

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future					
Faculty Intent	?					
Subject Intent	“For all students to engage with the deep meaning that individuals and groups make of their experiences and appreciate how this helps give purpose to their lives”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	What is knowledge? Can we prove God exists?	The history of religion-	Introduction to Christianity	Introduction to Buddhism	Community and identity	Spirited arts Art/ music • Spirituality
Key Content	Where did it all begin? • Origins of the universe • Existence of God Religious figures • Jesus • Buddha • Muhamma	What are the fundamental principles of the main religions in the world? Introduction to • Christianity • Islam • Judaism • Hinduism • Buddhism • Sikhism	• History • Key teachings • Key beliefs and practices • Impact of religious faith on believers	• History • Key teachings • Key beliefs and practices • Impact of religious faith on believers	How can you express your beliefs? • Religious Buildings • Religious Rituals • Expression of religiosity • Know how the faithful can get closer to God by participating in Religious Rituals. Know how the faithful can express their spirituality in Prayer, meditation, study and worship To include local context. Trip to local places of worship Focus on Sikhism	• Know how the faithful have expressed their beliefs in religious architecture. Spirited Arts competition.
Intent						

How does this link to your intent?	Introduces the importance of the subject.	Allows pupils to explore key people and themes linked to the main religions	How religion can impact people's lives. Indepth study on the impact of religious faith.	How religion can impact people's lives. Indepth study on the impact of religious faith. Comparison task (build to GCSE)	Allows pupils to explore faith in action and how people practice their belief.	Allows pupils to explore spirituality and reflection on who they are/beliefs and the impact etc.
Sequencing						
Why this and why now?	Introduction to the study of RS as an academic study	Continuation of the history of religion introducing key concepts	Christianity is the first religion to be explored- an introduction of key concepts to support learning in future years.	Buddhism is the comparative religion for GCSE- beginning to embed key content	Introduce how religion is practiced and the importance of worship. Building on from prior religious teaching_ Christianity& Buddhism	Linked to national spirited arts competition. Allows pupils to see RE in a creative way
National Curriculum Audit						
Key concepts / Vocabulary						
12 or less	• Belief • Theory • “omni” • Existence • Origins • Faith • Creation • Evidence • Theist • Agnostic • Atheist	• History • Impact • Leadership • Follower • Progression • Believer • Teacher •	• Trinity • Ascension • Resurrection • Incarnation • Holy Spirit • Agape • Salvation	• Enlightenment • Karma • Ascetic • Metta • Karuna • Four Noble Truths • Suffering •	• Gurdwara • Duty • 5K's • Guru • Khalsa • Langar • Seva • • •	• Spirituality • Faith/belief • Expression • Soul • Interpretation • Humility • Sacred

Learning Outside the Classroom / Cultural Capital						
Opportunities			Visit to the local church			Revisit to local church to look at stained glass windows and art
Homework						
Description	Research task of religious/non-religious point of view.		Research of another place of worship for comparison	Key concepts of Buddhism quiz		Independent project linked to Spirited Arts competition.
Assessment						
Type	Base line assessment	End of unit topic	End of topic unit	End of unit topic	End of unit topic	End of year assessment
Why this style of assessment and why now?	To gauge prior learning at the beginning of the year	To begin to track progress/ highlight gaps/areas of concern	Consolidation of learning and tracking	Comparative assessment of Christianity & Buddhism-embedding of key skills	Consolidation of learning and tracking	To assess learning and achievement across the year.

Year 8

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	Term 1		Term 2		Term 3	

	1	2	3	4	5	6
Topic Name Key Content	What does it mean to be non-religious? Is there a place for religion in the world today? <i>Humanism/Atheism/agnosticism</i>	Good, bad, right wrong how do I decide? <i>Islam/Christianity/Humanism/</i>	Difficult choices • What are Miracles? • Looking At Christian Miracles • Greek myths / legends • Moral dilemmas • Right & Wrong • The Lesser of 2 Evils Choice	An introduction to comparative religion:	Why do we suffer? <i>Christianity/Buddhism/Sikhism</i>	Why do we suffer? <i>Christianity/Buddhism/Sikhism</i>
Intent						
How does this link to your intent?	To provide a broad and balanced curriculum	To build on other perspectives in relation to the debate of religion/religious belief	Beginning of the ethics and morality unit. Allows pupils to explore their own views in relation to ethical topics	Beginning of the ethics and morality unit. Allows pupils to explore their own views in relation to ethical topics	Beginning of the ethics and morality unit. Allows pupils to explore their own views in relation to ethical topics	Beginning of the ethics and morality unit. Allows pupils to explore their own views in relation to ethical topics
Sequencing						

