Year 7	What is religion? (Is it dying, growing or both?)	What is it like to be a member of one particular religion in Britian today?	What can we learn from visiting places of worship?	Do the teachings of Jesus stand the test of time?
Aim	**Students will gain rich knowledge of some of the ways rligions begin, and of the nature of religion. They will develop their abilities and skills in thinking about questions about religion from sociology and theology including questions of growth and decline.**	**Students will gain rich knowledge of Islam - they will develop their abilities and skills in understanding religious texts, experiences and practices in modern Britain.**	**Students will gain rich knowledge of the beliefs and practices embodied in places of worship from three different religions (church, mosque, synagogue). They will develop their skills and abilities in exploring, explaining and interpreting religious ways of worship and ways of living.**	**Students will learn about the teachings of Jesus from the Gospel narratives and its impact on Christians today. They will develop their abilities and skilss as interpreters of Biblical ideas and examples.**
Core Beliefs - e.g. monotheism, heaven/hell, atheism etc.	Students will learn key religious terms and beliefs of 3 religions and basic Christianity facts connected to UK.	Students will learn core beliefs of the Islamic faith such as nature of Allah and Mohuammed (pbuh) and 5 pillars.	Students will learn the names of places of worship and key vocabulary for Christianity, Islam and Judaism.	Students will learn core beliefs about Jesus including his life and the nature of the Trinity.
Practices and rituals (worship?)	Students will learn the concept of practice and rituals with examples and the difference between religion, faith, believing and convictions.	Students will learn the ways British Mumlims practice their faith including prayer rituals and pilgrimage.	Students will learn rituals surrounding places of worship e.g. community space, shoes off, head covering etc.	Students will learn the ways the Christian communities put the teaching and example of Jesus into practice as well as considering in what ways do they not.
Diversity - e.g. Catholic, Protestant, Orthodox or Shiia vs. Sunni Plus individual interpretation of faith	Students will consider the religious makeup o fthe UK using census data.	Students will learn about the differnet Muslim factions and the different ways muslims interpret the Quran on a peronal level	Students will learn the basic differences between Christian churches including Littleport and also Churches and mosques/synagogues.	Students will discover where Jesus features in Judaism and the different intepretations of his life.
History of Religion - timelines e.g. age of religion, turning points. Continuity and change.	Students will learn why people are religious and where religion began.	Students will learn basic history of Islam and how it is related to some others (e.g. Christianity).	Students will learn the history of church building and the impact of Reformation of design of churches.	Students will learn what we know about Jesus from history?
Geography of Religion - diaspora, spread of religion e.g. Catholic Phillipines	Students will learn that religion is declining in the UK but growing fast across the world. They will also learn how religions are distributed in the UK and Littleport.	Students will learn the spread of Islam and the distribution of Islam globally and nationally.	Students will learn the location of major holy buildings as they are distribued across the UK	Students will learn where Jesus came from and where in the world his 2 billion followers worldwide live
Words and beyond incl. Sacred texts - art etc.	Students will learn the origin of sacred texts.	Students will learn features of Quran.	Students will learn what sacred texts say about holy buildings.	Students will learn about the Four Gospels.
Conflict (and persecution) - influence and power	Students will learn the power the Church had and its influence in the UK.	Students will be briefly introduced to some of the conflict that can be associated with Islam - e.g. Pakistan.	Students will learn about the attack on synagogues in Pennsylvania.	Students will learn the way Jesus was persecuted for his beliefs.
Ethics - morals and values - good life	Students will learn the link between ethics and religion.	Students will learn about what makes a good Muslim	Should religious buildings be sold to feed starving children?	Students will learn how people learn from Jeus today.
Philosophy - religious questions, e.g. existence of God. Making sense of life experiences.	Students will consider their own beliefs and how people express their commitment to their religion.	Students will learn what makes religious identity so important for some people, and so unimportant to others.	Can religions share a holy building e.g. in a hospital or airport?	Students will learn the basis of a quote by CS Lewis - 'was Jesus mad or bad or was he the son of God?'.
NRWV	What is a non-religious world view?	Where do worldviews come from?	How has Christianity shaped non-religious worldviews in Britian?	Can you be Jewish and not believe in God?
