

Religious Education Subject Overview

ROUTE 1 – RE (Exploring)

| | AUTUMN HALF TERM 1 | AUTUMN HALF TERM 2 | SPRING HALF TERM 1 | SPRING HALF TERM 2 | SUMMER HALF TERM 1 | SUMMER HALF TERM 2 |
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| | Stories | Artefacts and Symbols | Places of Worship | Festivals | Prayer | Beliefs |
| Year 7 | <p><i>Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Good Samaritan. Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they are expressing. Pupils should learn about stories associated with at least one other religious tradition.</i></p> | <p><i>Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus, and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Pupils should similarly explore artefacts associated with at least one other religious tradition.</i></p> | <p><i>Pupils should learn about the church as a safe place for Christian worship. If possible, pupils should have an opportunity to visit a local church. They should be encouraged to explore the atmosphere in a church, how and why Christian's worship together and how and why special events like baptism are celebrated in a church. They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. Pupils should be taught how at least one of these features may be used and explore why it is religiously important. Pupils should explore places of worship associated with at least one other religion.</i></p> | <p><i>Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these suggest, mean, give expression to. They should learn about some of the traditions, symbols, special food, and beliefs associated with these two festivals. Pupils should explore at least one festival which is celebrated by at least one other religious tradition.</i></p> | <p><i>Pupils should be taught about Christian prayer. Pupils should learn about different types of prayer, for example, praising, asking (petitioning) prayer, and how music or song may be used in Christian prayer. Pupils should be encouraged to be curious and to raise questions of their own about prayer. Pupils should also explore prayer in at least one other religious tradition.</i></p> | <p><i>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</i></p> |

| | <i>Stories</i> | <i>Moses</i> | <i>Jesus of Nazareth</i> | <i>Leaders of Religion</i> | <i>Holy Books</i> | <i>People of Faith</i> |
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| Year 8 | <p><i>Pupils should learn about Christian stories that are in the Bible, for example, the story of Zacchaeus the tax collector, the healing of the blind man, the unforgiving servant, the feeding of the five thousand. Pupils should also learn about Bible stories that are part of the shared Judaic – Christian tradition, for example, the Creation Story, Adam and Eve, Noah’s Ark. Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious tradition.</i></p> | <p><i>Pupils should learn about Moses, an important figure in Christianity and Judaism. They should learn about important events in his life and talk about beliefs held about him.</i></p> | <p><i>Pupils should learn about Jesus of Nazareth as the founder of Christianity and have a reasonably secure knowledge of the events in his life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and resurrection. Pupils should have some knowledge of the parables which Jesus used to teach about kindness, going out of one’s way to help others and of having a forgiving nature. Pupils should also have learnt about some of the miracle stories associated with Jesus.</i></p> | <p><i>Pupils should learn about the leaders of the other religious traditions and discuss beliefs about them.</i></p> | <p><i>Pupils should learn about the Bible as the Holy Book of Christianity. They should learn about the holy books or scriptures of other religions.</i></p> | <p><i>Pupils should be taught about the life and work of people who have been motivated or inspired by their Christian faith. Pupils may explore the life of well – know people drawn from history, for example, St. Francis of Assisi, Thomas Bernardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Pupils should explore in what ways this person’s life and work may have direct links to their Christian teaching and practice and in what ways, if any, their faith may be of help to them.</i></p> |

