

	AUTUMN															SPRING												SUMMER											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
YEAR 7	Topic – What are the benefits and challenges of being a young person of faith in Britain today?								Topic – Does religion help people be good?							Topic – A Critical Study of Jesus												Topic – An introduction to Philosophy											
	S – What religion is and if it matters, multiculturalism, how religions came to Britain								S -What guidance is offered by religions and non-religious sources, how guidance can help inform moral decisions, how faith can inspire goodness							S – Importance of Christmas to Christians, Jesus’ teachings, miracles, anger towards Jesus, his death, resurrection												S – Creation from a variety of perspectives, does God exist?											
	P – Know how to discuss religion and multiculturalism respectfully								P – Know how to reflect on personal values and beliefs							P – Explain Christian beliefs about Jesus (especially incarnation and salvation) and the key events in his life. Know how to critically reflect on Jesus’ life												P – Know how to argue about each argument using evidence											
	Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion								Sk – Critical reflection on leaning and exploring personal values and beliefs							Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion												Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion											
	Agreed Activity – ‘Religion should not be taught in school’ evaluation 12 mark								Agreed Activity – ‘Does religion help people be good’ evaluation 12 mark							Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion												Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion											
	Assessment – Closed Book – Introduction to Religion Test								Assessment – Closed book – Guidance test							Assessment – Closed book – Jesus Test												Assessment – Closed book – Jesus Test											

YEAR 8	Topic – What difference does it make to believe in...? S – Christianity, Islam and Sikhism – symbols, events in the life of founders, key teachings and practices. What it means to be a Sunni or Shia Muslim and Sikhi. Using evidence to explore the concept of Messiah and its link to Jesus. P – Know how to recognise similarities and respecting differences between the religious teachings and practices and the key events at the founding of the religion. Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion, justified opinions. Agreed Activity – ‘Jesus was the Messiah’ evaluation 12 mark Assessment – Closed Book – Founders and Beliefs Test	Topic – Should religions sell their holy buildings and give the money to the poor? S – Christianity, Islam and Sikhism – design of and features inside the religious buildings, purpose of the holy buildings, key acts of public worship. Private worship. P – Know how to recognise similarities and respecting differences between religious worship and the designs of the holy buildings. Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion Agreed Activity – ‘Religions should sell their holy buildings and give the money to the poor’ evaluation 12 mark Assessment – Closed Book – Holy Building and Worship Test	Topic – Should religious people take care of the planet? S – Christianity, Islam and Sikhism – their religious books, how they are used and impact behaviour, religious teachings on the environment P – Know how to recognise similarities and respecting differences between religious books and behaviours. Know how to reflect on how religious teachings can help the environment Sk – Explain using key terms, analysis, evaluation, vocalising thoughts through discussion Agreed Activity – ‘Religious people should take more care of the environment’ Evaluation 12 marks Assessment – Closed Book – Holy Books and the Environment Test	
YEAR 9	Topic – Do we need to prove God’s existence? S – Evidence related to the philosophical debate about God’s existence: Design, Cosmological, Religious Experiences, Big Bang, Evolution, evil P – Know how to explain each argument using evidence and critically respond to them. Sk – Explanation, justification, evaluation, vocalising thoughts through discussion Agreed Activity – ‘There are no good solutions to the problem of evil’ evaluation Assessment – Closed book - Does God Exist Test	Topic –Is death the end? Does it matter S – Materialism and Dualism with reference to scholars and religions. The belief in Reincarnation from the perspective of Hinduism and Resurrection from the perspective of Christianity. Have people lived before? (Past Life Recall) Have people been to heaven? (NDEs) P – Know how to explain each belief using evidence and key terms and critically respond to them. Sk – Explanation, justification, evaluation, vocalising thoughts through discussion Agreed Activity – ‘Belief in life after death is just wishful thinking’ Evaluation Assessment – Closed book – Afterlife test	Topic –Is happiness the Purpose of life? With reference to the Study of Buddhism S – Overview of the religion, how it started, noble truths, 8 fold path, 3 jewels, a monk’s life, Buddhism in the UK, precepts and their impacts on behaviour P – Know how to discuss the elements of this religion and express a respectful opinion about learning. Sk – Explanation, analysis, evaluation Agreed Activity – ‘Happiness is the purpose of life’ How far do you agree with this comment? Assessment – Closed Book – Buddhism Test	Topic – Reflections on The Holocaust S – Overview of the Holocaust, questions raised by the story of Sobibor, relation to current events, lessons learnt from the Holocaust P – Know how to discuss and analyse sensitive topics Sk – Empathy, analysis, evaluation, reflection, vocalising thoughts through discussion Agreed Activity – ‘It is impossible to forgive those associated with atrocities like Sobibor’ evaluation 12 mark