

Year 7						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Topic: <b>Why we study RE?</b> Key Question: Why is RE important?	Topic: <b>Judaism</b> (SACRE reference C. Judaism Content overview) Key Question: Where do monotheistic beliefs come from?	Topic: <b>Christianity</b> (SACRE reference C/Christianity content overview) Key Question: What are key beliefs of Christianity and how do Christians differ in the practice of their faith?	Topic: <b>Holy Week</b> Key Question: What are the key events of Jesus' last week on earth?	Topic: <b>Islam</b> Key Question: What are the key beliefs and practices of Islam and how do they link to other monotheistic faiths?	
<b>Knowledge and skills (Content)</b>	<b>Lessons and key questions:</b> 1. What is RE? 2. Why do we study RE?	<b>Lessons and Key questions:</b> 1.Who are the Jews? 2.Abraham 3.Moses 4.Ten commandments 5. Seder meal/Passover 6. The Synagogue 7.Kosher food 8.Bar/Bat Mitzvah 9. Assessment - Test  <b>Disciplinary knowledge:</b> To make links between religion and human experience and recognise similarities and differences between different faiths. (SACRE reference B)	<b>Lesson and key questions:</b> 1.What is the Trinity? 2.Who was Jesus 3. The parables of Jesus 4.The features of the Church 5.Denominations of Christianity 6.The Bible 7.Baptism 8. A day in the life of vicar - meet the vicar 9. Assessment - Test  <b>Disciplinary knowledge:</b> To investigate a range of a range of Christian beliefs and practices and ask relevant questions. To reflect on how teachings can affect their own relationships and ideals (SACRE reference B)	<b>Lesson and key questions:</b> 1. What is holy week? 2. Palm Sunday 3.The last supper 4.The crucifixion 5.The resurrection 6.The Ascension 7. Pentecost 8. How is Easter celebrated?	<b>Lesson and key questions:</b> 1.What is Islam? 2.Muhammad 3.Allah 4. The 5 pillars of Islam 6.The holy Quran 7. Ramadan 8.Hajj 9.Islamic Festivals  <b>Disciplinary knowledge:</b> To distinguish the key features of different faiths and recognise similarities and differences between the religion of Islam and Judaism and Christianity.	
<b>Assessment</b>	Knowledge check questions completed in the lesson.	Key homework - Moses Newspaper, research a Jewish festival quizzes. End of unit assessment on Judaism.	Key homework's - Research Project- Research a church denomination. Knowledge check quizzes and end of unit assessment on Christianity	Key homework - Write a Disciples diary and complete a knowledge quiz.	SAS assessment. Key homework - Hajj diary and knowledge check quizzes.	
<b>Cross Curricular Links</b>	Links to Geography and History of how society has changed and the impact this has had on religion and belief throughout different cultures and civilizations.	Links to year 7 units of Christianity and Islam, the connection between the Abrahamic faiths. Links to Y7 History lesson on the importance of Jerusalem (Crusades unit).	Links to GCSE Christianity unit where students study in depth the core Christian beliefs and practices. KS3 History - provides contextual knowledge for lesson on the Reformation in Y8.	Links to GCSE Christianity Unit where students study festivals such as Easter.	Links to GCSE component 3 Islam. Prepares students will a core understanding of Islam. Links to Y7 History unit on the Crusades.	
<b>SMSC, British Values, Cultural Capital</b>	The students develop an understanding of the core principles of studying RE. How the subject promotes their own SMSC and supports them to contribute to society in a positive	Understanding how Judaism demonstrates key practices of belonging, traditions, community, faith. Moral discussions about practice of the faith - ten commandments -	Understanding of how Christianity has developed in Britain and spread across the world. How the faith is made up of a variety of denominations and practices. Key principles of belonging and	Understanding how key festivals such as Easter are celebrated in Great Britain, the impact of this festival on our culture and heritage. Questions around spirituality and belief.	Understand how different cultures and beliefs are connected and influenced each other. Understand the practices within the faith and how expression of faith links to themes of belonging and spirituality.	

	way.	how they relate to our laws.	morality through the teachings of Jesus and the faith.		
<b>CEIAG</b>	The first lesson of this unit introduces why it is important to study RE.  Displays around the RE area on the benefits/uses of studying RE	Displays around the Humanities area on the benefits/uses of studying RE.	Displays around the Humanities area on the benefits/uses of studying RE.	Displays around the Humanities area on the benefits/uses of studying RE.	Displays around the Humanities area on the benefits/uses of studying RE.
<b>Learning outside the classroom</b>			Gideon's Bible - Workshop on how the Bible is used		
<b>Additional Subject Specific Information</b>					