Knowledge Quiz	100% what is religion	80% Islam in Britian, 20% what is religion	80% Places of worship, 10% Islam in Britain, 10% what is religion	80% Jesus, 15% Places of worship, 5% Islam in Britian, 5% What is religion
Learning Demonstrations	Students will answer a question 'Does everyone have a worldview?' - they can answer this orally or in writing.	Studnets will create a poster explaining why studying Islam at school matters.	Students will deliver a speech in the debate about whether holy buildings should be sold to feed starving children.	Students will investigate and explain why Jesus is considered to be (one of) humanitiy's most influential figures by billions of Christians, and many who are not Christians too.
Question	Is religion dying or growing or both?	What does it mean to belong?	Why do people of all religions build holy buildings?	Do Jesus' teachings stand the test of time?
Practitioner Exposure	Archbishop of Canterbury	Zara Mohammed	Reverend Albert (Littleport)	CS Lewis
Distinctive Repetoire	Bible	Quran	Littleport Church / Christ the Redeemer (Rio)	Chronicles of Narnia
Oracy	Discussion of their own beliefs in a safe space without commitment.	Students will discuss groups and communities they belong to (not necessarily religious).	Students will write and deliver a speech.	Students can read aspects of Narnia and explain the Christian allegory.
Challenging perceptions	All religion is the same or what we see in Littleport is the same elsewhere.	Misconceptions of Muslims as terrorists etc.	How (and why) are different relgious buildings similar and different?	Misconcepiton of Trinity
Career	Theologian	Activist	Clergy	Teacher

Year 8	Why believe in God? Or why be an atheist?	Where can we find wisdom to live by?	Is death the end?	How could religious communities do more to reduce racisim and prejudice?
Aim	**Students will gain knowledge of the experiences, debates and arguments around the idea of God. They will develop their abilities and skills in weighing up the meaning and value of different perspectives on questions about the reality of God.**	**Students will gain rich knowledge of the ways in which sacred texts function as sources of wisdom and guidance for religious people. They will develop their abilities and skills in selecting and deploying ideas and expressing spiritual ideas.**	**Students will learn about beliefs about life after death in three religions (Christianity, Buddhism and Sikhism) and from some non-religious perspectives**	**Students will gain rich knowledge of the ways in which religious communities have sometimes been complicit in racism and have sometimes been leaders of anti-racism, considering what makes the difference. They will develop their abilities and skills in critical argument and analysis.**
Core Beliefs - e.g. monotheism, heaven/hell, atheism etc.	Students will learn thesitic nature of Christianity and Judaism and atheism.	Students will learn key features of sacred texts including old and new testament, Quran, Torah and key dates.	Students will learn key beliefs from Christianity, Buddhism and Sikhi about what happens after death.	Students will learn definitions of equality, racism and the main features of religious leadership that is both racist and anti-racist.
Practices and rituals (worship?)	Students will learn features of athestic (including Humanist) 'worship'. E.g. self-care	Students will learn how practices and rituals are linked to sacred texts for example keeping the flies from the Guru Granth Sahib or the Quran in the highest position in the room.	Students will learn practices and rituals surrounding death iincluding funeral rites and the difference between superstition and relgious beliefs.	Are acts of serivce inherently racist/exclusive - particluarly Martin Luther King's statement that churches were an instrument of segration.
Diversity - e.g. Catholic, Protestant, Orthodox or Shiia vs. Sunni Plus individual interpretation of faith	Students will consider the diverse nature of non-belief.	Students will begin to consider the ways sacred texts have bene interpreted including specific passages of holy texts.	Students will learn aspects of religion which diverge on this area, particularly with heaven or hell.	Students will consider the difference between institutional and individual racism and where conflict lies here.
History of Religion - timelines e.g. age of religion, turning points. Continuity and change.	Students will learn about the emergence of non-belief in Christianity following Reformation	Students will learn key dates surrounding sacred texts and the impact of the Church being custodians/interpreters/record keepers.	Students will learn about the emergence of Sikhism as a breakaway from Islam and Hinduism.	Students will consider the emergence of racism a the birth of religions (e.g. Sikhs to defend their right to practice their own faith) and persecution of Jesus as a Jew.
Geography of Religion - diaspora, spread of religion e.g. Catholic Phillipines	Students will consider the link between national wealth and religion using global graphs and data.	Students will learn about the impact of missionaries in spreading religion.	Students will learn the differences in belief across Asia.	Students will learn where in the world there is conflict over religion and racism.
