / Jainism.  Pupils explore these new key terms and are encouraged to use them in a more extend piece of academic writing.  **Assessment 2 – The environment** | | | **Religion and Justice**  **What do people do when life gets hard? (Wisdom)**  **Wisdom, justice, morals, influence**  Students are guided to understand what ‘morals’ are in the last half term. We revisit this to think on what we should do if we see things are unjust. Here, we begin to look at people to understand how their Christian beliefs have encouraged them to fight for Justice. We explore the lives of Martin Luther King and Mother Teresa. This foundation doe fighting for justice for those in poverty, and against racism allows us to explore justice in other religions.  **Assessment 5 – Religion and justice.** | **Spiritual arts**  **How can people express the spiritual through the arts?**  We will examine ways people express spirituality through art.  This will allow them to continue to see religion coming to life.  **Spirituality, art, influence**   * All students will have the opportunity to create a piece of art (painting, drawing, sketching, etc) * Poetry * Photography * Dance * Music * Drama * Sculpture   Entries will provide a good response to one of the 5 themes provided each year, and judges will be asking 'Is it original?' 'Is it well-crafted?' And (most importantly!) 'Is it excellent RE?' Take a look on the NATRE website if you are interested!   * **This will be revisited in Year 9** | | |
| **Yr 8** | | **Diversity around us**  **What is good and what is challenging to be teenage religious believer in Britain today?**  **Diversity, discrimination, influence**  Pupils will begin to explore the history of Britain. To understand that trade, and immigration has led to a diverse society. Pupils will look at examples rod the benefits, and issues of diversity in communities and society. Pupils will explore the fundamental British values – helping pupils to understand their importance in the context of a diverse society.  *Students will have the opportunity to visit the local church and ask questions about Christian belief, and understand that it is a diverse faith.*  **Assessment 1 - Diversity** | | | **Rites of passage**  **How does religion influence the way rites of passage are marked?**  Rites of passage, influence.  With a focus on how religion affects the lives of religious believers. We explore key events in religious believers’ life, pupils are encouraged to explore their place and importance in today’s society, this evaluation leads them into an extend piece of writing, that they will be assessed on.  We explore Brit Milah, marriage, festivals, and pilgrimage.  **Assessment 2 – Rites of passage** | | **Inspirational people**  **How do people inspire others, and how does religion impact on a person’s actions?**  **Inspire, influence**  We examine the idea of ‘inspiration.’ We examine a number of religious and non-religious people, including the Prophet Muhammad, Malala Yousufzai, Stephen Hawking and Guru Nanak.  We explore how they inspire others, and how their theism, or atheism influences their life approaches.  **Assessment 3 – Inspirational people** | | | **Is there a life after death?**  **Why don’t Hindus want to be reincarnated and what do they do about it? (Samsara, moksha, Brahman, atman, karma, dhamma, sangha)**  Heaven, hell, reincarnation, influence  In Year 8 we go through a journey looking at religious identities. We look at how a range of religious people celebrate births and marriages. We now look at the religious practices of those religions for when a person dies.  We look at the three Abrahamic religions and their teachings on like after death. Drawing similarities and differences together as we go. We then look at Hinduism to offer a contrast to the other religions studied.  Students are asked to share their own ideas about personal beliefs, and it gives them an extremely valuable opportunity to hear what others think and ask questions. Every human being is affected by loss and bereavement at some point, this topic allows **students to ask questions.**  **Assessment 4 – life after death** | | | **Leaders**  **Does the world need Prophets today?**  **Prophets, influence.**  This unit looks at the key events in the lives of Abraham and Moses and how these events developed and shaped the religion of Judaism.  We work chronologically through key events in the life of the two founders, we explore the way Abrahams belief in one God was a challenge to thought at the time. Learning about God testing Abraham through the sacrifice of Isaac,  We will then study the life of Moses – including the 10 plagues and exodus. We explore how Moses influences Jewish life today by studying the festival of Pesach as well as reflecting on the relevance of the 10 commandments in society today.  **Assessment 5 – Abraham and Moses** | **Prejudice and discrimination**  **How should believers challenge prejudice and discrimination?**  **Moral, discrimination, influence.**  We move to look at the moral and social problem of prejudice and discrimination.  Students are becoming more acutely aware of the difference in acceptable conduct in the world around them. We bring to explore what and why people have prejudices and how people can be discriminated. All in the context of how religion influences peoples reaction to these ideas  We start the unit by discussing key terms including stereotype, prejudice and discrimination, and thinking about why and how discrimination happens. We then continue by looking at specific areas of discrimination: Gender equality, anti-Semitism and Islamophobia. During the `unit we relate to religious beliefs and teachings.  **Assessment 6 – Prejudice and discrimination** | | |