| AQA Unit Award scheme | <i>An Introduction to the Six Major Religions of the World</i> | <i>An Introduction to the Six Major Religions of the World</i> | <i>Comparing Three Religions</i> | <i>Comparing Three Religions</i> | <i>Festivals of Light</i> | <i>Festivals of Light</i> |
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| Year 9 AQA Unit Award Scheme | <p><i>Pupils should be able to name the six main religions of the world. They should be able to identify three places of worship other than those of Christianity. They should describe the reason for and the celebration of Eid al – Fitr. They should describe the reason for and the celebrations of Diwali. They should describe the reason for and the celebrations of Vaisakhi.</i></p> | <p><i>Pupils should list the Abrahamic religions. They should name the founders of five of the six major religions. They should listen to the music of and view the art of the major religions.</i></p> | <p><i>Pupils should show knowledge of the founders of three religions. They should show knowledge of three places of worship for different religions. They should show knowledge of the name of three holy books for different religions. They should show knowledge of the names of three religious' leaders for different religions.</i></p> | <p><i>Pupils should show knowledge of the area of the world where the religion started. They should show knowledge of a symbol for three different religions. They should show knowledge of how the three religions think about God.</i></p> | <p><i>Pupils should know how Jews, Hindus and Christians celebrate festivals related to light. They should study at least two different 'light' festivals that are celebrated. They should look at the main differences and similarities between Hanukkah, Diwali and Christmas.</i></p> | <p><i>Pupils should look at the key features and/or story of Hanukkah, Diwali and Christmas. They should retell one of the stories related to 'light' festivals. They should taste foods related to festivals of light. They should create a greeting card for a light festival.</i></p> |
| 9Hils2/10Hills2 AQA Unit Award | <p><i>Multi – Sensory Introduction to Hinduism and Sikhism</i></p> | <p><i>Multi – Sensory Introduction to Hinduism and Sikhism</i></p> | <p><i>A Sensory Exploration of Prophets from Abrahamic Religions</i></p> | <p><i>A Sensory Exploration of Prophets from Abrahamic Religions</i></p> | <p><i>Multi – Sensory Introduction to Rites of passage</i></p> | <p><i>Multi – Sensory Introduction to Rites of passage</i></p> |

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| | <p><i>Pupils should taste two foods associated with Diwali. They should smell two substances associated with Hinduism and Sikhism. They should listen to two pieces of music associated with Hinduism. They should touch or be touched by two items associated with Hinduism. They should look at two items associated with Hinduism.</i></p> | <p><i>Pupils should taste two foods associated with a langar. They should listen to two pieces of music associated with Sikhism. They should touch or be touched by two items associated with Sikhism</i></p> | <p><i>Moses, Abraham and Jesus: Pupils handle a given artefact about prophets from Abrahamic religions. They should listen to a story about a prophet. They should complete a piece of artwork related to the life of the prophets.</i></p> | <p><i>Pupils should look at a range of pictures about the prophets. They should take part in a drama or dance about the life of a prophet.</i></p> | <p><i>Pupils should taste two foods associated with rites of passage e.g. unleavened bread, birthday cake. They should smell two substances associated with rites of passage e.g. burning candles, incense. They should listen to two sounds associated with rites of passage e.g. the call to prayer, the singing of "Happy Birthday".</i></p> | <p><i>Pupils should touch two items associated with rites of passage e.g. water, a kippah. They should look at two visual stimuli associated with rites of passage e.g. Torah scrolls, Hindu sacred thread</i></p> |
| Year 10 | <i>The Life of Jesus</i> | <i>The Life of Jesus</i> | <i>Introduction to Hinduism</i> | <i>Introduction to Hinduism</i> | <i>Basic Religious Beliefs</i> | <i>Basic Religious Beliefs</i> |

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| | <p><i>Pupils should take part in a group discussion about the life of Jesus. They should show knowledge of where and when Jesus was born. They should show knowledge of how Jesus was baptised and tempted.</i></p> | <p><i>Pupils should show knowledge of different groups of people who came into contact with Jesus e.g. his disciples, people he healed, people who opposed him. They should show knowledge of the main events which took place in the last week of Jesus' life ie. Palm Sunday, the Last Supper, his betrayal and arrest, and his trial and crucifixion.</i></p> | <p><i>Pupils should recognise, name and draw the symbol of Hinduism. They should recognise, name and handle at least three artefacts relevant to the Hindu religion. They should name three Hindu gods and goddesses and describe their important features. They should describe the main activities and rituals associated with the festival of Holi. They should recognise and name at least three items inside a Hindu temple.</i></p> | <p><i>Pupils should listen to religious stories about Hindu gods and goddesses. They should watch a video explaining the ceremonies and rituals of Holi. They should make and taste food associated with a Hindu celebration.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of the Christian religion and at least three of the basic beliefs of Sikhism.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of Islam, at least three of the basic beliefs of Hinduism and at least three of the basic beliefs of Judaism</i></p> |
| <p>Year 11 AQA Unit</p> | <p><i>Islam – Origins and Major Beliefs</i></p> | <p><i>Islam – Origins and Major Beliefs</i></p> | <p><i>Rites of Passage</i></p> | <p><i>Rites of Passage</i></p> | <p><i>Christianity - Festivals</i></p> | <p><i>Christianity - Festivals</i></p> |

