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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Christianity | Christianity | The different types of Christianity (Anglicans and Methodists) | What is a Humanist? | Hinduism | Hinduism |
| Why are we learning this? | To help pupils manage difficult decisions they may face (moral dilemmas.) | To help pupils manage difficult decisions they may face (moral dilemmas.) | To help pupils understand:   1. What the term religion means. 2. The origins of our school. | To help pupils understand:  A non-religious world view and how it is similar and different to a religion. | To allow pupils to compare their knowledge of Christianity with the largest of the eastern religions, Hinduism. | To develop their knowledge of Hinduism. |
| **Year 5** |  |  |  |  |  |  |
| Learning Focus | **What rules can help guide us when faced with moral dilemmas?** | **What rules can help guide us when faced with moral dilemmas?** | **What is a Religion?**  **What are the main features of Christianity?** | **What is a Humanist?** | **What’s it like to be a Hindu?** | **What’s it like to be a Hindu?** |
| Substantive  Knowledge  (Knowledge) | >I know what the term **moral dilemma** means.  >I understand that the decision I make, when faced with a moral dilemma, will lead to a **consequence.**  >I know the **moral dilemma** that **Adam and Eve** faced and I know the **consequences** of their actions.  >I can suggest an **important lesson** this teaches someone reading their story.  >I know that **Christians** believe God gave Moses the **ten commandments.**  >I know **why** God gave these to **Moses.**  >I can say which you think is **the most important commandment and why.** | >I know **Jesus’ golden rule** and what he means when he uses the word **love (agape.)**  >I know what Jesus’ story of **The Lost Son** might teach about agape  >I can suggest what a **Christian** would do when faced with a certain moral dilemmas.  >I can suggest the rule they would follow when making this decision  >I can suggest why it may be **difficult** to follow these rules  >I can suggest why a Christian may follow these rules even if difficult | >I understand the main seven features of a religion.  >I have a basic understanding of the term philosophy.  >I know what makes Christianity a religion.  >I know that Christians believe Jesus is God in human form (the incarnation of God.)  >I know the basic structure of the bible.  > I can retell stories from the bible in which Jesus works miracles.  >I know that there are different branches of Christianity.  >I have visited different types of Christian places of worship and have explored Christian rituals (including our local Anglican and Methodist church.)  >I know the story of John Wesley and how he began Methodism.  >I know how our school is influenced by it’ Methodist and Anglican roots. | >I know what the term “Humanist” and “Humanism” means.  >I know how the similarities and difference it has with a religion.  >I know what Humanists beliefs surrounding life and death.  >I can describe Humanist ceremonies and say how they differ to religious ceremonies e.g. a Humanist marriage.  >I can name some famous Humanists, including two Humanist scientists of the modern-day period e.g. Matie Curie, Albert Einstein. Pupils will make comparison with John Wesley.  >I know that the British Humanist Association (BHA) promotes understanding of Humanism across the world.  >I know why Easter is important for Christians and how Humanists may respond to main Christian events in the calendar. | >I know Hinduism describes a religion which began in India.  >I can describe their belief in God as one being called Brahman who exists everywhere in everything.  > I know why Aum is an important symbol in Hinduism.  > I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.  > I can suggest why someone may pray to certain deities based on their powers.  > I can describe how Hindus pray using a form of worship called puja.  > I can explain why Hindus do certain things when praying and why it’s considered important.  >I know what the “atman” means.  > I can explain the greeting “Namaste” used by Hindus.  > I can explain the dharma, karma, reincarnation and moksha.  > I can suggest why someone may disagree with the belief in reincarnation. | >I know Hinduism describes a religion which began in India.  >I can describe their belief in God as one being called Brahman who exists everywhere in everything.  > I know why Aum is an important symbol in Hinduism.  > I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.  > I can suggest why someone may pray to certain deities based on their powers.  > I can describe how Hindus pray using a form of worship called puja.  > I can explain why Hindus do certain things when praying and why it’s considered important.  >I know what the “atman” means.  > I can explain the greeting “Namaste” used by Hindus.  > I can explain the dharma, karma, reincarnation and moksha.  > I can suggest why someone may disagree with the belief in reincarnation. |