| **Yr 9** | | **Religious landscape in Britain**  **What difference does it make to be non-religious in Britain today?**  **Census, Non-religious**  Pupils have the knowledge of religion and its influence, and we take them further to contextualise British society.  We will explore Census data, academic research, those that are spiritual but not religions, and how the association with religion has changed over time.  Pupils will explore non religious belief, the terminology around it and human nature rto celebrate mile stones  **Assessment 1: Religious Landscape in Britian** | | | **Growing religions**  **What is good and what is challenging about being a Muslim in Britian today?**  **Islamophobia, Islam, influence**  Having explored the changing nature of religion, and the growth of Islam, we will have a brief introduction to Islam. We will examine ‘What is British Islam’ and look at Islam in Shropshire.  We will examine the way that Islamic practices help and hinder Muslim teenagers today, and how they may tackle Islamophobia.  **Assessment 2: Islam introduction** | | **Religion and life**  **Good, bad, right, wrong, how do I decide?**  **Morals, influence**  After having thought about the changing landscape of religion, and the way religion impacts upon a Muslims life, we build upon our knowledge of morality, taking it further looking at absolute and relative morality, where people get their morals from.  Pupils will explore where Christians, Muslims, Sikhs and non-religious moral principles come from.  **Assessment 3: Good and bad** | | | **Suffering**  **Why is there suffering? Are there any good solutions?**  **Suffering, theodicies**  Questions of morality and sin explored in the last half term, questions of suffering in relation to God, human life and life after death are raised.  Pupils will explore different types of suffering: emotional, physical, existential, and how suffering differs around the world. Comparing absolute and relative porty. We examine accounts of suffering from Biblical accounts, and examine philosophical approaches to how God allows suffering.  **Assessment 4: Suffering** | | | **Life after death**  **How far does it make a difference if you believe in life after death?**  **Heaven and Hell, influence**  Three years into RE, thinking about the influence of religion on believers’ lives, the place of suffering and good and evil. Pupils will examine why people believe in life after death.  They will reflect and challenge themselves to thing about the persistence of belief in life after death and why it is so enduring.  We will look at Charities such as Christian aid, Islamic and humanist ideas around life after death.  **Assessment 5: Life after death** | **Spirited arts**  **How can people express the spiritual through the arts?**  We will examine ways people express spirituality through art.  This will allow them to continue to see religion coming to life.  **Spirituality, art, influence**   * All students will have the opportunity to create a piece of art (painting, drawing, sketching, etc) * Poetry * Photography * Dance * Music * Drama * Sculpture   Entries will provide a good response to one of the 5 themes provided each year, and judges will be asking 'Is it original?' 'Is it well-crafted?' And (most importantly!) 'Is it excellent RE?' Take a look on the NATRE website if you are interested!  **Assessment 6 end of year exam.** | | |
| **Yr 10** | | **Christian beliefs**  This topic explores the Christian nature of God. We explore the principal areas of belief for pupils to understand the basis of faith before application to practices and themes.  Key concepts and ideas are the oneness of God and the Trinity, beliefs about creation, the incarnation, crucifixion, resurrection and ascension, resurrection and life after death. Heaven and Hell, sinand salvation and the role of Christ in salvation.  *Pupils will have the opportunity to speak to a Vicar.*  *There will also be the opportunity to visit a mosque.*  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Christian beliefs.**  **Assessment 2 – Christian beliefs** | | | **Christian Practices**  Students will apply knowledge from Christian beliefs to examine Christian practices.  Exploring Worship, prayer, the Sacraments of baptism, and Holy communion.  Pilgrimage, festivals, the role of the church in the local community. The place of mission and evangelism, Church growth, the importance of the worldwide church, Christian persecutionand the Church’s response to persecution.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Christian Practices.**  **Assessment 2 – Christian Practices** | | **Theme A – Relationships and families**  This topic explores various human relationships, and religious responses to it. We focus in on the divergent views within Christianity.  Christian teachings about human sexuality. Sexual relationships before and outside of marriage. Contraception and family planning, marriage, divorce and remarriage. The Nature and purpose of families.Religious attitudes to gender equality.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.**  **Assessment 2 – Full GCSE question on Topic** | | | **Islam beliefs,**  Pupils are weaker in their subject knowledge on Islam at this point. We do this as our first section of beliefs and practices in order that the students then have more time throughout y10 and y11 to complete interleaved RRR. This topic requires more hours than the other beliefs and practices sections, so we complete it early on in the year, so that we are no as time pressured.  It also ensures Students have a detailed knowledge of Islamic beliefs that enables them to more fully explore the themes. Many of the key terms in this topic are complex and therefore pupils need time and interleaving to enable them to learn and use them confidently in order to access the questions.  Pupils will answer a full question in their final examination that will cover all of the Islamic beliefs section. We therefore teach in depth on all areas, in order to put pupils in a strong position to enter their examination.  We begin looking at Tawhid, and then on to ideas around the supremacy of God. Ensuring pupils are aware of the place and importance of Allah to Muslim life. We then look at the key beliefs within Sunni and Shia Islam, this enables pupils to look at the differences in belief.  We explore key beliefs about life after death, and angels and then pupils are assessed, and given follow up work in order to address gaps in the topic so far.  