Words and beyond incl. Sacred texts - art etc.	Students learn major atheist texts	Students will learn the meaning of some wisdom texts from Sikh, Buddhist and Christian examples.	Students will learn how Buddhists believe their practice can lead towards Nirvana.	Students will learn the basis in sacred texts of calls for peace, love and understanding but why this is deviated from in practice. Is there racism in sacred texts too?
Conflict (and persecution) - influence and power	Students will learn about the Je Suis Charlie attack in Paris.	Students will consider the interpretation of xx in modern religion - e.g. abortion, homosexuality.	Students will consider the origin of Sikhism as defenders of the faith and the Kirpan.	Students will explore examples of anti-racist religious leadership
Ethics - morals and values - good life	Students will learn the arguments of whether a good God could allow suffering.	If God does not speak in sacred writings, why do billions follow them	Students will learn about some of the ways the Catholic Church raised money by the selling of Indulgences and the	Students will debate what a prophetic voice might say to society about race equality.
Philosophy - religious questions, e.g. existence of God. Making sense of life experiences.	Students will learn the evidence on either side of the existence debate including whether God started the Big Bang.	Students will consdier whether everyone needs wisdom to live by and if so why?	Can the 'real you' be reborn?	What can we do to challenge, confront and reduce prejudice and racism in our society or is it part of it indefinitely?
NRWV	Can a scientist believe in God?	Where do I get my wisdom for life from?	Humanist funerals	What are some of the main Humanist critiques of religion with regard to racism.
Knowledge Quiz	100% Atheism.	80% Sacred texts, 10% atheism	80% afterlife, 5% sacred texts, 5% atheism	75% racism, 5% atheism, 5% sacred texts, 5% is death the end.
Learning Demonstrations	Is the Chirstian God the same as the Muslim God?	Students will make comparisons between interpretations of ideas and sources of wisdom from three religions, accounting for sims and differences.	Students will give a coherent account of the beliefs and ideas held by members of three or more different religions and worldviews about life after death.	Students will express insights into questions about how religious comunities could contribute more to racial equality and justice. Campaign poster.
Question	Where do Atheists find meanings in life?	What is the value of sacred texts to believers?	What happens when we die?	Is religion racist?
Practitioner Exposure	Richard Dawkins	Martin Luther	Guru Nanak	Martin Luther King
Distinctive Repetoire	The God Delusion, The Origin of Species	The King James Bible	Guru Granth Sahib	Bob Jones University
Oracy	Students will practice using persuasive language to support their argument.	Studnets will be able to explain similarities and differences	Students will explain in detail beliefs about the afterlife.	Students will present their poster and provide a narrative for their campaign.
Challenging perceptions	Atheism rejects the spiritual	Many sacred texts share origins.	Personal interpretation of what happens at death - deviation (e.g. Henry VIII)	Religion is universally a force for good...
Career	Researcher	Youth worker	Celebrant	Social Worker

Year 9	How can people express the spiritual through the arts?	How can you lead a good life?	Are the ideas of science and religion compatible?	Does religion make peace or cause war? (8-12 hours)
Aim	**Students will gain rich knowledge of examples of spiritual expression in architecture, calligraphy, art, music and other media from three different religions. They will develop their abilities and skills in expressing their own ideas about spiritual questions.**	**Students will gain rich knowledge of research into religion and happiness and into religion and charitable giving. They will develop their abilities and skills in interpreting data and arguments and expressing coherent views reasonably.**	**Students will gain rich knowledge of debates around the contributions of science and religion to human understanding, considering whether science and religion are copmlimentary or conflicting. They will develop their skills in weighing up arguments and balancing conclusions about profound questions of meaning and knowledge.**	**Students will gain rich knowledge of case studies in conflict and in peacemaking. They will develop their abilities and skills in expressing understanding of balance, diversity and ambiguity.**
Core Beliefs - e.g. monotheism, heaven/hell, atheism etc.	Students will learn specific beliefs - e.g. churches built in cross design, mosques facing East	Students will learn what Sikhs and Christians say about the ethical impact of following their religions including twhaty they do about this.	Studnets will learn specific concepts of truth and what religion and science say about the orgins of the universe and humanity - specifically Genesis and Big Bang.	Students will learn specific vocabulary of reconciliation, pacifism, forgiveness, Mool Mantar, Khalsa and inter-faith dialogue. Students will also learn that Islam means peace. Humanism and commitment to opposing nuclear war.
