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| **P&E** | **YEAR 7** | **YEAR 8** | **YEAR 9** | **YEAR 10** | **YEAR 11** |
| **TERM 1** | **Science VS Religion** | **Criminal Justice System** | **Life of Jesus** | **Islam Beliefs** | **Religion Paper One recap** |
| **TERM 2** | **Religious Festivals** | **Life of Muhammad** | **Issues of Death** | **Islam Practices** | **Theme B Religion and life** |
| **TERM 3** | **Environment and Animals** | **Violence and War** | **Issues of Death** | **Theme D Religion, war and conflict** | **Theme A Relationships and families** |
| **TERM 4** | **Sikhism** | **Views on Afterlife** | **What is Ethics** | **Theme E Religion, crime and punishment** | **Paper two recap** |
| **TERM 5** | **Human Rights** | **Religious Persecution** | **Issues of Life** | **Christian Beliefs** | **Revision** |
| **TERM 6** | **Buddhism OR Citizenship** | **Intro to Philosophy** | **New Religious Movements** | **Christian Practices** | **Revision** |

P & E – YEARLY OVERVIEW – September 2024

**GCSE TOPICS – CHRISTIANITY BELIEFS/PRACTICES ISLAM BELIEFS/PRACTICES – THEMES A/B/D & E**

Our intent:

“Our intent is for RS to be accessible to students of any religious persuasion or none at all. Through the study of Christianity, Ethics and Philosophy student will gain an appreciation of complex and though provoking issues and be able to apply them to real life issues that are of historical and of current importance, enabling them to “Be More.”

Students are encouraged to engage in higher level thinking and form a dialogue between the secular and religious. The study of philosophy and the use of philosophical questioning addresses fundamental issues and beliefs and aids complex thinking rather than using empirical research to answer bigger questions that life holds.

Pupil will gain an appreciation of the diversity of a multi-cultural world and leave with a deep empathy and appreciation of people who hold viewpoints different to their own - deep life skills.”

YEAR 7 – 1X A WEEK

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX/CITIZEN | TERM SIX/RE |
| L1 | Creation Story | Introduction to Festivals | Introduction - Environment | Intro to Sikhism | Intro to Human Rights | Introduction –  Parliament & Democracy | Intro to Buddhism |
| L2 | Big Bang HL | Ramadan & Eid  HL PROJECT | Dominion & Stewardship | Guru Nanak | Religion and Human Rights | Rights and Responsibilities | Story of Buddha |
| L3 | Cosmological Argument | Passover/Hanukkah | Animal Rights | Khalsa Story - HL | Pressure and Religious Protests - HL | Who enforces the Law | Eight fold path |
| L4 | Design Argument HL | Assessment (T1/T2) | Religious attitudes towards animals | 5K’s | Research project | Case Study | Reincarnation |
| L5 | Evolution | Diwali | Animal Testing - HL | Sikhism today – Documentary - HL | Research project | How Politics affect us | Documentary |
| L6 | Assessment/Peer Mark | Green Pen | Assessment/Peer Mark | Assessment | Presentation - Assessment | What is Parliament and what happens? | Assessment |

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| INTENT | IMPLEMENATION | IMPACT |
| Our year 7 curriculum intends to engage students onto a continuation of their 3 year core curriculum or 5 year optional journey. We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start. We aim to use knowledge tests, feedback, collaboration and deliberate practice to close gaps that our students have from ks2. We aim to monitor student’s subject specific vocabulary and to embed literacy into every lesson. We aim to build opportunities for extended writing into our units. We aim to enable our students to develop religious and secular beliefs. | We implement our year 7 curriculum through six units of work. Each unit has an overview, objectives and clear sequencing. These are stored in the shared area for all teachers to access. Each lesson aims to contain key vocabuary, deliberate practice and a I do, we do, you do task. All learning is checked through regular knowledge checks and end of topic/half term assesments/evaluations. | We measure the impact of our curriculum through feedback, evaluation and knowledge checks. Students are given time to explore religions and reflect on their personal progress.  Strategies used:   * Knowledge tests * Peer Marking * Live Marking * Book Checks * Assessments * Presentations * Home learning projects |

