

Curriculum Overview 2024-25 Religious Education

Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Narnian Virtues</p>	<p>Christian Values</p>	<p>Story of Religion</p>	<p>Story of Religion</p>	<p>God's Chosen People Judaism</p>	<p>An Introduction to Islam</p>
	<p>Prior Learning: Transitional Unit from Y6.</p> <p>Key Knowledge: Understanding Christian virtues through Narnian characters See how this influences behaviour</p> <p>Skills: Understanding how religious belief influences the lives of its followers Developing literacy</p>	<p>Prior Learning: Parable explore themes introduced in Narnia.</p> <p>Key Knowledge: Biblical Parables Christian Values past and present Case studies of Christian values in action</p> <p>Skills: Identify important messages Assess whether biblical teachings and values are still relevant today.</p>	<p>Prior Learning: Development of Christianity explored in HT1.</p> <p>Key Knowledge: How religion and God/gods have been a feature of human life since the beginning Reasons why religion exists Polytheism vs monotheism</p> <p>Skills: Begin to use philosophical vocabulary when discussing issues relating to gods, God and religion. Recognise that beliefs are influenced by events in the past and present</p>	<p>Prior Learning: Development of Christianity explored in HT1.</p> <p>Key Knowledge: How religion and God/gods have been a feature of human life since the beginning Reasons why religion exists Polytheism vs monotheism</p> <p>Skills: Begin to use philosophical vocabulary when discussing issues relating to gods, God and religion. Recognise that beliefs are influenced by events in the past and present</p>	<p>Prior Learning: Relationship to Christianity, Prophets.</p> <p>Key Knowledge: How certain figures have shaped faiths Links with the other Abrahamic faiths Covenants</p> <p>Skills: Identify meaning in a narrative Assess whether biblical teachings are still relevant today</p>	<p>Prior Learning: Story of Religion, Gods Chosen People.</p> <p>Key Knowledge: Belief in one God Muhammad and the origins of Islam How beliefs lead to practices</p> <p>Skills: Recognise that some beliefs connect and begin to talk about these connections with practices Develop the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p>

	<p>Future Links: Christian Beliefs and Values.</p>	<p>Future Links: Christian Beliefs and Values.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to religion and God</p> <p>Future Links: World context, Monotheism, foundation stories.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to religion and God</p> <p>Future Links: World context, Monotheism, foundation stories.</p>	<p>Future Links: Context for Jesus and Islam, Prophets, nature of God.</p>	<p>Future Links: Journey of Life, Rules for Living, Y9 thematic studies.</p>
Assessment	<p>“Explain two character virtues found in Narnia” (4)</p>	<p>“Explain the Parable of the Good Samaritan” (4)</p>	<p>“Religion has evolved over time” (12)</p>	<p>“Religion has evolved over time” (12)</p>	<p>“The Ten Commandments are still relevant in society today” (12)</p>	<p>Explain the nature of God in Islam (4)</p>

Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Journey of Life</p> <p>Prior Learning: Christianity, Islam, Story of Religion.</p> <p>Key Knowledge: To understand the significance of ceremonies in the lives of religious believers. Including birth, marriage and death.</p> <p>Skills: Assessing how significant religious practice is for religious believers and to what extent this influences their lives.</p>	<p>Journey of Life</p> <p>Prior Learning: Christianity, Islam, Story of Religion.</p> <p>Key Knowledge: To understand the significance of ceremonies in the lives of religious believers. Including birth, marriage and death.</p> <p>Skills: Assessing how significant religious practice is for religious believers and to what extent this influences their lives.</p>	<p>Introduction to Sikhism</p> <p>Prior Learning: Story of Religion, Journey of Life.</p> <p>Key Knowledge: Understanding the beliefs, practices and lived religion of those adhering to the Sikh faith.</p> <p>Skills: Recognise that beliefs are influenced by events in the past and present.</p>	<p>Rules of Living</p> <p>Prior Learning: Builds on knowledge from Christian Values, Islam, Gods Chosen People and Sikhism.</p> <p>Key Knowledge: These series of lessons will help students learn about the importance on rules in religion and will focus on Jewish and Islamic food laws, the Jewish Shabbat, the Five Pillars of Islam, the Precepts in Buddhism and the 5Ks of Sikhism.</p> <p>Skills: Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Identify different sources of authority</p>	<p>Philosophy of Religion</p> <p>Prior Learning: The Story of Religion, Gods Chosen People.</p> <p>Key Knowledge: Philosophical arguments for and against the existence of God. Including the teleological and ontological argument. Illustrated by Paley's watch , the Perfect Island and Plato's cave.</p> <p>Skills: Pupils explore philosophical approaches to the question of the existence of God and apply this to their own world view. Provides opportunity to discuss</p>	<p>Faith in Action</p> <p>Prior Learning: Christian and Islamic Values.</p> <p>Key Knowledge: How has faith inspired people to make positive changes to society? Examples and case studies of faith inspiring action. The importance of charity and the work of Christian Aid. How can faith help develop key skills like leadership and communication.</p> <p>Skills: Assessing how faith influences character. Encouraging, empathy, and proactive leadership skills.</p>

