

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Biblical foundations	Origins of Judaism	Origins of Islam	How did Jesus teach?	What is justice?	Jesus' miracles and teachings
YEAR 7	<p>Topic summary: Students are introduced to the foundations of Christianity and the Church community. They will explore a variety of denominations and investigate their similarities and differences. Students are introduced to the Bible, they will understand both the spiritual importance of Holy Scripture as well as the importance it holds as a piece of literature. Every student will confidently be able to navigate their way through the Bible. Students will receive their own copy of the Gideon Bible.</p>	<p>Topic summary: Building on the religious teachings that they have covered in Term 1 students will explore the link between Christianity and Judaism. Students start by exploring the origins of Judaism through the experiences of some key Prophets (namely, Abraham and Moses). They will then make links and understand how these important teachings are reflected in modern day Judaism.</p> <p>This topic will equip students with the skills to analyse religion through a thematic approach throughout KS3.</p>	<p>Topic summary: Building on the religious teachings that they have covered in Terms 1 and 3 students will complete their foundation study in the Abrahamic religions students will study the origin and development of Islam. They will be able to compare and contrast teachings found in the Bible, Torah and Quran. Students will study the importance of Muhammad and how he founded Islamic beliefs and practices.</p> <p>This topic will equip students with the skills to analyse religion through a thematic approach throughout KS3.</p>	<p>Topic summary: Students will analyse and reflect on Jesus as a teacher, exploring the many parables and lessons He taught. Students will look at the relevance of Jesus' parables then and now and create their own Jesus inspired story to help people in the 21st Century.</p>	<p>Topic summary: Students will develop their philosophical and critical thinking skills by analysing the importance of a moral framework in society. Students will understand why some things are right and some wrong, they will explore concepts such as; love and analyse the issues surrounding moral dilemmas.</p>	<p>Topic summary: Students will analyse and reflect on Jesus as a Miracle Worker, exploring the validity of His miracles. Students will explore the reasons why Jesus performed miracles and assess the plausibility of Jesus' actions.</p>
Assessment	<p>Students will create a stained glass window design reflecting an (or many) aspect of learning from term 1. The design and written analysis will portray their knowledge and understanding of the concept of Church, prayer, St Thomas Becket or a biblical story that has been covered in class.</p>	<p>Students will write an extended writing piece that explores the importance of Abraham within Judaism. Students should focus on the origins of the religions and the way the religions are practiced today.</p>	<p>Students will write an extended writing piece that explores the importance of Muhammad within Islam. Students should focus on the origins of the religions and the way the religions are practiced today.</p>	<p>Students will write and deliver a speech about one parable they have studied this term. This assessment is mainly aimed at their ability to evaluate the importance of Jesus' teachings.</p>	<p>Reflecting on the concepts of 'goodness' and 'love' etc. students will write a diary entry as if they are Jean Valjean from Les Miserables. Students are to write a reflective piece analysing the Golden Rule, moral dilemmas and the conscience.</p>	<p>Students will write and preform a news report on either The Feeding of the 5,000 or The Calming of the Storm. This assessment will allow students to display their understanding of the nature of Jesus' miracles as well as evaluating the plausibility of His miracles.</p>