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| | <p><i>Pupils should show knowledge of Muhammad's early life and marriage. They should show knowledge of Muhammad's revelation, the visitation by the Angel Gabriel. They should show knowledge of the Hijrah, Muhammad's journey from Makkah to establish a new religion in Madinah. They should show knowledge of the conquest of Makkah and the establishment of the first mosque. They should show knowledge of submission to Allah and the Sura, the great prayer.</i></p> | <p><i>Pupils should show knowledge of the Five Pillars of Islam: creed, prayer, alms giving, fasting and pilgrimage.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of birth. They should show knowledge of the Muslim ceremonies and traditions of birth. They should show knowledge of at least two aspects of Christian baptism. They should show knowledge of the importance of Bar/Bat Mitzvah to Jews. They should show knowledge of at least one importance of Confirmation ceremonies to Christians.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of death. They should show knowledge of the Muslim ceremonies and traditions of death. They should show knowledge of the Christian ceremonies and traditions of death.</i></p> | <p><i>Pupils should identify the key events which take place during Christmas. They should identify the key events which take place during Lent. They should identify the key events which take place during Holy Week. They should identify the key events which take place during Easter. They should identify the key events which take place during Ascension. They should identify the key events which take place during Pentecost.</i></p> | <p><i>Pupils should present a verbal response to the celebration of a Christian Festival by Christians. They should show knowledge of three symbols associated with Christian festivals. They should show knowledge of three special foods used to celebrate Christian festivals. They should take part in a discussion about Christian festivals. They should examine relevant Christian artefacts.</i></p> |
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Curriculum Overview

- It is vital that young people are able to understand themselves within our diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.
- Spiritual, moral, social, and cultural development are important parts of the path to adulthood. Young people should be encouraged to develop their ability to be reflective about their own beliefs (religious or otherwise) and their perspective on life. They should have knowledge of, and respect for, different people's faiths, feelings, and values. They should develop the ability to understand and appreciate the viewpoints of others and be accepting of fundamental British values.
- Our British values include mutual respect for those with different faiths and beliefs. Pupils should develop an understanding and appreciation of the range of cultural influences in the school and further afield as part of their preparation for life in modern Britain.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills
- Encountering and understanding the meaning of new vocabulary.

SPIRAL

- Speaking and listening participation to express and develop their own ideas.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills
- Asking and answering questions in relation to each topic.

SPIRAL

- Speaking and listening participation to express and develop their own ideas with more independence.

DESTINATION

- AQA UnitAward Scheme

ROUTE 2 – RE (Developing)

| | AUTUMN HALF TERM 1 | AUTUMN HALF TERM 2 | SPRING HALF TERM 1 | SPRING HALF TERM 2 | SUMMER HALF TERM 1 | SUMMER HALF TERM 2 |
|--|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Stories | Artefacts and Symbols | Places of Worship | Festivals | Prayer | Beliefs |

Year 7

Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Good Samaritan. Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they are expressing. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to. Pupils should learn about stories associated with at least one other religious tradition.

Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus, and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Opportunities should also be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express. Pupils should similarly explore artefacts associated with at least one other religious tradition.

Pupils should learn about the church as a safe place for Christian worship. If possible pupils should have an opportunity to visit a local church. They should be encouraged to explore the atmosphere in a church, how and why Christian's worship together and how and why special events like baptism are celebrated in a church. They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. Pupils should be taught how at least one of these features may be used and explore why it is religiously important. Pupils should explore places of worship associated with at least one other religion. Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship.

Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these suggest, mean, give expression to. They should learn about some of the traditions, symbols, special food, and beliefs associated with these two festivals. Pupils should explore at least one festival which is celebrated by at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest.

Pupils should be taught about Christian prayer. Pupils should learn about different types of prayer, for example, praising, asking (petitioning) prayer, and how music or song may be used in Christian prayer. Pupils should be encouraged to be curious and to raise questions of their own about prayer. Pupils should also explore prayer in at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to their enquiry into prayer.

Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others. Pupils should be encouraged to attempt to share their thoughts and views in response to how faith may influence how a person chooses to live.

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| | <i>Stories</i> | <i>Moses</i> | <i>Jesus of Nazareth</i> | <i>Leaders of Religion</i> | <i>Holy Books</i> | <i>People of Faith</i> |
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Year 8

Pupils should learn about Christian stories that are in the Bible, for example, the story of Zacchaeus the tax collector, the healing of the blind man, the unforgiving servant, the feeding of the five thousand, the unforgiving servant. Pupils should also learn about Bible stories that are part of the shared Judaic – Christian tradition, for example, the Creation Story, Adam and Eve, Noah’s Ark. Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious tradition.