Why this and why now?	To provide a contrast- allows pupils to explore their own views	Building on the comparative/ exploring an alternative point of view	Applying different perspectives to the key concepts of RE	Applying different perspectives to the key concepts of RE	Applying different perspectives to the key concepts of RE	Applying different perspectives to the key concepts of RE
National Curriculum Audit						
Key concepts / Vocabulary						
• 12 or less	• atheism • agnosticism • humanism • hedonism • eudemonia • theist • •	• moral • Immoral • karma • Upbringing • secular • Non-secular • •	• Utilitarian • Dilemma • Resolution • Morality • Ethics • • •	• Comparative • Origin • Compare • Contrast • Challenge • Theory • Belief	• Buddhism • Karma • Enlightenment • Suffering • Judgement • Heaven • Hell • Punishment • Nature vs nurture	• Buddhism • Karma • Enlightenment • Suffering • Judgement • Heaven • Hell • Punishment • Nature vs nurture
Learning Outside the Classroom /						

Cultural Capital						
Opportunities			Meeting with Padre. Q&A opportunity			
Homework						
Description	Research task	quiz	Research task	quiz	Research task	Project
Assessment						
Type	NA initial assessment	End of unit	End of unit	End of unit	NA	End of unit assessment
Why this style of assessment and why now?	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	NA	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future
Faculty Intent	?

Subject Intent	“For all students to engage with the deep meaning that individuals and groups make of their experiences and appreciate how this helps give purpose to their lives”					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name Key Content	Love & Compassion Marriage • The Raising of Children in the faith • Family Rituals • The Problem of and divorce • Contraception	Religion and Human Rights • Human rights • Human rights and social justice • Conflict and personal conviction • Prejudice and discrimination • Wealth and poverty	Can you make a difference? • World Issues • Pollution • Extinction • Deforestation/Loss of habitat • Animal Rights • Conservation & Stewardship	Reflection Can you make a difference? • War & conflict • Pacifism • Just War Theory • Nuclear War • Geneva Convention • Charity Work	Reflection Can you make a difference? • War & conflict • Pacifism • Just War Theory • Nuclear War • Geneva Convention • Charity Work	Introduction to GCSE RE (years 10& 11)
Intent						
How does this link to your intent?	Allows pupils to explore ethical topics that impact their lives. Allows the opportunity to explore and challenge different perspectives. Comparison and reflection opportunities.	Allows pupils to explore ethical topics that impact their lives. Allows the opportunity to explore and challenge different perspectives. Comparison and reflection opportunities.	Allows pupils to explore ethical topics that impact their lives. Allows the opportunity to explore and challenge different perspectives. Comparison and reflection opportunities.	Allows pupils to explore ethical topics that impact their lives. Allows the opportunity to explore and challenge different perspectives. Comparison and reflection opportunities.	Allows pupils to explore ethical topics that impact their lives. Allows the opportunity to explore and challenge different perspectives. Comparison and reflection opportunities.	Beginning of the academic approach of RE. Introduction of key skills to support success and progress.
Sequencing						

Why this and why now?	Introduction to themes.	Allows pupils to apply religious knowledge and comparison to key themes	Allows pupils to apply religious knowledge and comparison to key themes	Allows pupils to apply religious knowledge and comparison to key themes	Allows pupils to apply religious knowledge and comparison to key themes	Introduce key concepts of GCSE provision for yr 10 & yr11.
National Curriculum Audit						
						Visit to the church/place of worship
Key concepts / Vocabulary						
12 or less	• Love • Marriage • Divorce • Cohabitation • Moral • Promiscuous • Chastity • Role • Annulment • Denomination • Procreation • Fidelity	• Human rights • Discrimination • Equality • Social justice • Dignity • Agape • Zakah • Conflict • Marginalised	• Environment • stewardship • Rights • Responsibilities • Sacred • Divinity • Protection • Compassion • Dominion • Natural resources • Sanctity of life	• Just war • Pacifism Just war • Pacifism • Conflict • Reconciliation • Peace • Conscientious Objector • WMD • Justice • Forgiveness	• Conflict • Reconciliation • Peace • Conscientious Objector • WMD • Justice • Forgiveness	• Conflict • Practice • Belief • Faith • Practice • Impact • Comparative • Reflective
Learning Outside the Classroom / Cultural Capital						
Opportunities						

Homework						
Description	Quiz/revision key words	Research task	Quiz	Research task	Quiz	Research linked to project
Assessment						
Type	End of unit		End of unit		End of unit	Project assessment
Why this style of assessment and why now?	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	Mix of short and long questions. To assess progress and knowledge. Support tracking of pupils including LA & G&T	End of KS3 assessment- presentation of a topic/theme of their choice.