	<p>Future Links: Sikhism to be studied discreetly, overlap with some GCSE content.</p>	<p>Future Links: Sikhism to be studied discreetly, overlap with some GCSE content.</p>	<p>Future Links: 5 K's in Rules for Living, Values demonstrated in AB award.</p>	<p>and how they link with a religious beliefs and practices.</p> <p>Future Links: Faith in Action and Religion and Society focused content. AB award and Y9 thematic studies. Rules for living.</p>	<p>faith and belief in an abstract manner that many will find safer.</p> <p>Future Links: Faith in Action, What is Morality.</p>	<p>Future Links: Prejudice and Discrimination, Perceptions of Religion.</p>
Assessment	<p>“Religious ceremonies as an adult are more significant than ones performed at birth” (12)</p>	<p>“Religious ceremonies as an adult are more significant than ones performed at birth” (12)</p>	<p>“Guru Nanak is the most important religious leader” (12)</p>	<p>“Living religion is more important than believing in it” (12)</p>	<p>Explain two reasons Christians work selflessly in the community (5)</p>	<p>Explain two reasons Christians work selflessly in the community (5)</p>

Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Local and Global Conflict</p> <p>Prior Learning: Christian and Islam Teachings, Rules for living.</p> <p>Key Knowledge: The significance of peace, justice, forgiveness and reconciliation. How religious believer’s promote peace in the world.</p>	<p>The Life of Jesus</p> <p>Prior Learning: Narnia, Christian Values, Gods Chosen People.</p> <p>Key Knowledge: Understanding gospel accounts of the life of Jesus and in particular the events at the end of his life.</p>	<p>Prejudice and Discrimination</p> <p>Prior Learning: Christian and Islam Teachings, Rules for living.</p> <p>Key Knowledge: Different kinds of Prejudice, discrimination. Racism sexism LGBT, disability. Relationship to Humans Rights. Christian and Islamic response to issues raised.</p>	<p>What is Morality?</p> <p>Prior Learning: Christian and Islam Teachings, Rules for living.</p> <p>Key Knowledge: Morality refers to the set of standards that enable people to live cooperatively in groups. It’s what societies determine to be “right” and “acceptable.” Sometimes, acting in a moral manner means individuals must sacrifice their own short-term interests to benefit society. Individuals who go against these standards may be considered immoral.</p>	<p>Perceptions of Religion</p> <p>Prior Learning: Christianity, Islam, Local and Global Conflict, Morality.</p> <p>Key Knowledge: This topic will study key examples of religion and religious people that celebrate religious achievements but also evaluate the role that religion plays in the world. This topic will also study religion through the prism of the media and our own perceptions of religion. Examples from the religions of Islam and Christianity will be the main case studies used but other religions are discussed.</p>	<p>Buddhism</p> <p>Prior Learning: Story of Religion, Rules form living, Journey of Life.</p> <p>Key Knowledge: Understanding of the Buddha. The Tripitaka as a source of authority and important dharmic teachings the 4 Noble Truths + 8 Fold Path.</p>

