

| <u>Year1</u> | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
|------------------------------|--|---|--|
| Areas of Study | 1) What does it mean to belong to a faith community? 2) How and why do we celebrate special and sacred times? | Who is a Christian and what do they believe? | How can we learn from sacred books? |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |
| <u>Year 2</u> | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| Areas of Study | 1)How should we care for others and the world, and why does it matter? 2) How and why do we celebrate special and sacred times? (different festival focus) | Who is a Jew and what do they believe? | What makes some places sacred? |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |
| <u>Year 3</u> | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| Areas of Study | What does it mean to be a Christian in Britain today? | Why is the Bible so important for Christians today? | 1) Why do people pray? Multi-faith 2)What do different people believe about God? Hindu focus |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |

| <u>Year4</u> | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
|------------------------------|--|--|--|
| Areas of Study | What does it mean to be a Hindu in Britain today? | 1) What can we learn from religions about deciding what is right and wrong? 2) Why is Jesus inspiring to some people? | 1) Why are festivals important to religious communities? 2) Why do some people think that life is a journey and what significant experiences mark this? |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |
| <u>Year 5</u> | <u>Autumn 1</u> | <u>Spring 1</u> | <u>Summer 1</u> |
| Areas of Study | 1. Why do some people think God exists? 2. If God is everywhere, why go to a place of worship? | What would Jesus do? Can we live by the values of Jesus in the 21st century? | What does it mean to be a Muslim in Britain today? |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |
| <u>Year 6</u> | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
| Areas of Study | 1. Is it better to express your beliefs in arts and architecture or in charity and generosity? 2. What difference does it make to believe in ahimsa, grace and/or Ummah? | What matters most to Christians and Humanists? | What do religions say to us when life gets hard? |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | |
| <u>SMSC</u> | Spiritual and cultural: Valuing different faiths and cultures Moral: Considering others Social: British values. Exploring how religious beliefs are derived from sources of authority. | | |

| <u>Year 7</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------------|---|---|---|---|--|---|
| Areas of Study | <p>Who am I? (Expressing) Personal identity Fact and opinion This unit lays down some of the foundations for studying religion and worldviews at KS3. It introduces key vocabulary and builds on learning from KS2 about the way in which belonging to a community can shape a worldview and the way in which different people reason about the world around them.</p> | <p>What is the big story in the Bible? (Believing) This unit examines some of the core concepts and beliefs associated with a Christian worldview, and the ways in which different Christians express them in their lived reality. This builds on learning about Christian worldviews at KS2, including key beliefs about God, humanity and the world.</p> | <p>Who was Moses and why was he important? (Expressing) This unit combines the historical with the religious and asks pupils to consider the impact of History and sources of Authority on Christians today. This will also allow pupils to understand the roots of Judaism.</p> | <p>What is so radical about Jesus? (Believing) This unit explores in detail Christian beliefs about humanity and the relationship between human beings and God. It emphasises the diversity of ways in which Christians interpret key sources of authority and act in the world.</p> | <p>Should we sell religious buildings to feed the homeless? (Expressing) This unit explores places of worship through a study of Christianity, Islam and one other religion, and asks pupils to consider the purpose of a place of worship alongside the requirements to look after those less fortunate.</p> | <p>What does it mean to believe in Rules? (Living) This unit examines some of the core concepts and beliefs associated with a Hindu or Muslim worldview, and the ways in which different Hindus or Muslim express them in their lives. This enables students to compare and contrast with a Christian worldview based on prior learning in the year.</p> |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology. | | | | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and cultural:</u> Valuing different faiths and cultures <u>Moral:</u> Considering others <u>Social:</u> British values. Exploring how religious beliefs are derived from sources of authority.</p> | | | | | |

| <u>Year 8</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer</u> | <u>Summer 2</u> |
|------------------------------|---|---|--|---|---|--|
| Areas of Study | <p>Is death the end? (Believing)</p> <p>Pupils will explore a number of religious and non religious views. Pupils will be introduced to the concept of debate and encouraged to critically evaluate their own views.</p> | <p>Who were the Greek Gods? (Believing)</p> <p>This unit explores the ancient Greek concept of God and looks at the links between religion and morality.</p> | <p>Does religion help us to be good? (Living)</p> <p>What does the term 'good' mean? How do different religious and non-religious traditions define 'goodness'? What sources of authority provide religious and non-religious people with guidance on how to live a 'good' life? This unit explores morality and the range of ways in which humans understand the term 'good'</p> | <p>Does pacifism work? (MLK) (Living)</p> <p>This unit involves an in depth study of the life and teachings of Martin Luther King Jnr. Pupils will explore the ethical and moral issues which arose from Racial segregation.</p> | <p>Should happiness be the purpose of life? (Living)</p> <p>This unit explores religious views on how to live a good life. Pupils will study Buddhism, Christianity and non religious views.</p> | <p>Is our life predetermined? (Expressing)</p> <p>This unit allows pupils to look at astrology and explore the notions of fate and determinism. Pupils will produce a creative timeline of their own lives. This will also lay the foundations for the philosophical approach to Y9 and philosophical issues in KS4</p> |
| <u>Literacy Focus</u> | Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills and the use of specialist terminology. | | | | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and cultural:</u> Valuing different faiths and cultures</p> <p><u>Moral:</u> Considering others</p> <p><u>Social:</u> Exploring diverse British values in context to selected issues and religions.</p> | | | | | |

