

Religious Education Department High Level Planning

Year 7

Topic 1 = Introduction to RE and Religious Beliefs

Are there universal religious beliefs?

(Autumn 1 & 2, Spring 1)

Knowledge:	<ul style="list-style-type: none"> • Understanding key Christian beliefs in teachings such as the 10 Commandments • Learning how Christian, Hindu, Sikh and Buddhist beliefs are similar and different. • How religious beliefs can affect our behaviour
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Topic 2 = Festivals

What are the features and purposes of religious festivals?

(Spring 2)

Knowledge:	<ul style="list-style-type: none"> • Examples of festivals in Christianity, Buddhism, Islam, Judaism and Sikhism • Different religious festivals, their meaning and purpose
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Topic 3 = Holy Books

How important are they and their teachings?

(Summer 1)

Knowledge:	<ul style="list-style-type: none"> • The Bible, Torah, Quran, the Vedas and the Guru Granth Sahib • The beliefs stated in these books • How these books are treated and respected. • Understand their similarities and differences
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Topic 4 = Judaism

What are its core beliefs and practices?

(Summer 2)

Knowledge:	<ul style="list-style-type: none"> • Understanding the key Judaic beliefs espoused in the teachings of the Torah • . The key religious practices and their purpose • Branches of Judaism and addressing stereotypes
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Year 8

Topic 1 = Jesus

Who was he and how significant was he?

(Autumn 1 & 2)

Knowledge:	<ul style="list-style-type: none"> • Understanding the significance and meaning of his teachings and life • Understand the belief of him being God incarnate (in human form)
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Topic 2 = Islam

What are its core beliefs and practices?

(Spring 1)

Knowledge:	<ul style="list-style-type: none"> • Understanding the key Islamic beliefs espoused in the teachings of the Torah • . The key religious practices, their purpose and impact
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Topic 3 = Life After Death

**What do these religions believe happens to us when we die?
(Spring 2 / Summer 1 & 2)**

Knowledge:	<ul style="list-style-type: none"> • Understand key beliefs concerning heaven and hell • Understand what reincarnation is believed to be • Different beliefs of the afterlife from Christianity, Islam, Judaism, Hinduism and Sikhism
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Year 9

**Topic 1 = Sikhism Beliefs and Sikhism Practices
What are its core beliefs and practices?
(Autumn 1 & 2)**

Knowledge:	<ul style="list-style-type: none"> • Understanding the key Sikh beliefs espoused in the teachings of the Guru Granth Sahib • The key religious practices and their purpose • How these practices impact the lives of Sikhs and non-Muslims
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

**Topic 2 = Alternative Religions and Cults
Are these actually religions?
(Spring 1 & 2)**

Knowledge:	<ul style="list-style-type: none"> • Understand what a cult is • How these can become religions • The origins and key beliefs of Jehovah's witnesses, Mormons, Humanists, Atheists, the Amish, Scientology, paganism and Charles Manson
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

**Topic 3 = Good and Evil
What do religions teach us of the nature of Good and Evil?
(Summer 1 & 2)**

Knowledge:	<ul style="list-style-type: none"> • Understand heaven and hell and God and the Devil • Understand what is taught in the bible and other holy books about good and evil • Types of evil, such as moral and natural • What is taught about the nature of God and the purpose of suffering
Assessment:	Exam question for each component, to include identifying and explaining questions and extended writing questions.

Year 10 and 11

**Topic 1 = Relationships and Families (First Half Term)
What does Christianity and Islam teach us about the ideal nature of families and relationships?**

Knowledge:	<ul style="list-style-type: none"> • Sex, marriage and divorce • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. • Families and gender equality • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • Contemporary family issues including: • same-sex parents • polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples.
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Assessment:	GCSE Styled Assessment questions. Reviewed with model answers.
Topic 2 = Religion and Life (Second Half Term)	
What does Christianity and Islam teach us about the origins and sanctity of life?	
Knowledge:	<ul style="list-style-type: none"> The origins and value of the universe • The origins of the universe, including: • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including: • animal experimentation • the use of animals for food. The origins and value of human life • The origins of life, including: • religious teachings about the origins of human life, and different interpretations of these • the relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia. • Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.
Assessment:	GCSE Styled Assessment questions. Reviewed with model answers.
Topic 3 = Arguments for The Existence of God (Third Half Term)	
What does Christianity and Islam teach us about the origins and nature of God?	
Knowledge:	<ul style="list-style-type: none"> Philosophical arguments for and against the existence of God • The Design argument, including its strengths and weaknesses. • The First Cause argument, including its strengths and weaknesses. • The argument from miracles, including its strengths and weaknesses, and one example of a miracle. • Evil and suffering as an argument against the existence of God. • Arguments based on science against the existence of God. The nature of the divine and revelation • Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision. • Enlightenment as a source of knowledge about the divine. • General revelation: nature and scripture as a way of understanding the divine. • Different ideas about the divine that come from these sources: • omnipotent and omniscient • personal and impersonal • immanent and transcendent. • The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: • the problems of different ideas about the divine arising from these experiences • alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken.
Assessment:	GCSE Styled Assessment questions. Reviewed with model answers.
Topic 4 = Religion, Peace and Conflict (Fourth Half Term)	
What does Christianity and Islam teach us about the morality of war and conflict?	
Knowledge:	<ul style="list-style-type: none"> Religion, violence, terrorism and war • The meaning and significance of: • peace • justice • forgiveness • reconciliation. • Violence, including violent protest. • Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. Religion and belief in 21st century conflict • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation.
Assessment:	GCSE Styled Assessment questions. Reviewed with model answers.
Topic 5 = Christianity Beliefs and Christianity Practices – Summer Term	
What are the core Christian beliefs and practices?	
Knowledge:	<ul style="list-style-type: none"> Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings.

	<ul style="list-style-type: none"> • Key beliefs • The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. • Jesus Christ and salvation • Beliefs and teachings about: • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. • Practices • Worship and festivals • Different forms of worship and their significance: • liturgical, non-liturgical and informal, including the use of the Bible • private worship. • Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. • The role and meaning of the sacraments: • the meaning of sacrament • the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism • the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. • The role and importance of pilgrimage and celebrations including: • two contrasting examples of Christian pilgrimage: Lourdes and Iona • the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. • The role of the church in the local and worldwide community • The role of the Church in the local community, including food banks and street pastors. • The place of mission, evangelism and Church growth. • The importance of the worldwide Church including: • working for reconciliation • How Christian churches respond to persecution
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Assessment: GCSE Styled Assessment questions. Reviewed with model answers.

Topic 6 = Islamic Beliefs and Islamic Practices – Autumn Term
What are the core Islamic beliefs and practices?

<p>Knowledge:</p>	<ul style="list-style-type: none"> • Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. • Common and divergent views within Christianity in the way beliefs and teachings. • Key Beliefs • The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences. • Tawhid (the Oneness of God), Qur’an Surah • The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence. • Angels, their nature and role, including Jibril and Mika’il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. • Authority • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books: • Qur’an: revelation and authority • the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. • The imamate in Shi'a Islam: its role and significance. • Practices • Worship • Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). • Shahadah: declaration of faith and its place in Muslim practice. • Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer. • Duties and festivals • Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power.
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	<ul style="list-style-type: none"> • Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. • Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. • Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.
Assessment:	GCSE Styled Assessment questions. Reviewed with model answers.