| Disciplinary knowledge  (Skills) | Pupils will:   Explain religious beliefs influence daily life and decisions.   Recognise how religious stories can have moral lessons.   Explain basic religious beliefs and practices from different faiths.   Show respect, and develop empathy for different beliefs and practices of others.   Collaborate with peers to learn about and explore different aspects of R&P.   Use appropriate religious vocabulary, such as "moral dilemmas” “agape.” | Pupils will:   Explain how religious beliefs influence daily life and decisions.   Recognise how religious stories can have moral lessons.   Explain basic religious beliefs and practices from different faiths.   Show respect, and develop empathy for different beliefs and practices of others.   Collaborate with peers to learn about and explore different aspects of R&P.   Use appropriate religious vocabulary, such as "moral dilemmas” “agape.”   Reflect on their own personal values and beliefs.. | Pupils will:   Explain basic religious beliefs and practices from different faiths.   Collaborate with peers to learn about and explore different aspects of R&P.   Use appropriate religious and philosophical vocabulary, such as "Denominations” and “Methodism.”   Show respect, and develop empathy for different beliefs and practices of others.   Explain the significance of religious symbols and rituals.   Explore the life and teaching of key religious figures. | Pupils will:   Explain basic non-religious beliefs and practices from a non-religious world-view..   Collaborate with peers to learn about and explore different aspects of R&P.   Use appropriate vocabulary linked to Humanism.   Show respect, and develop empathy for different beliefs and practices of others.   Be able to compare religious and non-religious beliefs and practices. | Pupils will:   Explain basic religious beliefs and practices from different faiths.   Show respect, and develop empathy for different beliefs and practices of others.   Collaborate with peers to learn about and explore different aspects of R&P.   Begin to identify key philosophical questions, such as "What is right and wrong?" or "What is the purpose of life?"   Begin to express personal opinions on religious and philosophical issues with reasoning using ‘because.’   Use appropriate religious and philosophical vocabulary, such as "Denominations” and “Methodism.”   Explain the significance of religious symbols and rituals. | .  Pupils will:   Explain basic religious beliefs and practices from different faiths.   Show respect, and develop empathy for different beliefs and practices of others.   Collaborate with peers to learn about and explore different aspects of R&P.   Begin to identify key philosophical questions, such as "What is right and wrong?" or "What is the purpose of life?"   Begin to express personal opinions on religious and philosophical issues with reasoning using ‘because.’   Use appropriate religious and philosophical vocabulary, such as "Denominations” and “Methodism.”   Explain the significance of religious symbols and rituals.   Reflect on their own personal values and beliefs.. |
| Progression from previous learning | Based on liaisons with First Schools, every pupils has covered key aspects of Christianity. The first two topics will allow pupils to re-visit this knowledge and build on it. | This topic builds on knowledge gained in term 1. | This topic builds on term 1 and 2 by allowing pupils to understand and explore different branches on Christianity. | This topic builds on term 3 and work carried and allows pupils to directly compare a non-religious world view with a religious world view using the seven features of a religion by Ninian Smart. | Not all First Schools cover Hinduism so pupils re-visit, or learn basic key facts, this is then built on when exploring beliefs and practices in more detail. | Beliefs and key practices of Hinduism as explored in greater depth this term. This will give them a strong understanding of Hinduism and allow it to be used comparatively when exploring other religions next term. |
| Enrichment | C.C with PASHE “How do I get on well with others?”  Wednesday wellbeing club. | C.C with PASHE “How do I get on well with others?”  Wednesday wellbeing club. | Visit to Bristol – Comparing Christian Places of Worship. | Year 7 Easter Play. | Wednesday Wellbeing Club.  Hindu visitor – assembly. | Wednesday Wellbeing Club.  Hindu visitor – assembly. |
| Assessment | Short assessment. | Autumn assessment. | Short assessment. | Spring Assessment. |  | Summer Assessment. |

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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| Concept | Philosophy | Judaism | Christianity | Christianity | Islam | Islam/Humanism |
| Why are we learning this? | To introduce pupils to philosophy. | To increase awareness of Judaism and understand its similarities and differences to other Abrahamic religions. | To develop their understanding of Christian beliefs and compare this with their own beliefs. | To increase their understanding of Easter and why this is celebrated by the school. | To increase awareness of Islam and understand its similarities and differences to other Abrahamic religions. | To increase awareness of Islam and understand its similarities and differences to other Abrahamic religions.  To be introduced to a secular belief system, Humanism. |
| **Year 6** |  |  |  |  |  |  |
| Learning Focus | **What do the terms Philosophy and Religion mean?** | **What are the main beliefs of Judaism?** | **What are the main beliefs of Christianity?** | **What are the main beliefs of Christianity?** | **What is it like to be a Muslim?** | **What is it like to be a Muslim?**  **What is a Humanist?** |
