

Timeline	Topic	Key concepts and knowledge	Skills development	Rationale
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital) <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education) <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
<p>12 lessons</p>	<p>What is the best guidance for life that Muslims have?</p>	<p><u>Understanding</u> = beliefs about Allah including tawhid and the 99 names; basic concepts within Islam; life and importance of Muhammad as the final prophet; the Night of Power; origin, importance and use of the Qur’an; the Six Articles of Faith; worship through shahadah, salah, zakat, sawm and hajj; the mosque; views on jihad; how Muslims live in Britain today; how revelation is applied to life and religious practice <u>Practising</u> = developing empathy and tolerance of others; seeing beyond stereotypes; examining how to live a good life <u>Contributing</u> = promoting a positive attitude towards others; reflecting on leadership and improving the lives of others; critical reflection on stereotypes; discerning ‘truth’ from ‘fake news’</p>	<p><u>Understanding</u> = explaining, comparing, contrasting and evaluating Muslim beliefs and practices; use of evidence (scripture); evaluating stereotypes and misconceptions <u>Practising</u> = learning tolerance and respect for others; interpreting values and applying these to modern life <u>Contributing</u> = challenging the stereotypes and misconceptions of others; engaging in critical thought with regards to the media’s portrayal of Islam; reading/writing skills; listening and debating; learning how to discern the truth and deal with ‘fake news’</p>	<p>Most primary schools do basic Islam – we build on this and address misconceptions</p> <p>Building on concepts of community and monotheism within Abrahamic faiths in year 7</p> <p>Agreed Syllabus – ‘Where can we find guidance?’ focus of year 8, through study of an Abrahamic faith other than Christianity</p> <p>Necessary in order to dispel harmful stereotypes and misinformation.</p> <p>Provides important background to looking at values in Islam in year 9</p>

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital) <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education) <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
9 lessons	Was Jesus a human being or divine revelation?	<p><u>Understanding</u> = key facts about life of Jesus; Biblical evidence that Jesus was human and divine; examples of Jesus’ miracles; the story of Jesus and Lazarus; Jesus’ I AM statements; the historical reputation of Jesus; how and why these different beliefs and claims about Jesus are important to Christians today; the nature of God and humanity; how Jesus guides Christians in life <u>Practising</u> = definitions and essential characteristics of a human being and how these relate to what a ‘good’ person is; what it means to be human; how to receive guidance and respond to role models <u>Contributing</u> = use of evidence to support and oppose claims; what good guidance is like</p>	<p><u>Understanding</u> = source (scripture) interpretation; explaining, comparing and contrasting beliefs and ideas describing and defining philosophical terms; evaluating viewpoints; justifying conclusions <u>Practising</u> = reflection on what it means to be human, including self-reflection; debating what a ‘good human’ would be ; developing empathy <u>Contributing</u> = debating and discussion; justification and evaluation of views; use of evidence to support ideas and evaluation of that evidence; being a good friend, leader, role model; reading/writing skills; listening and debating; interpretation of scripture; analysis of the value of competing sources</p>	<p>Building on understanding of Christianity from year 7 Philosophical exploration is good preparation for philosophical and ethical topics in years 9 and 10 Practising source interpretation and evaluation skills, which continue to be built on Agreed Syllabus – ‘Where can we find guidance?’ focus of year 8, through study of Christianity Preparation for looking in depth at key Christian beliefs in year 10</p>

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital) <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education) <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
9 lessons	How are Hindus guided towards the ultimate reality?	<p><u>Understanding</u> = what ‘ultimate reality’ means; how people can learn about fundamental truths; concept of Brahman (ultimate reality); ishta devata; deities as manifestations/representations of Brahman; teachings about atman, samsara, reincarnation, karma and moksha; worship (puja) at home and in the mandir; festivals; beliefs about society (varnas, castes); expressing spirituality through mandalas and meditation; creation stories and their influence on behaviour</p> <p><u>Practising</u> = how spirituality can be expressed through mandalas and meditation; non-religious expressions of spirituality based on Hindu practices; the paradox of discussing and believing in an ultimately inaccessible truth</p> <p><u>Contributing</u> = contrasting ideas about the truth and how to assess/evaluate these in light of belief and practice</p>	<p><u>Understanding</u> = explaining and exemplifying abstract concepts; evaluating and justifying claims to truth; making connections between beliefs and practices; using scripture to analyse beliefs and practices</p> <p><u>Practising</u> = listening and respecting contrasting views; self-reflection on personal beliefs and ideas about spirituality and how to express this; tolerance and respect of different views and practices</p> <p><u>Contributing</u> = debating, discussing and justifying views; independent thought and application of ideas; creating tangible illustrations to explain abstract ideas and concepts; reading/writing skills; listening and debating</p>	<p>Building on some dhammic concepts learnt in the Sikhism topic (year 7)</p> <p>Contrasting concept of ultimate reality to Christianity and other Abrahamic faiths</p> <p>Philosophical exploration is good preparation for philosophical and ethical topics in years 9 and 10</p> <p>Practising comparing, contrasting and evaluation, which will be built on as we look at values in year 9 and contemporary issues in year 10</p> <p>Agreed Syllabus – ‘Where can we find guidance’ focus of year 8, through study of a religion other than Christianity</p> <p>Pre-introducing some dhammic concepts that are in Buddhism topic in year 11</p>