YEAR 8 – 1X A WEEK

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX |
| L1 | Intro to criminal justice system | Life of Muhammad | Violence & War | What is Death? | Religious persecution | Intro to Philosophy |
| L2 | Case study\* | Life of Muhammad | Terrorism & War | Christian Afterlife | KKK | Inconsistent Triad |
| L3 | Case study\* | Life of Muhammad | Religious views on War & Peace | Islam Afterlife | Christian Persecution | Religious views on Suffering |
| L4 | Religious attitudes to law breakers | Life of Muhammad | Just war theory | 12 Marker Analysis | Jewish Persecution | Freewill & Determinism |
| L5 | Does prison work | Assessment | Pacifism | Assessment | Islamophobia | Technology and Philosophy |
| L6 | Assessment/peer mark | Green Pen | Assessment/peer mark | Green Pen | Assessment/Peer mark | Assessment |

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| INTENT | IMPLEMENATION | IMPACT |
| Our year 8 curriculum intends to engage students onto a continuation of their 3 year core curriculum or 5 year optional journey. We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start. We aim to monitor student’s subject specific vocabulary and to embed literacy into every lesson. We aim to build opportunities for extended writing into our units. We aim to enable our students to develop religious and secular beliefs. | Our year 8 curriculum builds on knowledge students have gained through year 7 (for example history of festivals with life of Muhammad) Each unit has an overview, objectives, clear sequencing. These are stored in the shared area for all staff to access. Each lesosn aims to contain key vobaulary, key religious quotes, deliberate practice and chunked, I do, we do, you do tasks. | We measure the impact of our curriculum through feedback, evaluation and knowledge checks. Students are given time to explore religions and reflect on their personal progress.  Strategies used:   * Knowledge tests * Peer Marking * Live Marking * Book Checks * Assessments * Presentations * Home learning projects |

YEAR 9 – 1X A WEEK

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX  – YR 13 SOCIOLOGY INPUT. |
| L1 | Life of Jesus | Issues of death | Issues of death | What is Ethics? | Issue of life | Atheism |
| L2 | Life of Jesus | Reasons for crime | Value of life | Value of life/potential life | Cloning | Scientology |
| L3 | Life of Jesus | Aims of punishment | Euthanasia | Hot air balloon | Fertility IVF | Humanism |
| L4 | Life of Jesus | Case study /death row | Euthanasia | Abortion | Fertility Surrogacy | Amish |
| L5 | Life of Jesus | Case study /death row | Assessment | Abortion | Assessment | Illuminati |
| L6 | Assessment | Debate/Assessment | Green Pen | Assessment/Peer mark | Green Pen | Mormonism |

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| INTENT | IMPLEMENATION | IMPACT |
| Our year 9 curriculum intends to engage students onto a continuation of their options choices for KS4 We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start. We aim to monitor student’s subject specific vocabulary and to embed literacy into every lesson. We aim to build opportunities for extended writing into our units. We aim to enable our students to develop religious and secular beliefs. | Our year 9 curriculum builds on knowledge students have gained through year 7 and 8 (for example religious views on issues of death penalty.)  Each unit has an overview, objectives, clear sequencing. These are stored in the shared area for all staff to access. Each lesosn aims to contain key vobaulary, key religious quotes, deliberate practice and chunked, I do, we do, you do tasks. This is preparing students for their options into GCSE with implemented gcse exam technique and taster topics of christianity and thematics. | We measure the impact of our curriculum through feedback, evaluation and knowledge checks. Students are given time to explore religions and reflect on their personal progress.  Strategies used:   * Knowledge tests * Peer Marking * Live Marking * Book Checks * Assessments * Presentations * Home learning projects |