| <u>Year 9</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------------|---|-----------------|---|---|--|--|
| Areas of Study | <p>The Young Philosophers course Vol 1 (Believing, Expressing and Living)</p> <p>The learning in this year has focused on the ways in which a person’s beliefs underpin their action in the world. This unit explores different ways in which religious and non-religious people express their beliefs. It introduces pupils to key philosophical thinkers such as Plato and Descartes and encourages them to challenge what they think they already know. This will be done through a study of the three main aspects of philosophy: metaphysics, logic and moral philosophy. Metaphysics considers the nature of the world around us, logic investigates our process of reasoning (the way we think about ourselves and the world around us) and moral philosophy considers the nature of good and evil.</p> | | <p>Does morality exist?</p> <p>This unit builds on the skills and knowledge from Autumn Term, and focusses on behaviour and what guides our actions.</p> | <p>The Epicurean debate (Living)</p> <p>This topic explores the moral and ethical issues surrounding the Holocaust. Through the use of case studies and testimony, pupils will be challenged to consider whether “morality” is universal and consider the Problem of Evil and the challenge this poses to faith.</p> | <p>The Young Philosophers course Vol 2</p> <p>This unit explores 3 aspects of philosophy, political, theological and philosophy of the Mind. Political philosophy explores issues of crime and punishment, Theology challenges us to look at evidence for Gods existence and Mind makes us question our very existence.</p> | <p>The Young Philosophers course Vol 2</p> <p>This unit explores 3 aspects of philosophy, political, theological and philosophy of the Mind. Political philosophy explores issues of crime and punishment, Theology challenges us to look at evidence for Gods existence and Mind makes us question our very existence.</p> |
| <u>Literacy Focus</u> | <p>Literacy: Develop skills both written and verbal through individual work, group discussion and debate. Recalling keywords and quotes. Explaining religious influences. Explaining beliefs and teachings. Evaluating a statement to create a well-reasoned argument.</p> | | | | | |
| <u>Numeracy Focus</u> | <p>Numeracy: Times and dates in RE context</p> | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and cultural:</u> Valuing different faiths and cultures <u>Moral:</u> Considering others and identifying similarities and differences between beliefs. <u>Cultural:</u> Considering a variety of British values and drawing comparisons with religion. <u>Social:</u> Developing philosophical thinking skills and developing the art of debate.</p> | | | | | |

| Year 10 FC AQA | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------------|--|--|--|------------------------|---|------------------------|
| Areas of Study | <p>AQA Theme C The existence of God and Revelation Pupils should study religious teachings, and religious and philosophical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> Philosophical arguments for and against the existence of God The nature of the divine and revelation | <p>Theme B Religion and Life Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> The origins and value of the universe The origins and value of human life | <p>Theme A Relationships and families Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> Sex, marriage and divorce Families and gender equality | | <p>AQA Theme E Crime and punishment Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> Religion, crime and the causes of crime Religion and punishment | |
| | <p>Pupils should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Pupils must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Pupils will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.</p> | | | | | |
| <u>Literacy Focus</u> | <p>Literacy: Recalling keywords and quotes. Explaining religious influences. Explaining beliefs and teachings. Evaluating a statement to create a well-reasoned, critically analysed 12 mark question with suitable evidence. .</p> | | | | | |
| <u>Numeracy Focus</u> | <p>Numeracy: Times and dates in RE context</p> | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and Cultural:</u> Valuing different faiths and cultures <u>Moral:</u> Considering a broad spectrum of views to include the main religions of the UK today. <u>Social:</u> Exploring contemporary British values ad drawing comparisons with religion.</p> | | | | | |

| <u>Year 10 S/C Eduquas</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|-----------------------------------|--|------------------------|---|------------------------|---|------------------------|
| Areas of Study | <p align="center">Relationships and families</p> <p>Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> • Sex, marriage and divorce • Families and gender equality | | <p align="center">Crime and punishment</p> <p>Pupils should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <ul style="list-style-type: none"> • Religion, crime and the causes of crime • Religion and punishment | | <p align="center">Christianity: Beliefs</p> <p>Pupils must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts. Topics are:</p> <ul style="list-style-type: none"> • Beliefs in Great Britain • The nature of God • Creation • Jesus Christ and Salvation • The afterlife. | |
| <u>Literacy Focus</u> | Literacy: Recalling keywords and quotes. Explaining religious influences. Explaining beliefs and teachings. Evaluating a statement to create a well-reasoned, critically analysed 12 mark question with suitable evidence. | | | | | |
| <u>Numeracy Focus</u> | Numeracy: Times and dates in RE context | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and Cultural:</u> Valuing different faiths and cultures</p> <p><u>Moral:</u> Considering a broad spectrum of views to include the main religions in the UK today.</p> <p><u>Social:</u> Exploring a variety of British values and global citizenship</p> | | | | | |

| <u>Year 11 F/C</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------------|---|---|---|-----------------|----------------------------------|-----------------|
| Areas of Study | <p>Sikhism – Beliefs and values Pupils will study the core beliefs of Sikhism and build an understanding of the foundations of Sikhism.</p> | <p>Sikhism practices Pupils will develop their knowledge of Sikh beliefs and consider how the religion is practiced within the UK and abroad. Students will understand the diverse practices and explore the reasons for diversity</p> | <p>Christian beliefs and practices Pupils will build on their knowledge from Year 10 and focus on the foundations of the religion.</p> | | <p>REVISION OF ENTIRE COURSE</p> | |
| <u>Literacy Focus</u> | <p>Literacy: Considering a broad spectrum of views to include the main religions of the UK today.</p> | | | | | |
| <u>Numeracy Focus</u> | <p>Numeracy: Times and dates in RE context. Looking at chronology and the development of key ideas.</p> | | | | | |
| <u>SMSC</u> | <p><u>Spiritual and cultural:</u> Valuing different faiths and cultures and exploring diversity from around the globe. <u>Moral:</u> Considering a broad spectrum of views to include the main religions of the UK today. <u>Social and cultural:</u> Exploring British values and drawing comparisons with other countries. <u>Social:</u> Global citizenship</p> | | | | | |