Pupils should learn about Moses, an important figure in Christianity and Judaism. They should learn about important events in his life and talk about beliefs held about him. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion.

Pupils should learn about Jesus of Nazareth as the founder of Christianity and have a reasonably secure knowledge of the events in his life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and resurrection. Pupils should have some knowledge of the parables which Jesus used to teach about kindness, going out of one’s way to help others and of having a forgiving nature. Pupils should also have learnt about some of the miracle stories associated with Jesus. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion.

Pupils should learn about the leaders of the other religious traditions and discuss beliefs about them. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion.

Pupils should learn about the Bible as the Holy Book of Christianity. They should learn about the holy books or scriptures of other religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned.

Pupils should be taught about the life and work of people who have been motivated or inspired by their Christian faith. Pupils may explore the life of well – know people drawn from history, for example, St. Francis of Assisi, Thomas Bernardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Pupils should explore in what ways this person’s life and work may have direct links to their Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learned.

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| | <p><i>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing.</i></p> | | | | | |
| <p>AQA Unit Award</p> | <p><i>An Introduction to the Six Major Religions of the World</i></p> | <p><i>An Introduction to the Six Major Religions of the World</i></p> | <p><i>Comparing Three Religions</i></p> | <p><i>Comparing Three Religions</i></p> | <p><i>Festivals of Light</i></p> | <p><i>Festivals of Light</i></p> |

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| Year 9 AQA Unit Award Scheme | <p><i>Pupils should be able to name the six main religions of the world. They should be able to identify three places of worship other than those of Christianity. They should describe the reason for and the celebration of Eid al – Fitr. They should describe the reason for and the celebrations of Diwali. They should describe the reason for and the celebrations of Vaisakhi. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should list the Abrahamic religions. They should name the founders of five of the six major religions. They should listen to the music of and view the art of the major religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of the founders of three religions. They should show knowledge of three places of worship for different religions. They should show knowledge of the name of three holy books for different religions. They should show knowledge of the names of three religious' leaders for different religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of the area of the world where the religion started. They should show knowledge of a symbol for three different religions. They should show knowledge of how the three religions think about God. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should know how Jews, Hindus and Christians celebrate festivals related to light. They should study at least two different 'light' festivals that are celebrated. They should look at the main differences and similarities between Hanukkah, Diwali and Christmas. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest.</i></p> | <p><i>Pupils should look at the key features and/or story of Hanukkah, Diwali and Christmas. They should retell one of the stories related to 'light' festivals. They should taste foods related to festivals of light. They should create a greeting card for a light festival. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest.</i></p> |
| Year 10 | <p><i>The Life of Jesus</i></p> | <p><i>The Life of Jesus</i></p> | <p><i>Introduction to Hinduism</i></p> | <p><i>Introduction to Hinduism</i></p> | <p><i>Basic Religious Beliefs</i></p> | <p><i>Basic Religious Beliefs</i></p> |

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| | <p><i>Pupils should take part in a group discussion about the life of Jesus. They should show knowledge of where and when Jesus was born. They should show knowledge of how Jesus was baptised and tempted. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion.</i></p> | <p><i>Pupils should show knowledge of different groups of people who came into contact with Jesus eg. his disciples, people he healed, people who opposed him. They should show knowledge of the main events which took place in the last week of Jesus' life ie. Palm Sunday, the Last Supper, his betrayal and arrest, and his trial and crucifixion. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion.</i></p> | <p><i>Pupils should recognise, name and draw the symbol of Hinduism. They should recognise, name and handle at least three artefacts relevant to the Hindu religion. They should name three Hindu gods and goddesses and describe their important features. They should describe the main activities and rituals associated with the festival of Holi. They should recognise and name at least three items inside a Hindu temple. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should listen to religious stories about Hindu gods and goddesses. They should watch a video explaining the ceremonies and rituals of Holi. They should make and taste food associated with a Hindu celebration. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of the Christian religion and at least three of the basic beliefs of Sikhism. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of Islam, at least three of the basic beliefs of Hinduism and at least three of the basic beliefs of Judaism. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> |
| <p>Year 11 AQA Unit</p> | <p><i>Islam – Origins and Major Beliefs</i></p> | <p><i>Islam – Origins and Major Beliefs</i></p> | <p><i>Rites of Passage</i></p> | <p><i>Rites of Passage</i></p> | <p><i>Christianity - Festivals</i></p> | <p><i>Christianity - Festivals</i></p> |