Year 8						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	<b>Prejudice and Discrimination</b> Key question: How do we solve the issue of prejudice and discrimination.	<b>War and Peace</b> Key question: Is it ever right to use conflict?		<b>Beliefs life after death</b> Key question: Does a belief in life after death give more meaning to life?	<b>Community and faith in Action</b> Key question: How can we make an impact in our local and wider communities?	
<b>Knowledge and skills (Content)</b>	<p><b>Lessons and Key questions:</b></p> <ol style="list-style-type: none"> <li>1. What is prejudice, discrimination and stereotyping? What are the causes of it?</li> <li>2. Gandhi - His life and beliefs</li> <li>3. Gandhi - Fight for equality</li> <li>4. Gandhi - His legacy</li> <li>5. Martin Luther King - His life and beliefs</li> <li>6. Martin Luther King - His achievements</li> <li>7. Does racism still exist?</li> <li>8. Assessment - Test</li> </ol> <p><b>Disciplinary knowledge:</b> To understand what is prejudice, discrimination and racism. To understand the work of key religious figures, past and present, who have challenged prejudice and discrimination</p>	<p><b>Lessons and Key questions:</b></p> <ol style="list-style-type: none"> <li>1. Why War?</li> <li>2. Is it ever right to fight?</li> <li>3. Simon Wiesenthal and the Holocaust</li> <li>4. Pacifism</li> <li>5. Northern Ireland Conflict</li> <li>6. Buddhism and War</li> <li>7. Islam and war</li> <li>8. Palestine and Israel conflict</li> <li>9. Assessment - Test</li> </ol> <p><b>Disciplinary knowledge:</b> To understand why people/countries go to war, understand religious arguments for and against war. The concept of peace and discuss the rights and wrongs of war.</p>	<p><b>Lessons and Key questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do some people believe in life after death?</li> <li>2. Cultural, social and religious attitudes towards death.</li> <li>3. Non-religious attitudes towards death and the afterlife</li> <li>4. Christianity and the afterlife</li> <li>5. Islam and the afterlife</li> <li>6. Sikhism and the afterlife</li> <li>7. Buddhism and the afterlife</li> <li>8. Hinduism and the afterlife</li> <li>9. Assessment - Test</li> </ol> <p><b>Disciplinary knowledge:</b> To understand different reflections on the meaning of life and death. To understand the different reasons why people believe in the afterlife and those who do not. To develop understanding of different religious views on the afterlife.</p>	<p><b>Lessons and Key questions:</b></p> <ol style="list-style-type: none"> <li>1. Why are we here and what is faith?</li> <li>2. Sharing - Soup stone</li> <li>3. Pay it forward - Jesus and the good Samaritan</li> <li>4. Sikhism and the langar</li> <li>5. Charity - Tearfund and Christian Aid</li> </ol> <p><b>Disciplinary knowledge:</b> To understand the role religion plays in our local and wider communities. To reflect what faith is and how it is expressed. To reflect on how we can impact our local and wider communities, looking at the role of charity.</p>		
<b>Assessment</b>	End of unit assessment, key homework's including research project, quizzes and essay questions	End of unit assessment, key homework's including Nazi Hunter poster, quizzes and essay questions	End of unit assessment, key homework's, quizzes and essay questions.	Key homeworks, quizzes, and essay questions. SACRE project.		
<b>Cross Curricular Links</b>	Provides contextual knowledge for KS4 History units on the US Civil Rights Movement (USA 1920-70 unit) and the role of Gandhi in Indian independence (Migration and Empires unit)	Links to History Y9 unit on the Holocaust. Links to Geography unit on Palestine and Israel				
<b>SMSC, British Values, Cultural Capital</b>	Students will understand issues of race, discrimination of the past and present. They will discuss the impact of racism in society, what actions have been done to prevent it and why there are still issues in society today.	Opportunity to explore different religious beliefs and attitudes towards war. Discuss the morality of going to war. Understand the importance of democracy and governance and their role in war.	Spiritual development through discussions of death and the afterlife. Cultural development through exploration of a range of religious beliefs and rituals around death and the afterlife.	Social, moral and cultural development of the role of religion in local, national and global communities and its impact.		



<b>CEIAG</b>						
<b>Learning outside the classroom</b>	Students will research the impact of one person who has challenged prejudice and discrimination.				Students will have the opportunity to take part in the SACRE spirited arts competition and reflect some of the themes they have focused on throughout the year. Students will also have the opportunity to take part in a charitable act outside school.	
<b>Additional Subject Specific Information</b>						

