

Year Group 7

Term	1	2	3	4	5	6
Topic Title	Why is Christianity the biggest religion?		How devoted are Muslims to God?		What is religion & belief?	
<b>Rationale Why are you delivering this topic now? How does it fit with the learning journey?</b>	As Christianity is the religion most are familiar with, we bring it in as a point of comparison to the other Abrahamic religions. Throughout the unit pupils will explore what it is like to be christian, key christian beliefs and actions. Pupils will study key teaching in christianity, looking at what they mean for christians, the impact they have on christians.		We bring in Islam as a point of comparison to the other Abrahamic religions. This unit underpins KS3/4 as one of our chosen in depth religions. We will compare and contrast it with Christianity, exploring what it means to be Muslim and looking at their sources of authority, core beliefs and how this impacts on the way in which they live their lives.		This develops student thinking on religion and belief. In this unit we will introduce Dharmic religions and other schools of thought (e.g. humanism) to provide contrasting views. Students will use this to consider the differences between religion and belief based on their study of 2 major religions.	
<b>Prior knowledge What have pupils already covered that will support?</b>	Prior knowledge of Abrahamic religions and their own knowledge of Christianity from home and primary school		Students will have encountered Islamic beliefs at school or even in the media. Their understanding of denominations within Christianity and what an Abrahamic faith will help them to ground further study of Islam.		Knowledge of the Abrahamic faiths and teachings. An understanding of the fundamentals of religion and some similarities and differences between them.	
<b>Key knowledge/skills development</b>	Big focus on what and where teachings come from (Bible), focus on how these teachings impact Christians and the different denominations.		To understand the fundamental principles of Islam and why they worship as they do.		Builds on all knowledge from the year, allowing students to revisit & reflect on sim/diff.	
<b>National Curriculum/specification links</b>	Lincolnshire Syllabus. Compulsory unit of Community		Lincolnshire Syllabus. Compulsory unit of Community and Being Human		Lincolnshire Syllabus. optional unit of 'What is Religion/Belief?'	
<b>Literacy</b>	Pupils will explore religious scriptures, analysing the meaning behind the texts. Pupils will complete a guided reading exercise, picking out key words that will be carried through the rest of RE.		Key words throughout the unit that will be drawn on, extended reading exercises.		Key words throughout the unit that will be drawn on, extended reading exercises.	
<b>Numeracy</b>	Pupils will interpret pie charts of religious statistics. Discussing the percentage of religous populations within the world. Comparing that to the percentage of Chrisians within the world.		Pupils will complete an activity where they are require to work out Zakat and how much Muslims are expected to give.		Pupils will use Venn diagrams in order to explore the similarites and differences between the Dharmic religions and Abrahamic religions.	
<b>STEM</b>	Within Christianity exploring the layout of churches, pupils will be design and create their own churches as a project.		The use of creativity and critical thinking skills as pupils will create a 'news segment' style presentation on Hajj and why it is important to Muslims.		Within this unit pupils will be provided the opportunity to reflect on all that they have learned and then apply to 'create your own religion' activity.	
<b>Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?</b>	PSHCE (community), History/Eng (sacred texts analysis). Geography pupils will explore maps, taking into consideration the population of Christinaity across the world.		Art (architecture styles places of worship), PSHCE (world around us), History/English (sacred texts analysis). Geography pupils will explore maps, taking into consideration the population of Islam across the world.		Computing/Art - poster/presentation work. English/ Drama/ MFL pupils will develop speacking skill through delivering their presentations to thw whole class.	
<b>Key vocabulary</b>	Denominations, Eucharist, Church, Bible, teachings, parables, scripture, Trinity, Golden Rule, 10 commandments		Abrahamic, Muhammad, 5 pillars, jihad, faith, Allah, oneness, Shahada, Zakat, Sawn, Hajj, Ramadan, Shariah, Tawid, Salat, Qu'ran, Hadith, prophet,		ritual, narrative.mythic, experential/emotional, social/institutional, ethical/legal, doctrinal/philosopohical, material/artefacts	