Practices and rituals (worship?)	Students will consider how buidlings, pieces of music or works of art can express spiritual ideas. Also features of worship - e.g. singing. Allah only able to be perfect reflected in carpets for example.	Students will consider process of Tithes, charitable work, pilgrimages, reciting of Lord Prayer.	Studnets will learn how practices and rituals have changed in light of scientific discoveries... e.g. miracles, sign of the cross, prayer hands etc.	Students will learn the ways people find peace through faith.
Diversity - e.g. Catholic, Protestant, Orthodox or Shiia vs. Sunni Plus individual interpretation of faith	Students will consdier the split during the Reformation of protest against lavish nature of Church.	Studnets will consider where there are similarities in good/evil and differneces across experiences. Also whether it's possible to deviate entirely from religion when it comes to world views.	Varied views of people from different belief systems - also over time (e.g. as a child vs. an adult).	What do different Christians/Muslims say about making peace and about times when Christians/Muslims have been guilty of violence?
History of Religion - timelines e.g. age of religion, turning points. Continuity and change.	Great Schism, Reformation, Dissoloution of monasteries.	Studnets will learn about the history of humanism and its relation to the Renaissance.	Emergence of Enlightenment in light of religious belief.	Holocaust in line with History study
Geography of Religion - diaspora, spread of religion e.g. Catholic Phillipines	Difference in worship e.g. Orthodox	Global spread of death penalty/animal testing etc.	Suppression of indiginous beliefs in line with colonial expansion	Geographic nature of conflict - e.g. Rwanda, Yugoslavia, Palestine, Partition of India.
Words and beyond incl. Sacred texts - art etc.	Students will learn how and why religions use the arts.	Students will examine key religious texts about ethichs such as Romans 12:9-21, the Humanist Manifesto and the Five Precepts.	What basis in sacred texts of origin stories.	Sermon on the mount and Guru Granth Sahib
Conflict (and persecution) - influence and power	Incense and music as a tool?	Medical ethics.	Conflict within religious community and beyond - can this be settled?	What have religious differences done to cause war.
Ethics - morals and values - good life	If art is spiritual, then in what ways can non-religious people access it as well as religious people?	Why is it so hard to do what we think is right and good? The issue of temptation and hypocricy.	Will religion lose out to science in the next century?	Does religion cause war? Can war ever be justified?+E18
Philosophy - religious questions, e.g. existence of God. Making sense of life experiences.	What inspires me? How do I express my deepest commitments?	What makes an action good or evil? Bystander effect.	If God made the universe, who made God?	If religions teach peace, why do they fight?
NRWV				Humanism
Knowledge Quiz	100% Arts	80% arts, 20 % good and evil	80% science, 10% good and evil, 10% Arts	80% Peace or Conflict, 10% Science, 5% Good and Evil, 5% arts
Learning Demonstration	Students will appreciate and appraise different understandings of the spirituality of religious creativeity in art, music, architecture and other forms.	Students will use textual study to explain ideas about ethics creatively and coherently.	Studetns will evaluate diverse beliefs and perspectives ono questions about religons and science, using evidence, reasons and arguments.	Studnets will create a design for a memorial for the leader they have studied (what was it that made the peacemaker inspiring, did the peacemaker learn from their sacred writings or their religious traditions etc.)
Question	How does one express their deepest commitments?	How do we decide what is right and wrong?	Can religion and science be reconciled?	Does religion cause war?
Practitioner Exposure	Michelangelo	John Paul II	Charles Darwin	Gandhi, Mother Teresa
Distinctive Repetoire	Sistine Chapel	Catholic Abuse Scandal	The Orgiin of Species	White poppies / white feathers
Oracy	Students will express insights into spiritual questions about the arts, giving coherant accounts of examples of how Buddhists, Christinas and Muslims use creativity to express spiritual ideas	Students will express insights into religious and ethical questions, giving coherent accoutns of beliefs and ideas.	Students will argue for and against the theory of evolution.	Students can persuasively argue against the claim that religion is the cause of war in the light of Sikhism.
Challenging perceptions	God's image is universally accepted.	Individualism vs Institutionalism	Scientists can't be religious.	Muslims as terrorists.
Career	Artist	Life coach	Scientist	Politician