| Substantive  Knowledge  (Knowledge) | >I know key terms linked to religion and philosophy.  >I know who began the religion called Judaism.  > I know the story of Abraham, Sarah and Isaac.  > I can select evidence in this story to show God (G-d) is only one, and omnibenevolent.  > I can find evidence in this story to show God (G-d) is omnipotent, omnipresent and omniscient.  >I know why this story, and the story of Moses, may encourage Jews not to draw God (G-d.) | >I can describe the Passover Festival and explain why it began and the symbols contained within the ritual.  >I know why the Torah is important, how it is treated and that it is important because it’s the second covenant.  >I can describe the bar/bat mitzvah and its connection to the Torah.  > I know how Jewish and Christian beliefs about Jesus differ.  > I can recognise other important festivals such as Shabbat and Hanukkah based on homework research tasks.  >I have re-capped my knowledge of Humanism and Hinduism and can apply my knowledge to the philosophical questions that we have explored this term. | >I know what the word “nativity” means and that there are two versions in the gospels Matthew and Luke.  > I can select evidence from the stories which suggest Jesus was the incarnation of God and came for everyone.  > I can identify evidence from the New Testament which shows Jesus was omnipotent, omniscient and loving.  > I know what the term beatitudes means and identify who Jesus said would be blessed from a range of suggestions.  >I can select one of the blessed actions and suggest how I, or someone I know, has done this in everyday life.  >I can select one of the blessed actions and explain, in some detail, how a Christian charity is influenced by this. | >I can re-tell the life story of John Wesley.  >I can identify how John Wesley was influenced by many of the beatitudes in his life and compare his work to the charities we are raising money for in our PASHE wellbeing market.  >I know the main events surrounding Holy Week and their significance for Christians.  >I know that there are some key different beliefs surrounding the story of Easter.  >I understand the belief “Salvation through Grace.” (and will learn the other key beliefs in Year 7.) | >I know the meaning of important key words linked to Islam.  > I can retell the story of the Muhammad receiving messages from Allah, through the angel Gabriel.  > I can explain why the Qur’an is important for Muslims and why it is called the “straight path.”  > I can explain the deeper meaning of “Islam” and “Muslim.”  > I know the story of Bilal and what his life teaches Muslims. | >I can describe the first and second pillar of Islam.  > I can explain how these pillars help Muslims to “surrender to Allah’s straight path.”  > I can suggest the challenges a British Muslim faces when praying (second pillar.)  > I can describe the third, fourth and fifth pillar of Islam.  > I can explain how these pillars help them to be khalifah.  > I know which prophets and which texts the Qur’an instructs Muslims to respect.  >I can compare my own views with Christian and Islamic views on the identity of Jesus using reasons to support my views. |
| Disciplinary knowledge  (Skills) | Pupils will:   Create their own philosophical questions and:  -explain their own views using simple reasoning and evidence to justify views.  -compare their views with others.  -build on and challenge other people’s views.   Engage in active listening, critical thinking in discussions.   Disagree respectfully in conversations with peers.   Show sensitivity when discussing religious and philosophical topics that may be personal or controversial.   Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." “counterarguments.”   Speak in a variety of situations including in front of groups and to adults.   Practice mindful listening, focusing on the speaker without distractions during discussions. | Pupils will:   Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.   Show respect, and develop empathy for different beliefs and practices of others.   Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." “counterarguments.”   Summarise complex religious and philosophical concepts to ensure understanding.   Engage in active listening, critical thinking in discussions.   Disagree respectfully in conversations with peers. | Pupils will:   Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.   Show respect, and develop empathy for different beliefs and practices of others.   Engage in active listening, critical thinking in discussions.   Disagree respectfully in conversations with peers.   Show sensitivity when discussing religious and philosophical topics that may be personal or controversial. | Pupils will:   Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.   Show respect, and develop empathy for different beliefs and practices of others.   Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." “counterarguments.”.   Speak in a variety of situations including in front of groups and to adults. | Pupils will:   Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.   Show respect, and develop empathy for different beliefs and practices of others.   