	<p>Skills: Analysing scripture to determine the role of peacekeeping in the 21st century. Beginning to evaluate religious views within the same tradition.</p> <p>Future Links: Morality, Perceptions of Religion, GCSE Peace and Conflict, Crime and Punishment.</p>	<p>Skills: Analysing the gospel accounts to develop understanding on the life of Jesus.</p> <p>Future Links: GCSE Christian Beliefs, Christian Practices.</p>	<p>Skills: Evaluation. Understanding lived religious practices and divergent views.</p> <p>Future Links: Morality, Perceptions of Religion, GCSE Peace and Conflict, Crime and Punishment.</p>	<p>Skills: Begin to use philosophical vocabulary when discussing issues relating to truth, reality, what is right, wrong, good and bad.</p> <p>Future Links: Perceptions of Religion, GCSE Christian Beliefs, GCSE Islamic Beliefs.</p>	<p>Skills: Analysis and evaluation skills will be developed throughout this topic to develop these key skills in preparation for GCSE.</p> <p>Future Links: GCSE Christian and Islamic Practice, Peace and Conflict.</p>	<p>Skills: Evaluation. Understanding lived religious practices in the UK.</p> <p>Future Links: Pupils are able to use dharmic teachings as examples on GCSE papers.</p>
Assessment	“No country should have nuclear weapons” 12m	<p>Explain two events that happened in Jesus’ life. 5m</p> <p>“Jesus is the most important religious figure in the 21st Century” 12m</p>	End of topic assessment	“Religions should be perceived as promoters of peace” 12m	End of Topic Assessment	End of Year Assessment.

Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Marriage and the Family</p> <p>Prior Learning: Rules for Living, Introduction to Islam, Christian Values.</p> <p>Key Knowledge:</p> <p>Human sexuality Contraception and family planning. Marriage, same-sex marriage and cohabitation & Divorce</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>	<p>Marriage and the Family</p> <p>Prior Learning: Rules for Living, Introduction to Islam, Christian Values.</p> <p>Key Knowledge:</p> <p>The nature of families. The purpose of families. Contemporary family issues.</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>	<p>Marriage and the Family</p> <p>Prior Learning: Rules for Living, Introduction to Islam, Christian Values.</p> <p>Key Knowledge:</p> <p>The roles of men and women. Gender equality prejudice and discrimination.</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>	<p>Peace and Conflict</p> <p>Prior Learning: Christian Values. Religion and Conflict, Prejudice and Discrimination</p> <p>Key Knowledge:</p> <p>Types of Violence including violent protest, terrorism & Holy War Reasons for war, including greed, self-defence and retaliation.</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>	<p>Peace and Conflict</p> <p>Prior Learning: Christian Values. Religion and Conflict, Prejudice and Discrimination</p> <p>Key Knowledge:</p> <p>The just war theory & Pacifism. Nuclear weapons, nuclear deterrent, and weapons of mass destruction.</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>	<p>Peace and Conflict</p> <p>Prior Learning: Christian Values. Religion and Conflict, Prejudice and Discrimination</p> <p>Key Knowledge:</p> <p>Religion as a cause of war and religious responses to victims of war. Religion and peace-making.</p> <p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such</p>

	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world</p> <p>Future Links: Peace and Conflict , Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Future Links: Peace and Conflict , Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world</p> <p>Future Links: Peace and Conflict , Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Future Links: Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world</p> <p>Future Links: Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>	<p>as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p> <p>Future Links: Islamic, Belief, Islamic Practice, Christian Belief, Christian Practice</p>
Assessment	<p>End of topic assessment at the end of the half term</p> <p>GCSE style Relationship and Family custom paper focusing on issues of sexuality.</p>	<p>End of topic assessment at the end of the half term</p> <p>GCSE style Relationship and Family custom paper focusing on family issues.</p>	<p>End of topic assessment at the end of the half term</p> <p>GCSE style Relationship and Family custom paper focusing on Gender roles and discrimination.</p>	<p>End of topic assessment at the end of the half term</p> <p>GCSE style custom Peace and Conflict paper focusing on the nature of conflict.</p>	<p>End of topic assessment at the end of the half term</p> <p>GCSE style custom Peace and Conflict paper focusing on pacifism and just war.</p>	<p>End of topic assessment at the end of the half term</p> <p>GCSE style custom Peace and Conflict paper focusing on religious repose to problems associated with war.</p>