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| | <p><i>Pupils should show knowledge of Muhammad's early life and marriage. They should show knowledge of Muhammad's revelation, the visitation by the Angel Gabriel. They should show knowledge of the Hijrah, Muhammad's journey from Makkah to establish a new religion in Madinah. They should show knowledge of the conquest of Makkah and the establishment of the first mosque. They should show knowledge of submission to Allah and the Sura, the great prayer.</i></p> <p><i>Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of the Five Pillars of Islam: creed, prayer, alms giving, fasting and pilgrimage.</i></p> <p><i>Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of birth. They should show knowledge of the Muslim ceremonies and traditions of birth. They should show knowledge of at least two aspects of Christian baptism. They should show knowledge of the importance of Bar/Bat Mitzvah to Jews. They should show knowledge of at least one importance of Confirmation ceremonies to Christians. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of death. They should show knowledge of the Muslim ceremonies and traditions of death. They should show knowledge of the Christian ceremonies and traditions of death. Pupils should be encouraged to share their thoughts and views in response to what they have learned.</i></p> | <p><i>Pupils should identify the key events which take place during Christmas. They should identify the key events which take place during Lent. They should identify the key events which take place during Holy Week. They should identify the key events which take place during Easter. They should identify the key events which take place during Ascension. They should identify the key events which take place during Pentecost.</i></p> <p><i>Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest.</i></p> | <p><i>Pupils should present a verbal response to the celebration of a Christian Festival by Christians. They should show knowledge of three symbols associated with Christian festivals. They should show knowledge of three special foods used to celebrate Christian festivals. They should take part in a discussion about Christian festivals. They should examine relevant Christian artefacts.</i></p> <p><i>Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest.</i></p> |
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Curriculum Overview

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- Spiritual, moral, social, and cultural development are important parts of the path to adulthood. Young people should be encouraged to develop their ability to be reflective about their own beliefs (religious or otherwise) and their perspective on life. They should have knowledge of, and respect for, different people's faiths, feelings, and values. They should develop the ability to understand and appreciate the viewpoints of others and be accepting of fundamental British values.
- Our British values include mutual respect for those with different faiths and beliefs. Pupils should develop an understanding and appreciation of the range of cultural influences in the school and further afield as part of their preparation for life in modern Britain.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Route 2 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills
- Encountering and understanding the meaning of new vocabulary.

SPIRAL

- Speaking and listening participation to express and develop their own ideas.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Route 2 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

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- Asking and answering questions in relation to each topic.

SPIRAL

- Speaking and listening participation to express and develop their own ideas with more independence.

DESTINATION

- AQA Unit Award Scheme

ROUTE 3 – RE (Expanding)

| | AUTUMN HALF TERM 1 | AUTUMN HALF TERM 2 | SPRING HALF TERM 1 | SPRING HALF TERM 2 | SUMMER HALF TERM 1 | SUMMER HALF TERM 2 |
|--|-----------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Stories | Artefacts and Symbols | Places of Worship | Festivals | Prayer | Beliefs |

Year 7

Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Good Samaritan. Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they are expressing. Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to. Pupils should begin to make an attempt to explain or support their views making use of simple reasons. Pupils should learn about stories associated with at least one other religious tradition.

Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus, and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Opportunities should also be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express. Pupils should attempt to explain or support their views making use of simple reasons. Pupils should similarly explore artefacts associated with at least one other religious tradition.

Pupils should learn about the church as a safe place for Christian worship. If possible, pupils should have an opportunity to visit a local church. They should be encouraged to explore the atmosphere in a church, how and why Christian's worship together and how and why special events like baptism are celebrated in a church. They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern. Pupils should be taught how at least one of these features may be used and explore why it is religiously important. Pupils should explore places of worship associated with at least one other religion. Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship.

Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these suggest, mean, give expression to. They should learn about some of the traditions, symbols, special food, and beliefs associated with these two festivals. Pupils should explore at least one festival which is celebrated by at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest. They should be encouraged to explain or support their views making use of simple reasons.