Year 9						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	<b>Sanctity of life</b> Key question: When does a life begin and when should it end? Whose life is?	<b>Science and Religion</b> Key Question: What are the benefits and negatives of Scientific developments on society?	<b>Holocaust</b> Key question: Does persecution still happen, how do we challenge it and what has society learnt from the Holocaust?	<b>Introduction to Philosophy and Ethics</b> Key question:	<b>GCSE Relationships Unit - Component 1</b> Key question:	
<b>Knowledge and skills (Content)</b>	<p><b>Lessons and key questions:</b></p> <ol style="list-style-type: none"> <li>1. Is life sacred?</li> <li>2. What is abortion?</li> <li>3. Religious and non-religious arguments for and against abortion</li> <li>4. Is Euthanasia ever right?</li> <li>5. Do people have the right to take their own life?</li> <li>6. Is capital punishment ever right?</li> <li>7. What might it be like to grow old.</li> <li>8. Assessment - end of unit test</li> </ol> <p><b>Disciplinary knowledge:</b> To understand the importance of life for many religious believers, its value and when it begins and when it ends. To develop arguments on moral and ethical topics based on the sanctity of life.</p>	<p><b>Lessons and key questions:</b></p> <ol style="list-style-type: none"> <li>1. Does Science make people play God?</li> <li>2. Organ transplantation</li> <li>3. Religion and Cloning</li> <li>4. IVF</li> <li>5. GM</li> <li>6. Animal experimentation</li> <li>7. Religious and non-religious views on animal experimentation</li> <li>8. Assessment - end of unit test.</li> </ol> <p><b>Disciplinary knowledge:</b> To develop their understanding of the sanctity of life further by evaluating and discussing many ethical issues around the development of science and medicine. To understand religious attitudes towards these topics.</p>	<p><b>Lessons and key questions:</b></p> <ol style="list-style-type: none"> <li>1. What was the Holocaust?</li> <li>2. Anne Frank</li> <li>3. Anti-Semitism</li> <li>4. Persecution today - Hotel Rwanda</li> </ol> <p><b>Disciplinary knowledge:</b> To develop students' understanding of the Holocaust is and why we remember it. To develop an understanding of how human rights were violated and how people are still persecuted today based on religious beliefs, race, gender etc.</p>	<p><b>Lessons and key questions:</b></p> <ol style="list-style-type: none"> <li>1. Introduction and how did Plato think we can know the truth?</li> <li>2. Is God the first cause of everything?</li> <li>3. The Design Argument</li> <li>4. Ethics and the runaway train</li> <li>5. Ethics - Is there such as a thing as an evil person?</li> </ol> <p><b>Disciplinary knowledge:</b> An introduction to Philosophical and Ethical questions. To develop an understanding of a wide range of beliefs around "big questions" and ancient and modern Philosophical thinkers. This includes religious and secular views.</p>	<p><b>Lessons and Key questions:</b></p> <ol style="list-style-type: none"> <li>1. Family and the roles within family</li> <li>2. Cohabitation and sexual relationships</li> <li>3. contraception</li> <li>4. same sex relationships</li> <li>5. Adultery</li> <li>6. Marriage</li> <li>7. Divorce, Annulment and remarriage</li> <li>8. Issues of equality - gender prejudice and discrimination</li> <li>9. Assessment - SAS exam</li> </ol> <p><b>Disciplinary knowledge:</b> We start teaching the GCSE course in the last term of Y9 but to all students. This is due to the significant increase in content on the new GCSE and this provides sufficient time for students to complete the course and undertake revision. The course content supports the local agreed syllabus for key stage 3 such as the distinctive features of a Muslim family and sexual relationships within marriage.</p>	
<b>Assessment</b>	End of unit assessment, evaluation essays in completed in class and for homework	End of unit assessment, evaluation essays in completed in class and for homework	Evaluation essays and questions completed in class and for homework.	Evaluation essays and questions completed in class and for homework. Knowledge check questions.	Evaluation essays and questions completed in class and for homework. Knowledge check questions. SAS exam at the end of year 9.	
<b>Cross Curricular Links</b>	Links to Science, development of human life for abortion topic. Links Geography, questions around the issues of an ageing population.	Links to science, how cloning happens, the development and procedure involved in fertility treatments.	This unit is taught at the same time as the Y9 History unit on the Holocaust and coincides with Holocaust Memorial Day.		Links to Sociology when discussing themes of roles on families (Patriarch and matriarch) . Links to science when discussing contraception and conception of life.	
<b>SMSC, British Values, Cultural Capital</b>	Students will question the value of life at different stages (birth to death). Questions around the role and responsibility of society for their elders and family. Question of when a life begins.	Students will discuss the morality of Science and its developments throughout society. The potential dangers and benefits for humans. They will discuss the conflict that can often be presented for some religions by some scientific procedures.	Students will discuss the moral issue of the abuse of human rights during world war two, what has humanity learnt from it and how do we challenge and deal with human rights abuses since the Holocaust.	Students will develop their spiritual understanding of God, image of God and the world and humanity. They will develop their moral values by using philosophical arguments and religious sources to answer ultimate questions.	Students will develop their social and cultural understanding of how relationships and marriages are viewed in Islam and Christianity. The personal and social responsibility we all have in relationships. They will question themes of identity and belonging by looking at the roles of men and women across Islam and Christianity.	



CEIAG						
Learning outside the classroom						
Additional Subject Specific Information						