Curriculum overview for Year 11

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Islamic Beliefs</p> <p>Prior Learning: God's Chosen People, Introduction to Islam</p> <p>Key Knowledge:</p> <p>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam. The nature of God: omnipotence, beneficence, mercy, fairness and justice/ Adalat in Shi'a Islam, immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and</p>	<p>Islamic Practices</p> <p>Prior Learning: God's Chosen People, Introduction to Islam, Islamic Belief</p> <p>Key Knowledge:</p> <p>Five Pillars of Sunni Islam and the Ten obligatory Acts of Shi'a Islam Shahadah and its place in Muslim practice. Salah and its significance. Religious duties Sawm. The role and significance of fasting during the month of Ramadan Qur'an 96:1-5. Zakah: the role and significance of giving</p>	<p>Christian Beliefs</p> <p>Prior Learning: God's Chosen People, Christian Values, Life of Jesus.</p> <p>Key Knowledge:</p> <p>The nature of God :omnipotent, loving and just, the oneness of God and the Trinity: Father, Son and Holy Spirit. The problem of evil and suffering Different Christian beliefs about creation (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife including: resurrection and life after death;</p>	<p>Christian Practices</p> <p>Prior Learning: God's Chosen People, Christian Values, Life of Jesus. Christian Belief</p> <p>Key Knowledge:</p> <p>Different forms of worship and their significance: liturgical, non-liturgical. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments including infant and believers' baptism; different beliefs about infant baptism</p>	<p>Revision: Christianity and Islam</p> <p>Prior Learning: All GCSE content.</p> <p>Key Knowledge:</p> <p>In depth understanding of all Christian and Islamic Beliefs- Jesus Christ and Salvation Christian Worship The Role of the Church in the Local and Worldwide community.</p> <p>Islamic Key beliefs Islamic Authority Islamic Practice Islamic Worship Islamic Festival and Calibrations</p>	<p>Revision: Themes</p> <p>Prior Learning: All GCSE content.</p> <p>Key Knowledge:</p> <p>In depth understanding of all thematic studies. Including:- Marriage and Family Peace and conflict</p>

	<p>the Day of Judgement. Aakhirah (life after death), human accountability, resurrection, heaven and hell. Risalah including Adam, Ibrahim and Muhammad. The holy books. The imamate in Shi'a Islam.</p> <p>Skills: Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or</p>	<p>alms & Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah. Jihad: different understandings of jihad. Festivals and their importance for Muslims in Great Britain today including Id-ul-Adha, Id-ul-Fitr, Ashura.</p> <p>Skills: Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or</p>	<p>judgement, heaven and hell. Jesus Christ and salvation The incarnation and Jesus as the Son of God The crucifixion, resurrection and ascension Sin, including original sin the means of salvation</p> <p>Skills: Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or</p>	<p>The sacrament of Holy Communion/ Eucharist and its significance and differences.</p> <p>Skills: Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or</p>	<p>Skills: Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs. They will also be expected to make specific references to sources of wisdom and authority including scripture and/or</p>	<p>Skills: Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments</p>
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	<p>sacred texts. They may refer to any relevant religious text such as the Qur'an and Hadith.</p> <p>Future Links: Islamic Practice, Christian Belief, Christian Practice</p>	<p>sacred texts. They may refer to any relevant religious text such as the Qur'an and Hadith.</p> <p>Future Links: Christian Belief, Christian Practice</p>	<p>sacred texts. They may refer to any relevant religious text such as, the Bible.</p> <p>Future Links: Christian Practice</p>	<p>sacred texts. They may refer to any relevant religious text such as, the Bible.</p> <p>Future Links: End of Course. GCSE Exam</p>	<p>sacred texts. They may refer to any relevant religious text such as, the Bible, the Catechism of the Catholic Church.</p> <p>Future Links: GCSE Exam</p>	<p>related to the issues raised, and their impact and influence on the modern world</p> <p>Future Links: GCSE Exam</p>
Assessment	<p>End of topic assessment at the end of the half term</p> <p>Islamic Belief Past Paper- 2019</p>	<p>End of topic assessment at the end of the half term</p> <p>Islamic Practices Past Paper- 2019</p>	<p>End of topic assessment at the end of the half term</p> <p>Christian Beliefs Past Paper- 2019</p>	<p>End of topic assessment at the end of the half term</p> <p>Christian Practice Past Paper- 2019</p>	<p>Christianity and Islam GCSE Paper- 2022</p>	<p>Relationship and Families and Peace and Conflict GCSE Paper-2022</p>