Pupils should be taught about Christian prayer. Pupils should learn about different types of prayer, for example, praising, asking (petitioning) prayer, and how music or song may be used in Christian prayer. Pupils should be encouraged to be curious and to raise questions of their own about prayer. Pupils should also explore prayer in at least one other religious tradition. Pupils should be encouraged to attempt to share their thoughts and views in response to their enquiry into prayer. They should be encouraged to explain or support their views making use of simple reasons.

Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others. Pupils should be encouraged to attempt to share their thoughts and views in response to how faith may influence how a person chooses to live. They should be encouraged to explain or support their views making use of simple reasons.

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| | | | <i>Pupils should attempt to explain or support their views making use of simple reasons.</i> | | | |
| | <i>Stories</i> | <i>Moses</i> | <i>Jesus of Nazareth</i> | <i>Leaders of Religion</i> | <i>Holy Books</i> | <i>People of Faith</i> |

Year 8

Pupils should learn about Christian stories that are in the Bible, for example, the story of Zacchaeus the tax collector, the healing of the blind man, the unforgiving servant, the feeding of the five thousand, the unforgiving servant. Pupils should also learn about Bible stories that are part of the shared Judaic – Christian tradition, for example, the Creation Story, Adam and Eve, Noah’s Ark. Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing. Pupils should also learn about stories associated with at least one other religious tradition.

Pupils should learn about Moses, an important figure in Christianity and Judaism. They should learn about important events in his life and talk about beliefs held about him. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should learn about Jesus of Nazareth as the founder of Christianity and have a reasonably secure knowledge of the events in his life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and resurrection. Pupils should have some knowledge of the parables which Jesus used to teach about kindness, going out of one’s way to help others and of having a forgiving nature. Pupils should also have learnt about some of the miracle stories associated with Jesus. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should learn about the leaders of the other religious traditions and discuss beliefs about them. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should learn about the Bible as the Holy Book of Christianity. They should learn about the holy books or scriptures of other religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should be taught about the life and work of people who have been motivated or inspired by their Christian faith. Pupils may explore the life of well – know people drawn from history, for example, St. Francis of Assisi, Thomas Bernardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Pupils should explore in what ways this person’s life and work may have direct links to their Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons

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| | <p><i>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing. Pupils should support their views with clear and cogent reasons.</i></p> | | | | | <p><i>which are clear and cogent.</i></p> |
| <p>AQA Unit Award</p> | <p><i>An Introduction to the Six Major Religions of the World</i></p> | <p><i>An Introduction to the Six Major Religions of the World</i></p> | <p><i>Comparing Three Religions</i></p> | <p><i>Comparing Three Religions</i></p> | <p><i>Festivals of Light</i></p> | <p><i>Festivals of Light</i></p> |

**Year 9
AQA Unit Award Scheme**

Pupils should be able to name the six main religions of the world. They should be able to identify three places of worship other than those of Christianity. They should describe the reason for and the celebration of Eid al – Fitr. They should describe the reason for and the celebrations of Diwali. They should describe the reason for and the celebrations of Vaisakhi. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should list the Abrahamic religions. They should name the founders of five of the six major religions. They should listen to the music of and view the art of the major religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should show knowledge of the founders of three religions. They should show knowledge of three places of worship for different religions. They should show knowledge of the name of three holy books for different religions. They should show knowledge of the names of three religious' leaders for different religions. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should show knowledge of the area of the world where the religion started. They should show knowledge of a symbol for three different religions. They should show knowledge of how the three religions think about God. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should know how Jews, Hindus and Christians celebrate festivals related to light. They should study at least two different 'light' festivals that are celebrated. They should look at the main differences and similarities between Hanukkah, Diwali and Christmas. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest. They should be taught to support their views making use of reasons which are clear and cogent.

Pupils should look at the key features and/or story of Hanukkah, Diwali and Christmas. They should retell one of the stories related to 'light' festivals. They should taste foods related to festivals of light. They should create a greeting card for a light festival. Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest. They should be taught to support their views making use of reasons which are clear and cogent.