Year Group 8

Term	1	2	3	4	5	6
Topic Title	What does it mean to be good?		How easy is it to be religious in the modern day?		Religion & Relationships	
<b>Rationale Why are you delivering this topic now? How does it fit with the learning journey?</b>	This starts to introduce the concept of ethics into our SoW. Students will be introduced to philosophical thinking focusing on the concept of goodness. Later on they will apply this learning to people who are perceived to have been good in their lives.		Students will study a range of issues from religion that would impact on the modern day. This builds on their knowledge of the historic beliefs and how it transfers to modern day.		Students are aware of key beliefs & religion in modern day so this builds on that element of how religions operate in modern world. It develops understanding of the complexity of different relationships and on the idea of faith and belief.	
<b>Prior knowledge What have pupils already covered that will support?</b>	Students will have started to grapple with the idea of what it means to live well in both Christianity & Islam, picking up the idea that God/Allah has prescribed a path.		Pupils already understand the foundation & key beliefs of the main religion. Pupils will draw on knowledge from year 7 about key beliefs, to then study how these beliefs are practiced by followers.		Studied religious celebrations (festivals) in Y7 as part of Christian & Islam units. It also develops understanding of religious communities. Knowledge of the key beliefs and rules through which religious people live their lives.	
<b>Key knowledge/skills development</b>	Pupils will gain knowledge of what is considered to be good in religious and non-religious thoughts. Within this unit pupils will have discussions around how to be a good person/ live a good life.		diet, drugs & alcohol, requirement for prayer, religious dress & restrictions, pilgrimage, the environment. The focus will be on the key religions of Islam & Christianity with other religious and non-religious views as appropriate.		Compare different types of relationships and how these are developed (God, religious communities, the types & purpose of marriage & relationships, coming of age, divorce). We will primarily focus on Christianity & Islam but also refer to other religious and non-religious views as appropriate.	
<b>National Curriculum/specification links</b>	Lincolnshire Syllabus Optional Unit 'Being Good'		Lincolnshire Syllabus compulsory Unit of 'Being Human' plus some Islamic 'community' unit.		Lincolnshire syllabus compulsory Unit of 'Life Journey'	
<b>Literacy</b>	Pupils are given extended pieces of writing where they have to analyse the meaning and answer questions.		Pupils are provided news paper articles based on being religious in the UK.		Pupils are provided with passages from baptisms, where they will analyse the meaning behind and how that relates to christian beliefs.	
<b>Numeracy</b>			Pupils will use Venn diagrams to compare the similarities and differences of religious and non-religious people in the world.			
<b>STEM</b>	Use of reflective skills, problem solving and analytical skills in order to make reflect and make a judgement on how 'good' the lives of key people studied were.		Use of rationalising, analysing and critical thinking skills in order to make a judgement on how easy it is to be religious in the modern world. At the end of the unit pupils will make a 'news segment' style presentation on how religion affects the lives of followers.		Use of rationalising, critical thinking and creativity skills as pupils will be required to make their own religious/ non-religious ceremony.	
<b>Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?</b>	PSHCE (community), English (sources to analyse, development of written writing when making judgement).		PSHCE/Biology (drugs & alcohol), Food Tech (diets), Geography (pilgrimage/travel/stewardship/ environment), Biology (environment), Drama/ English (develop and present news segment on judgement task).		PSHCE (value of marriage, types of relationships)	
<b>Key vocabulary</b>	Pupils are given extended pieces of writing where they have to analyse the meaning and answer questions.		Pupils are provided news paper articles based on being religious in the UK.		Pupils are provided with passages from baptisms, where they will analyse the meaning behind and how that relates to christian beliefs.	