YEAR 10 – 3X A WEEK

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX |
| L1 | Intro to Islam Beliefs | Assessment reflection | Intro to theme D war | Intro to theme E crime | Islam recap interleave lesson | CHRISTIAN PRACTICES |
| L2 | Islamophobia – the why | Intro to Islam Practices | Protests | Reasons for crime | Islam recap interleave lesson | Worship |
| L3 | Six Articles of Faith | Five pillars/10 acts | Violent Protest | Lawbreakers | Islam recap interleave lesson | Prayer |
| L4 | Five roots of faith | Shahadah | Terrorism | Responses to crime | Assessment | Baptism |
| L5 | The nature of God | Salah | Terrorism | Suffering | Intro to Christian beliefs | Baptism |
| L6 | 12 marker analysis | Salah | GCSE questions | Aims of punishments | Nature of God | Communion |
| L7 | Angels | Sawm | Reasons for war | Treatment of criminals | Qualities of God | Pilgrimage |
| L8 | Angels | Zakah | WMDs | Prisons task | Trinity | Pilgrimage |
| L9 | Life after death | Hajj | Nuclear | Prisons task | Trinity | Festivals – Easter |
| L10 | Prophets – Adam | Hajj | Just war theory | Forgiveness | Creation | Festivals - Christmas |
| L11 | Prophets – Ibrahim | 12 marker | Holy War | Death penalty | Incarnation | Quote analysis |
| L12 | Prophets – Muhamad | 12 marker analysis | Pacifism | Death penalty | Crucifixion | Role of Church |
| L13 | GCSE questions | Jihad | Victims of war | Debate | Resurrection | Role of Church |
| L14 | Imamate | Eids | Hexagon | Assessment | Ascension | Mission/Evangelism |
| L15 | Holy Books | Ashura | Hexagon | Hexagon | Life after death | Church Growth |
| L16 | Hexagon | Hexagon | Assessment – 2 topics | Hexagon | Judgment | Persecution |
| L17 | Hexagon | Assessment | Reflection | Green pen | Heaven and hell | Worldwide church and poverty |
| L18 | Assessment | Assessment | Reflection | 12-mark analysis | Salvation | Assessment |

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| INTENT | IMPLEMENATION | IMPACT |
| Our year 10 curriculum intends to engage students on the AQA journey of religious studies. Studying Christianity, Islam and themes A,B,D and .  We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start.  We aim to monitor student’s subject specific vocabulary and to embed literacy into every lesson. We aim to build opportunities for extended writing into our units. We aim to enable our students to develop religious and secular beliefs. | Our year 10 curriculum builds on knowledge students have gained through year 7 - 9 (for example festivals, life of religious leaders, ethical dilemmas.)  Each unit has an overview, objectives, clear sequencing., key words (tier 3 vocabulary lists) and exam technique explicitly stated.All are stored in the shared area for all staff to access.  Each lesosn aims to contain key vobaulary, key religious quotes, deliberate practice with knowledge applied to GCSE questions and chunked, I do, we do, you do tasks. | We measure the impact of our GCSE curriculum through feedback, evaluation and knowledge checks and implementation of gcse questions in all lessons. Students are given time to reflect.  Strategies used:   * Knowledge tests * Peer Marking * Live Marking * Assessments * Model Answers |

YEAR 11 – 2 A WEEK – COMPULSORY RE

Completed: Islam beliefs/practices/war and crime

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX |
| L1 | Intro to Theme B – religion and life | Intro to Christian Beliefs | Intro to Christians Practices | Intro to theme A relationships | Revision | Revision |
| L2 | Origins of the universe – creation story | Nature of God | Worship | Human Sexuality | Revision | Revision |
| L3 | Value of the world | Trinity | Prayer | Sex before marriage | Revision | Revision |
| L4 | Pollution | Creation | Baptism | Sex outside marriage | Revision | Revision |
| L5 | Use and abuse of animals | Incarnation | Holy Communion | 12 marker assessments | Revision | Revision |
| L6 | Animal testing | Crucifixion | Pilgrimage | Contraception | Revision | Revision |
| L7 | Origin human life | Resurrection/Ascension | Festivals – Christmas/Easter | Marriage | Revision | Revision |
| L8 | Abortion | Life after death | Role of the church | Divorce and remarriage | Revision | Revision |
| L9 | Abortion | Sin and salvation | Mission/Evangelism | Nature of families | Revision | Revision |
| L10 | Euthanasia | Hexagon | Persecution | Purpose of families | Revision | Revision |
| L11 | Euthanasia | Assessment | Assessment | Gender equality | Revision | Revision |
| L12 | Assessment | Feedback | Feedback | GCSE questions | Revision | Revision |