Year 10

| | <i>The Life of Jesus</i> | <i>The Life of Jesus</i> | <i>Introduction to Hinduism</i> | <i>Introduction to Hinduism</i> | <i>Basic Religious Beliefs</i> | <i>Basic Religious Beliefs</i> |
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| | <p><i>Pupils should take part in a group discussion about the life of Jesus. They should show knowledge of where and when Jesus was born. They should show knowledge of how Jesus was baptised and tempted. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should show knowledge of different groups of people who came into contact with Jesus e.g. his disciples, people he healed, people who opposed him. They should show knowledge of the main events which took place in the last week of Jesus' life ie. Palm Sunday, the Last Supper, his betrayal and arrest, and his trial and crucifixion. Pupils should be encouraged to share their thoughts and views in response to beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should recognise, name and draw the symbol of Hinduism. They should recognise, name and handle at least three artefacts relevant to the Hindu religion. They should name three Hindu gods and goddesses and describe their important features. They should describe the main activities and rituals associated with the festival of Holi. They should recognise and name at least three items inside a Hindu temple. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should listen to religious stories about Hindu gods and goddesses. They should watch a video explaining the ceremonies and rituals of Holi. They should make and taste food associated with a Hindu celebration. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of the Christian religion and at least three of the basic beliefs of Sikhism. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should show knowledge of at least three of the basic beliefs of Islam, at least three of the basic beliefs of Hinduism and at least three of the basic beliefs of Judaism. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> |

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| Year 11 AQA Unit | <i>Islam – Origins and Major Beliefs</i> | <i>Islam – Origins and Major Beliefs</i> | <i>Rites of Passage</i> | <i>Rites of Passage</i> | <i>Christianity - Festivals</i> | <i>Christianity - Festivals</i> |
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| | <p><i>Pupils should show knowledge of Muhammad's early life and marriage. They should show knowledge of Muhammad's revelation, the visitation by the Angel Gabriel. They should show knowledge of the Hijrah, Muhammad's journey from Makkah to establish a new religion in Madinah. They should show knowledge of the conquest of Makkah and the establishment of the first mosque. They should show knowledge of submission to Allah and the Sura, the great prayer.</i></p> <p><i>Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are</i></p> | <p><i>Pupils should show knowledge of the Five Pillars of Islam: creed, prayer, alms giving, fasting and pilgrimage.</i></p> <p><i>Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of birth. They should show knowledge of the Muslim ceremonies and traditions of birth. They should show knowledge of at least two aspects of Christian baptism. They should show knowledge of the importance of Bar/Bat Mitzvah to Jews. They should show knowledge of at least one importance of Confirmation ceremonies to Christians. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should show knowledge of the Jewish ceremonies and traditions of death. They should show knowledge of the Muslim ceremonies and traditions of death. They should show knowledge of the Christian ceremonies and traditions of death. Pupils should be encouraged to share their thoughts and views in response to what they have learned. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should identify the key events which take place during Christmas. They should identify the key events which take place during Lent. They should identify the key events which take place during Holy Week. They should identify the key events which take place during Easter. They should identify the key events which take place during Ascension. They should identify the key events which take place during Pentecost.</i></p> <p><i>Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> | <p><i>Pupils should present a verbal response to the celebration of a Christian Festival by Christians. They should show knowledge of three symbols associated with Christian festivals. They should show knowledge of three special foods used to celebrate Christian festivals. They should take part in a discussion about Christian festivals. They should examine relevant Christian artefacts.</i></p> <p><i>Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored might suggest. They should be taught to support their views making use of reasons which are clear and cogent.</i></p> |
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Curriculum Overview

- It is vital that young people are able to understand themselves within our diverse society so that they are equipped to be active citizens with the confidence to participate with peers whose background can often be different to their own.
- Spiritual, moral, social, and cultural development are important parts of the path to adulthood. Young people should be encouraged to develop their ability to be reflective about their own beliefs (religious or otherwise) and their perspective on life. They should have knowledge of, and respect for, different people's faiths, feelings, and values. They should develop the ability to understand and appreciate the viewpoints of others and be accepting of fundamental British values.
- Our British values include mutual respect for those with different faiths and beliefs. Pupils should develop an understanding and appreciation of the range of cultural influences in the school and further afield as part of their preparation for life in modern Britain.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Route 3 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills
- Encountering and understanding the meaning of new vocabulary.

SPIRAL

- Speaking and listening participation to express and develop their own ideas.

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Route 3 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.

SKILLS

- Speaking and Listening
- Reading
- Debating and enquiry
- Resolution and Decision Making
- Social Development
- ICT Skills
- Asking and answering questions in relation to each topic.

SPIRAL

- Speaking and listening participation to express and develop their own ideas with more independence.

DESTINATION

- AQA Unit Award Scheme