Pupils then examine beliefs in Risalah and the Prophets. Where more detail is explored on Ibrahim and Muhammad, these prophets are more significant for the pupils understanding. Finally, pupils look at the place and importance of books within Islam, and how the Quran and Sunnah are used. Pupils finish the topic completing a full formal assessment.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.**  **Assessment 2 – Full GCSE question on Topic** | | | **Islam Practices**  Pupils have just completed the Christian practices topic, where they were able to explore some more familiar practices (as have been covered in KS3) We move on to Islamic practices, so that they have some grounding and familiarity in the types of questions and ideas they will face.  We examine the five pillars of Islam in detail. We begin with Shahadah as they key statement of faith, and explore Salat, Sawm, and Zakat. We look at the place and importance of Hajj, the meaning of Jihad. We explore Greater and lesser Eid, and Ashura.  Pupils are now at a level of maturity where they can fully understand the effect of belief on practices. Understanding the five pillars and festivals helps students to better understand beliefs.  Pupils will be made to answer a question on Islamic practices.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.**  **Assessment 2 – Full GCSE question on Topic** | **Islam Practices continued…** | | |
| **Yr 11** | **Theme B – Religion and Life**  We teach this topic first in year 10 as, it starts with the origins of the universe and the value of the world. Linearly this means that students can see we are starting at the beginning of Christian beliefs. Religion and life also introduce many key terms and information, for example the concerning the sanctity of life, which are frequently referred to moving forward.  After beliefs about creation, we move onto the environment and the use and abuse of animals. Moving on to this secondly means that students can use beliefs rom Genesis and start to apply them to animals and the environment. Their knowledge will be gradually built on.  We then move on to Abortion and Euthanasia, again students will have just learnt about the sanctity of life and will be able to better understand the different Christian denominational views on these subjects as a result.  We then end the unit on death and beliefs about the afterlife. This follows on constructively after Euthanasia as issues of the afterlife will naturally arise.  The overriding theme of the sanctity of life is paramount in this topic, drawing all of the sub-topics together.  Year 11 will have the opportunity to speak to an Imam and ask questions.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.**  **Assessment 2 – Full GCSE question on Topic of teachers choice – interleaved assessment** | | | **Theme D – Religion Peace and conflict**  The students will learn how beliefs can be used in moral dilemmas and issues associated with war and peace. Students have previously been taught about Christian and Islamic beliefs and how they practice their religion.  During the unit the students will first learn key terms and concepts connected with war and peace: Peace, justice, forgiveness and reconciliation. These concepts are interwoven into the entire unit and will be reviewed, and knowledge added to regularly.  They will also learn about reasons for war, where possible case studies are used to put beliefs into context. For example, was the invasion of Afghanistan as retaliation a suitable reason for Christians to go to war? The use of nuclear and other weapons of mass destruction are studied and whether their use can ever be justified. We explore the Just war theory, holy war and pacifism as an alternative to conflict. The work of present-day religious organisations and also the work of individuals influenced by their religious beliefs are studied within this unit.  Pupils will speak to at least two different denominations within Christianity.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on Topic.**  **Assessment 2 – Full GCSE question on Topic** | | **Theme E – Human Rights and social justice**  The students will learn how beliefs can be used in moral dilemmas and issues associated with Human Rights and Social justice. Students have previously been taught about Christian and Islamic beliefs and how they practice their religion. They have also examined other themes.  During the unit the students will first learn what social justice is. They will recap and relearn what human rights are, and how they are violated. We examine religious freedom alongside prejudice and discrimination. We examine the use of wealth, causes of poverty, exploitation of the poor and giving money to the poor.  **Assessment 1 (after approx. 6-8 lessons)– Full GCSE question on interleaved Topic.**  **Assessment 2 – Full GCSE question on Topic** | | | **Finish off themes and begin revision.** | | | **Revision**  **Practice questions and/or papers** | | | **Exams** | |

**Impact:** At KS3 progress is measured through pathways that make broad links to GCSE numerical grades. At KS4 progress is measured through regular GSCE exam questions, and GCSE achievement. Students complete end of unit assessments at the end of each half term, and KS4 complete assessments half way through a topic, and at the end of a topic. The assessment structure allows foundation knowledge, understanding and evaluative skills to be assessed. The outcomes of these measures will be used to inform teaching and RRR activities, with the aim of supporting students’ progress. The regular interleaved RRR tasks will consider the attainment and gaps in knowledge of the pupils. Levels of engagement with Religious Education will be measured by numbers of students choosing to continue studying Religious Studies at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in Religious Studies to engage with the wider school community in student leadership positions, demonstrating that they understand their role and responsibility within their community and are becoming empathetic and confident individuals, with a clear understanding of the influence of Religion in our community, society, and wider world. Pupils will deploy their skills to understand, interpret and evaluate beliefs and traditions that they come across in society.