YEAR 11 – 3 A WEEK – OPITION BLOCK RE

Islam beliefs/practices/war/crime/Christian beliefs/practices

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| TERM ONE | | TERM TWO | TERM THREE | TERM FOUR | TERM FIVE | TERM SIX |
| L1 | Religion paper one recap | Intro to theme B – Religion and Life | Theme B assessment | Religion paper two recap | REVISION | REVISION |
| L2 | Quotes analysis | The origins of the universe – big bang | Intro to Theme A relationships and families | Quotes analysis | REVISION | REVISION |
| L3 | Quotes analysis | The origins of the universe – creation story | Human sexuality | Quotes analysis | REVISION | REVISION |
| L4 | Walking talking mock | The value of the world today | Sex before marriage | Walking talking mock | REVISION | REVISION |
| L5 | Walking talking mock | The use and abuse of environment | Sex outside marriage | Walking talking mock | REVISION | REVISION |
| L6 | Walking talking mock | Pollution | 12 marker model answer analysis | Walking talking mock | REVISION | REVISION |
| L7 | Walking talking mock | The use of animals | 12 marker | Walking talking mock | REVISION | REVISION |
| L8 | Islam Assessment | Animal testing | Contraception | Theme A/B Assessment | REVISION | REVISION |
| L9 | Christian Assessment | Debate | Marriage | Theme D/E Assessment | REVISION | REVISION |
| L10 | Reflection and feedback | Assessment | Divorce and remarriage | Reflection and feedback | REVISION | REVISION |
| L11 | Informed from paper | The origins of human life | Nature of families | Informed from paper | REVISION | REVISION |
| L12 | Informed from paper | Green pen reflection | Nature of families | Informed from paper | REVISION | REVISION |
| L13 | Informed from paper | Abortion | Purpose of families | Informed from paper | REVISION | REVISION |
| L14 | Informed from paper | Abortion | Equality | Informed from paper | REVISION | REVISION |
| L15 | Informed from paper | Euthanasia | Equality | Informed from paper | REVISION | REVISION |
| L16 | Informed from paper | Euthanasia | Quote analysis | Informed from paper | REVISION | REVISION |
| L17 | Informed from paper | Hexagon | Hexagon | Informed from paper | REVISION | REVISION |
| L18 | Informed from paper | Hexagon | Hexagon | Informed from paper | REVISION | REVISION |

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| INTENT | IMPLEMENATION | IMPACT |
| Our year 11 curriculum intends to engage students on the AQA journey of religious studies. Studying Christianity, Islam and themes A,B,D and .  We aim to set students up to succeed by making our learning objectives, expectations and the reasoning for them, clear from the start.  We aim to monitor student’s subject specific vocabulary and to embed literacy into every lesson. We aim to build opportunities for extended writing into our units. We aim to enable our students to develop religious and secular beliefs. | Our year 11 curriculum builds on knowledge students have gained through year 7 - 10 (for example festivals, life of religious leaders, ethical dilemmas.)  Each unit has an overview, objectives, clear sequencing., key words (tier 3 vocabulary lists) and exam technique explicitly stated.All are stored in the shared area for all staff to access.  Each lesosn aims to contain key vobaulary, key religious quotes, deliberate practice with knowledge applied to GCSE questions and chunked, I do, we do, you do tasks. | We measure the impact of our GCSE curriculum through feedback, evaluation and knowledge checks and implementation of gcse questions in all lessons. Students are given time to reflect  Strategies used:   * Knowledge tests * Peer Marking * Live Marking * Assessments * Model Answers |