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	Origins of Buddhism, Sikhism & Hinduism	How do religions express their faith?	What happens when we die?	Science and Religion	Diversity Project	What are the rights of those on earth?
YEAR 8	Topic summary: Students will explore how Buddhism, Sikhism and Hinduism originated and how the early beliefs and practices are seen in modern day worship. They will analyse the context in which the religions were started and how they developed into the religions we see today.	Topic summary: Students develop their understanding of the 6 world faiths by building on knowledge from the “what is religion topic” in Year 7. They will explore the practicalities of the religions we see today from an informed stand point, analysing rites of passage such as marriage and naming ceremonies	Topic summary: Students explore the similarities and differences between beliefs about the afterlife. They will understand how the concepts of heaven and hell are explained in a variety of religions. They will also analyse the purpose of the soul and explore the process of grief.	Topic summary: Students will analyse a variety of creation stories. Students will be encouraged to reflect on their own beliefs and explore the plausibility and significance of existing creation stories. Students will compare atheistic and religious meaning making and conclude the topic by trying to settle the argument once and for all.	Topic summary: Students will put all of their existing religious and philosophical knowledge into practice by completing a project on diversity within our local area after exploring the history of diversity. Students will study key religious spokespeople who have changed the world and religion as we see it today. Students will independently design a project and deliver a presentation to their peers about existing diversity and how they hope to increase tolerance, understanding and stop discrimination.	Topic summary: Students will develop their critical thinking skills by analysing current human and animal rights. Students will explore religious teachings on capital punishment and the aims of punishment. Students will use religious teachings and secular views to respond to questions such as, is there a justification for murder? Do we have to protect our planet? Should animals have rights?
Assessment	Students will deliver a speech that compares and contrasts Buddhism, Sikhism and Hinduism. Students should focus on the origins of the religions and the way the religions are practiced today.	Students will write an essay titled, “Explain how two different religions express their faith.” They will compare and contrast festivals and rites of passage that they have studied this term.	Students will create a leaflet on life after death and dealing with grief. The leaflet will assess two views about death. They will consider arguments surrounding Heaven and reincarnation.	Students must create a Venn diagram style collage to illustrate the relationship between science and religion. Students must explain the images they have chosen by answering the following question, ‘What are the similarities and differences between the arguments for creation’.	Students will use all of their knowledge on prejudice, discrimination and diversity to create their own diversity project. Students will be given around 2 weeks to collect and analyse data on diversity in our local community. Students will need to compare and contrast the progression of diversity over the last 100 years and forecast a way forward to promote diversity.	Students will be assessed mid-way through this topic. Students must write a comparative extended writing piece evaluating the use of the death penalty as a form of punishment.

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	Who was Jesus?	What is the history of the church?	Who is God?	How do Christians and Muslims make moral choices?	Why are there religious conflicts?	GCSE: Religion and life
YEAR 9	Topic summary: To prepare students for their GCSE in Mark's Gospel students will explore who Jesus was. They will analyse the portrayal of Jesus from the Gospels to construct their own understanding of Jesus. They will analyse His relationship with His disciples and the practises and teachings He encouraged them to spread worldwide.	Topic summary: Students study the development of Christianity from Pentecost to modern day. They explore the origins of the religion, the early Christians, the importance of The Reformation and the Christian community around the world.	Topic summary: Students study a range of classical Theological and Philosophical arguments for the existence of God. In addition they will analyse the concept of the Trinity and assess how Christians see and experience God in the world around us. Once students have explored classical and modern arguments for the existence of God they will look at counter-arguments, such as The Problem of Suffering.	Topic summary: Students begin to specifically look at Ethical dilemmas and Christian responses to them. This topic is aimed to build a foundation for their GCSE in Christian Ethics. Students will explore the sources of Christian decision making and analyse these sources for authority and legitimacy	Topic summary: This topic is designed to allow students to reflect on religious conflicts that have changed the course of a religion and impacted the world, and to expel the myths and preconceptions associated with religious violence and acts of terror. Students will study historic religious massacres and genocides and conclude by studying the terror attacks we see today. Students will apply their knowledge and understanding of important religious text to analyse whether or not the actions of individuals truly reflect religious doctrine.	Topic summary: Students begin their GCSE by exploring 'The Right to Life'. They will study Christian and Islamic teachings that underpin a wealth of ethical dilemmas (such as the sanctity of life). Students will then consider how the choice to abort a pregnancy or end the suffering of a terminally ill person can be supported or dismissed using Christian and Islamic teachings.
Assessment	Students will create a fact file that sums up the person of Jesus. They will use their understanding of Jesus' character to write about Him. They will explain whether or not they believe Jesus was a liar, lunatic or Lord.	Students will answer a GCSE style question considering, who were the key figures in the reformation of the church. They will consider characters such as Martin Luther, the Pope, Henry the VIII, Thomas Cranmer, Queen Mary and Queen Elizabeth.	Students will write an essay discussing the problem of Evil. Arguments should be well balanced; they must consider both the arguments for the existence of God and the counter arguments.	Students will create Christian inspired laws to aid modern day Christians when making moral decisions. Students will be assessed on their ability to explain the reasons behind their laws, analyse Biblical text to support their laws and link them to key Christian teachings.	Students will write and deliver an inspiring speech using the methods of a peaceful protester to argue against the development of further religious conflicts. They will use recent and historic religious conflicts to highlight the danger and hypocrisy associated with religious conflict.	Students will complete a 12 mark GCSE questions on Abortion using the correct GCSE format. Students will most likely complete the end of unit GCSE exam during Term 1 of year 10.