Use a wider range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." “counterarguments.”   Explain the significance of religious symbols and rituals.   Summarise religious and philosophical concepts to ensure understanding.   Practice mindful listening, focusing on the speaker without distractions during discussions.   Engage in active listening, critical thinking in discussions.   Disagree respectfully in conversations with peers. | Pupils will:   Explain religious beliefs and practices and the impact religious and that they can have on someone’s life.   Show respect, and develop empathy for different beliefs and practices of others.   Use a wide range of religious and philosophical terminology, such as "evidence," "proof," and "building on arguments." “counterarguments.”   Explain the significance of religious symbols and rituals.   Summarise religious and philosophical concepts to ensure understanding.   Practice mindful listening, focusing on the speaker without distractions during discussions.   Engage in active listening, critical thinking in discussions.   Disagree respectfully in conversations with peers. |
| Progression from previous learning | Pupils have begun to explore philosophical questions in Year 5, especially when looking at Hinduism, this builds on that knowledge. | This term allows pupils to apply their knowledge of philosophy when exploring beliefs of Judaism, and comparing this with both Christianity and Hinduism. | This term builds on knowledge of Christianity gained in Year 5. | This term builds on knowledge of Christianity gained in Year 5 surrounding Christianity and John Wesley.  It also deepens their understanding of the Easter story and they begin to explore beliefs surrounding the crucifixion. | Most pupils have covered Islam in First School, but this topic re-visits key beliefs and practises and then builds on this in their context of their knowledge about philosophy gained this year. | This term builds on their knowledge of Islam and begins to compare this, and other religions to a secular word view (Humanism) although at this stage briefly. |
| Enrichment | PASHE Anne Frank Project | PASHE Anne Frank Project | C.C Wellbeing Market/Beatitudes PASHE | Year 7 Easter Play shown to KS2. | Visitor - Islam |  |
| Assessment | Short assessment | Autumn Assessment |  | Spring Assessment |  | Summer Assessment |

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|  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** | **TERM 5** | **TERM 6** |
| Concept | Christianity | Humanism | Christianity | Christianity | Christianity and  Buddhism | Buddhism |
| Why are we learning this? | To know what is happening to the environment and what can be done to help. | To know what is happening to the environment and what can be done to help. | To reflect on how they should treat others. | To reflect on how they should treat others.  To understand the Easter Story in more depth. | To explore ways to find more inner peace (improve mental wellbeing) and consider what Buddhists would suggest. | To explore ways to find more inner peace (improve mental wellbeing) and consider what Buddhists would suggest. |
| **Year 7** |  |  |  |  |  |  |
| Learning Focus | **What can be done to save the planet?** | **What can be done to save the planet?** | **How should we treat others?** | **How should we treat others?** | **How do I find more inner peace?** | **How do I find more inner peace?** |
| Substantive  Knowledge  (Knowledge) | >I can describe why Christian care about the future of our environment (What is the role played by the Bible, Christian Church, Holy Spirit and personal conscience?)  >I know the difference between a creationist and a theistic evolutionist.  >I can identify some of the important messages that could be contained in the story of creation.  >I can explain the term **stewardship.**  >I understand and can explain extracts from the bible that encourage **stewardship**.  >I can list ways our Christian school tries to help the environment.  >I identify Christian communities who live in an environmentally-friendly way.  >I explain how they help the environment, the effect this may have on the world and the influence it could have on other Christians.  >I know John Wesley’s teachings on stewardship. | > I know key terms which link to Humanism.  > I can describe how the roots of Humanism can be found in the teachings of the ancient world.  > I can recall, from previous knowledge, Humanist beliefs about a) truth b) morality  c) the value of life  > I can suggest why Humanists believe it is important to protect the natural environment.  >I can explain Humanist perspectives on the treatment of animals and how this links to the environment.  > I can explain how Humanists see how more rational attitudes to wealth, consumption and birth control as routes to conserving the environment.  >I can describe the work of a Humanist charity that works to protect the environment and consider if this inspires me. | >I am able to recall the terms “moral dilemma” “decision” and “consequence.”  >I can describe how certain stories from the Old Testament may influence the way a Christian treats others.  >Understand the different ways Christian understand that God created humans in His image and the effect this will have on the way they treat themselves and others.  >I can describe how the two accounts of Jesus’ birth may influence the way Christians treat others e.g. evidence that Jesus came for everyone. >I also know how these stories are interpreted differently.  >I can describe the term agape and create examples of someone demonstrating this in a school setting.  >I can understand how many Christians apply the command to love situationally; which involves assessing how love can be best served and applying the principle of the lesser of two evils, in difficult ethical dilemmas.  >I can explain the terms “saviour” “sacrifice” and “atonement” and create examples these being demonstrated in different settings. | >I can explain the terms “saviour” “sacrifice” and “atonement” and create examples these being demonstrated in different settings.  >I can explain the different views held by Christians surrounding the crucifixion of Jesus.  >I can suggest the positive influence these beliefs may have on a Christian’s lives.  >I can explain why Christians may disagree with each other’s perspective.  >I know that many Christians believe in a combination of both.  >I know John Wesley’s teachings on the crucifixion and resurrection.  >I know and understand what Jesus said about life after death (Luke 20.27-40); that there is an after-life but is very different to our existence on earth.  Understand what different Christians believe about ‘heaven’, ‘hell’ and ‘purgatory’.  >I know John Wesley’s description of heaven. | >I can explain how Christianity can enhance the wellbeing of its believers.  Describe and reflect on the ways that they believe this relationship is deepened through worship, prayer, reading the Bible, reflection and service.  >I can recall the history of Methodism and know their perspective on the consumption of alcohol and its link to wellbeing.  >I know that John Wesley encouraged people to look after their wellbeing and can describe the ways that he suggested people do this.  > I can re-tell the main stages of Siddhartha Gautama’s life.  >I can explain some of the things Buddha’s life teaches others about inner happiness.  >I can describe the four noble truths of Buddhism and that this is dharma.  >I can explain the how the teaching of impermanence links the second noble truth.  >I can explain how mandalas are used to teach Buddhists about impermanence. | >I know the differences and similarities between The Eightfold Path and The Five Precepts.  >I can describe at least two guidelines from The Eightfold Path and two from The Five Precepts and how they could be applied dot real life situations.  >I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.  >I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.  >I know what the term bhikkhu means and briefly describe their history.  >I can remember some of the vows made by Bhikkhus, suggest some of the ones most difficult to follow and how the bhikkhu community will help. |
| Disciplinary knowledge  (Skills) | Pupils will:   Evaluate different religious and secular perspectives on moral issues, such as the treatment of the environment.   Show respect, and develop empathy for different beliefs and practices of others.   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree.   Create and verbalise their viewpoints demonstrating both supporting and counterarguments. | Pupils will:   Evaluate different religious and secular perspectives on moral issues, such as the treatment of the environment.   Show respect, and develop empathy for different beliefs and practices of others.   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Create and verbalise their viewpoints demonstrating both supporting and counterarguments.   Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree. | Pupils will:   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Show respect, and develop empathy for different beliefs and practices of others.   Evaluate different religious and secular perspectives on moral issues, such as how do I treat others?   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Use a range of methods, e.g. drama, to convey concepts in R&P e.g. ethical dilemmas. | Pupils will:   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Show respect, and develop empathy for different beliefs and practices of others.   Evaluate different religious and secular perspectives on moral issues, such as how do I treat others?   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Use a range of methods, e.g. drama, to convey concepts in R&P e.g. ethical dilemmas. | Pupils will:   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Show respect, and develop empathy for different beliefs and practices of others.   Evaluate different religious and secular perspectives on philosophical questions, such as the search for inner happiness.   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Create and verbalise their viewpoints demonstrating both supporting and counterarguments.   Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree. | Pupils will:   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Show respect, and develop empathy for different beliefs and practices of others.   Evaluate different religious and secular perspectives on philosophical questions, such as the search for inner happiness.   Explain the significance of religious texts symbols and rituals and how they connect to our key philosophical investigations.   Engage with abstract concepts like “social responsibility” "ethical dilemmas," and "inner peace" in philosophical discussions.   Develop a wide vocabulary in writing and discussions.   Create and verbalise their viewpoints demonstrating both supporting and counterarguments.   Debate moral and ethical issues, adapting their communication style to suit different audiences, and showing the ability to actively listen, critically think and respectfully disagree. |