Year Group 9

Term	1	2	3	4	5	6
<b>Topic Title</b>	<b>Does God exist?</b>		<b>Prejudice &amp; Discrimination</b>		<b>Ethics: Religion, Science &amp; Life</b>	
<b>Rationale Why are you delivering this topic now? How does it fit with the learning journey?</b>	Starts to introduce philosophical discussion as a bridge between KS3/4. Students will consider two main arguments for the existence of God: design argument and first cause argument. Students will explore in detail beliefs about God in Christianity and Allah in Islam and how this belief is reflected in practice.		Requires prior knowledge of P&D in society. The topic will explore religious and non-religious attitudes on gender, sexuality and age. The topic will explore P&D against and between religious groups. Students will study a range of case studies which will allow them to gain a good understanding of religious and non-religious attitudes. Examples of cases studies: Holocaust and the Israel/ Palestine conflict.		Continues the Y9 theme of big issues and builds on ethics/morals. The topic will explore Christian and Islamic attitudes to life after death and funeral rites of individuals within those religions. This will lead students to consider the meaning of life within Christianity and Islam. From this students will expand this into looking at issues that affect the humans. Considering topics such as abortion, IVF, Saviour Siblings etc.	
<b>Prior knowledge What have pupils already covered that will support?</b>	Knowledge of gods/deities from religions. Core beliefs and understanding of different sources of authority from different religious views.		PSHCE work on P&D, Work from Y8 on 'goodness' - how can we apply this to the issue?		Beliefs of different religions. Awareness of some issues through Science/PSHCE etc.	
<b>Key knowledge/skills development</b>	What is god, his qualities, Aquinas, creation stories, argument from design, first cause arguemen, miracles		What is P&D, religious responses, Jihad, Holocaust, anti-semitism over time, roles within Holocaust, How it ended, repatriation		Sanctity/quality of life, abortion, capital punishment, euthanasia, medical ethics, cloning, saviour siblings	
<b>National Curriculum/specification links</b>	Lincolnshire Syllabus compulsory unit 'God'		Lincolnshire Syllabus optional unit 'Prejudice and Discrimination'		Lincolnshire Syllabus compulsory unit 'Life Journey' and 'Being Human'	
<b>Literacy</b>	Key words will be the focus at the beginning of the unit, ensuring pupils have a good understanding which will then be drawn on for the rest of the term.		Pupils will be provided with a range of newspaper articles and extended reading based on different case studies.		key words and key scripture quotes will be important within this unit. Pupils will use these within their writing.	
<b>Numeracy</b>	The use of statistics to consider the populations of religious beliefs around the world.		The use of statistics and pie charts in order to consider the level of prejudice and discrimination within the world.		Within this unit pupils will explore a range of medical issues topics. As we consider each new issue pupils will look at the key statistics involved.	
<b>STEM</b>	Within this unit pupils will be given the opportunity to analyse a range of arguments for and against the existence of God, pupils will have to rationalise their points of views in classroom discussions/deabtes.		Pupils will explore cases studies of prejudice and discrimination, developing problem solving skills considering how religious and non-religious viewpoints would resolve the issues.		This unit will involve lots of discussions around each medical issue, therefore will give pupils the opportunity to analyse, communicate and reflect on their opinions and those of others within the class.	
<b>Cross curricular links What other curriculum areas/skills does the topic link with? When are these taught?</b>	Debating the issue (History/English). Also links to work in PSHCE, literacy to English, poster/presentation work to ICT/Art.		English (study of moral/ethical texts) Also links to work on P&D in PSHCE, literacy to English, poster/presentation work to ICT/Art.ts Y8) History (study of WW2/the Holocaust in Y9)		Science (IVF, cloning etc.), PSHCE, English (written work and discussion)	
<b>Key vocabulary</b>	omnipotent, omniscient, omnipresent, judge, redeemer, miracle, morality, conversion		greater/lesser Jihad, prejudice, discrimination, stereotype, anti-Semitism, Holocaust, slavery		Sanctity/quality of life, abortion, capital punishment, euthanasia, medical ethics, cloning, saviour siblings,	