| Progression from previous learning | This topic builds on pupils’ knowledge of Christianity gained in Key Stage 2 but allows them to understand how Christian beliefs can be applied to ethical issues linked to the environment. | This term allows pupils to explore Humanism in greater depth (following Year 6) in the context of the environmental ethics. | This builds on pupils exploration of ethics in Year 5 term 1 and 2, and Christianity covered in KS2 and 3. | This term allows pupils to explore ethics in greater detail and builds on their knowledge of easter, giving them the chance to explore different Christian beliefs surrounding the time of Easter.. | Pupils are introduced to Buddhism in this term. Most pupils have not covered this religion before, but it allows them to build on their knowledge of philosophy and mental wellbeing in the context of learning about one of the main-world religions. This also builds on previous knowledge of John Wesley. | This term allows pupils to build on knowledge of Buddhism gained in term 5, while also re-visiting other topics covered this year. |
| Enrichment | C.C PASHE Recycled Product Project  C.C Geography  Green Ambassadors | C.C PASHE Recycled Product Project  C.C Geography  Green Ambassadors | The Easter Play Performance/Service | The Easter Play Performance/Service | Visitor – Buddhism  C.C PASHE link to wellbeing  Wellbeing Wednesday | Visitor – Buddhism  C.C PASHE link to wellbeing  Wellbeing Wednesday |
| Assessment | Autumn Assessment |  | Spring Assessment |  |  | Summer Assessment |

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|  | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
| ***Concept*** | Sikhism | Islam | Islam | Christianity | Christianity | Hinduism |
| ***Why are we learning this?*** | To explore the importance of treating people equally regardless of any differences. | To develop our ability to understand and respect different beliefs/choices. | To develop our ability to understand and respect different beliefs/choices. | To explore the best ways of responding to bullying/injustice. | To explore the best ways of responding to bullying/injustice. | 1. To consider how to deal with endings (including loss.) 2. To explore religious views surrounding the afterlife so that we can broaden our own perspectives. |
| ***Year 8*** |  |  |  |  |  |  |
| ***Learning Focus*** | **Would it be better if we were all the same?** | **Should School Uniforms be banned?** | **Should School Uniforms be banned?** | **Should I hit back?** | **Should I hit back?** | **What helps me, and others, deal with endings?** |
| ***Substantive***  ***Knowledge***  ***(Knowledge)*** | >I know what the term “Guru” means.  >I can retell the story of Guru Nanak including where he lived, his religious environment, childhood stories of when he was brave and his meeting with God.  >I can explain how he changed “after meeting God.” What he believed he had to do (his mission) and how he had to live (sewa.)  >I can explain why his teachings on equality would have been a challenging message in India at that time.  >I can describe the setting up of Kartarpur and the langar and how it links to Sikh beliefs of equality.  >I know the key feature of the life of Guru Gobind Singh and the events of the First Vaisakhi including: the formation of the Panj Pyares and the Khalsa; Amrit ceremony; Dress code and Naming (Singh/Kaur)  >I can explain the formation of the Guru Granth Sahib and that Sikhs main beliefs are found in the Mul Mantra (the opening section of the morning prayer japji.) >“Sikh children should be allowed to wear the 5 Ks to school in Britain.” I can express my view about this using the method Argument/Back-up/Challenge.  >I can make comparisons with the Sikh belief in Sewa and John Wesley’s examples of agape in the community. | >I know the history of Islam, including details of the Night Journey.  >I know details of the Hijrah and why it is so important to Muslims.  >I can recall and explain the five pillars of Islam.  >I can understand the term Ummah and how it finds expression in a Muslim’s life.  >I understand the importance of prayer in Islam and can compare this with other religions.  >I understand the key features of the Qur’an and how it is used by Muslims.  >I know what the Qur’an says about modesty and can make links with modern day life.  >I understand different perspectives that are held in Islam, and different cultures, regarding modesty.  >I understand the four British values and how this links to laws surrounding the wearing religious clothing in UK schools.  >I can express my views, in relation to the school uniform, and compare this with other points of view. | >I understand different perspectives that are held in Islam, and different cultures, regarding modesty.  >I understand the four British values and how this links to laws surrounding the wearing religious clothing in UK schools.  >I can express my views, in relation to the school uniform, and compare this with other points of view.  > I can express my views using the method Argument/Back-up/Challenge. | >I know what the words injustice, prejudice, discrimination.  >I can identify different types of discrimination such as racism, sexism, anti-Semitism and Islamophobia.  >I know what the following words mean: passive, aggressive, assertive.  >I can explain how John Wesley campaigned against slavery and his contribution to the abolition of the slave trade.  >I know what Quaker Christians believe about violence.  >I can explain different Christian perspectives on responses to injustice and war, including the Society of Friends and Methodism.  >I can describe how Nelson Mandela’s Methodist beliefs both supported him while in prison and influenced his decision-making throughout his life.  >I can use evidence from the bible to support different Christian perspectives.  > I can express my views using the method Argument/Back-up/Challenge. | >I can explain the Just War Theory.  >I can describe examples of injustice in the past and present including the persecution of Christians.  >To explore current world events suing the resource OPEN DOORS.  >I can apply this information to my own life and real ethical situations that I may face. | >I can compare Hindu beliefs about the purpose of life and the afterlife with other religious and secular views.  >I have compared Hindu beliefs with John Wesley’s description of the afterlife.  > I can state my views using the method Argument/Back-up/Challenge.  >I can pose a range of philosophical questions.  >I can carry out a philosophical enquiry surrounding my own question, compare religious and secular views and present this in a way that is suitable for a specific audience. |
| ***Disciplinary knowledge***  ***(Skills)*** | Pupils will:   Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. would it be better if we were all the same?   Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Show respect, and develop empathy for different beliefs and practices of others.   Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.   Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.   Improve their ability to use complex language structures and precise terminology in religious and philosophical writing and discussions.   Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.   Critically evaluate the strengths and weaknesses of religious, philosophical, and ethical arguments. | Pupils will:   Debate complex ethical dilemmas, applying religious and philosophical knowledge to justify their positions e.g. would it be better if we were all the same? 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  Explain religious beliefs and practices and the impact that they can have on someone’s life and the wider world.   Show respect, and develop empathy for different beliefs and practices of others.   Develop their ability to adapt their communication style to suit different audiences, lead debates and show the ability to actively listen, critically think and respectfully disagree.   Develop their reflect deeply on how their own beliefs and values evolve through exposure to different religious and philosophical ideas.   Improve their ability to use complex language structures and precise terminology in religious and philosophical writing and discussions.   Write and deliver compelling arguments that engage the audience and provoke thought e.g. their perspectives on the afterlife.   Begin to develop personal philosophical and ethical views, supported by evidence and reasoning.   Critically evaluate the strengths and weaknesses of religious, philosophical, and ethical arguments. |
| ***Progression from previous learning*** | Pupils are introduced to Sikhism in this term. Most pupils have not covered this religion before, but it allows them to build on their knowledge of philosophy and mental wellbeing in the context of learning about one of the main-world religions. | Pupils build on knowledge of Islam gained in Year 6 term 5 and 6 but allows them to understand how Islamic beliefs can be applied to ethical situations such as should everyone be treated equally? | Pupils build on knowledge of Islam gained in Year 6 term 5 and 6 but allows them to understand how Islamic beliefs can be applied to ethical situations such as should everyone be allowed to express their beliefs in which ever way they choose? | This topic builds on pupils’ knowledge of Christianity gained in Key Stage 2 but allows them to understand how Christian beliefs can be applied to ethical issues linked to responses to injustice/bullying. | This topic further builds on knowledge gained in term 4 and in history when, for example, exploring the Just War Theory. | This topic builds on pupils’ knowledge of Hinduism gained in Key Stage 2 but allows them to understand how Hindu beliefs connect to key philosophical questions such as the afterlife, in greater depth. |
| ***Enrichment*** | Visitor - Sikhism |  | Visitor - Islam |  | C.C link with PASHE – Prejudice and Discrimination.  C.C link with What is Democracy? | Visitor – Hinduism. |
| ***Assessment*** | Autumn Assessment |  | Spring Assessment | . | Summer Assessment | Final Project |