

Curriculum Overview 2025-26 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
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Narnian Virtues Prior Learning: Transitional Unit from Y6. Key Knowledge: Understanding Christian virtues through Narnian characters See how this influences behaviour Skills: Understanding how religious belief influences the lives of its followers Developing literacy	Christian Values Prior Learning: Parable explore themes introduced in Narnia. Key Knowledge: Biblical Parables Christian Values past and present Case studies of Christian values in action Skills: Identify important messages Assess whether biblical teachings and values are still relevant today.	Story of Religion Prior Learning: Development of Christianity explored in HT1. Key Knowledge: How religion and God/gods have been a feature of human life since the beginning Reasons why religion exists Polytheism vs monotheism 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 Begin to analyse and evaluate a range of philosophical answers to religion and God	Story of Religion Prior Learning: Development of Christianity explored in HT1. Key Knowledge: How religion and God/gods have been a feature of human life since the beginning Reasons why religion exists Polytheism vs monotheism 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 Begin to analyse and evaluate a range of philosophical answers to religion and God	People of God Prior Learning: Christian Values, Abraham in story of Religion. Key Knowledge: How certain figures have shaped faiths Links with the other Abrahamic faiths Covenants Skills: Identify meaning in a narrative Assess whether biblical teachings are still relevant today	An Introduction to Islam Prior Learning: Story of Religion, Ibrahim in Gods Chosen People. Key Knowledge: Belief in one God Muhammad and the origins of Islam How beliefs lead to practices 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



	Future Links: Christian Beliefs and Values. SMSC: Exploring Christian virtues through Narnian characters supports pupils' spiritual and moral development by encouraging reflection on values and choices, while discussion and shared learning promote social and cultural understanding.	Future Links: People of God, Was Jesus the Messiah, Salvation. SMSC: Exploring biblical parables and Christian values supports pupils' spiritual and moral development by encouraging reflection on belief and relevance today, while discussion of real-life examples promotes social and cultural understanding	Future Links: World Context, People of God Introduction to Islam, Sikhism What is Christianity. SMSC: Exploring the origins and development of religion supports pupils' spiritual development by encouraging reflection on beliefs about God and existence, while philosophical discussion develops moral reasoning and promotes social and cultural understanding of diverse worldviews	Future Links: World Context, People of God Introduction to Islam, Sikhism What is Christianity. SMSC: Exploring the origins and development of religion supports pupils' spiritual development by encouraging reflection on beliefs about God and existence, while philosophical discussion develops moral reasoning and promotes social and cultural understanding of diverse worldviews	Future Links: Was Jesus the Messiah, Context of Prophets for Introduction to Islam. SMSC: Exploring key figures and covenants in the People of God supports pupils' spiritual and moral development by reflecting on faith and commitment, while examining links across Abrahamic religions promotes social and cultural understanding.	Future Links: Journey of Life, Islamic Belief and Practice. SMSC: Exploring key beliefs, figures and practices in Islam supports pupils' spiritual and moral development by reflecting on faith and how beliefs influence actions, while understanding connections between belief and practice promotes social and cultural awareness
Assessment	Narnian Values Mid Unit MCQ (12 Mark) Should Lucy Forgive Edmund (4 Mark) Explain two Narnian Virtues (4 marks)	Christian Values Mid Unit MCQ (12 Marks) 'Christians should always forgive.' (12 Marks)	Explain two different views of God. (4 Mark) Story of Religion Mid Unit MCQ (18 Marks)	Story of Religion EOU (20 Marks)	EOY Assessment (40 Mark) 'The 10 Commandments aren't important Rules anymore.' (12 Marks) People of God EOU (20 Marks)	'Zakah is the most important of the Five Pillars' (12 Marks) EOU Assessment (12 Marks)

Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Faith in Action Prior Learning: Narnia Virtues, Christian Values, Introduction to Islam. 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.	Introduction to Sikhism Prior Learning: Story of Religion, World Religions Islam. Key Knowledge: Understanding the beliefs, practices and lived religion of those adhering to the Sikh faith.	Journey of Life Prior Learning: Christianity, Islam, Sikhism, Story of Religion. Key Knowledge: To understand the significance of ceremonies in the lives of religious believers. Including birth, marriage and death.	Does God Exist Prior Learning: The Story of Religion, Faith in Action. Key Knowledge: Philosophical arguments for and against the existence of God. Including the teleological and ontological argument. Illustrated by Paleys watch , the Perfect Island and Platos cave.	Why do Christians believe Jesus was the Messiah. Prior Learning: Narnia, Christian Values, People of God. Key Knowledge: Understanding gospel accounts of the life of Jesus and in particular the events at the end of his life.	Salvation: What is it and how do Christians achieve it? Prior Learning: Narnia, Christian Values, Gods Chosen People, Journey of Life, Why do Christians believe Jesus was the Messiah Key Knowledge: Understand Jesus' role in salvation and the significance of this for Christians today



	Skills: Assessing how faith influences character. Encouraging, empathy, and proactive leadership skills. Future Links: Prejudice and Discrimination, Salvation, Kingdom of God SMSC: Exploring how faith inspires positive action supports pupils' spiritual and moral development by reflecting on values such as charity and service, while real-life examples encourage social responsibility and cultural understanding of faith in society.	Skills: Recognise that beliefs are influenced by events in the past and present. Future Links: 5 K's in Rules for Living, Prejudice, Morality. SMSC: Exploring Sikh beliefs and lived experiences supports pupils' spiritual and moral development by reflecting on faith and identity, while understanding how beliefs are shaped by history promotes social and cultural awareness.	Skills: Assessing how significant religious practice is for religious believers and to what extent this influences their lives. Future Links: Christian Practice, Islamic Practice. SMSC: Exploring life ceremonies across religions supports pupils' spiritual and moral development by reflecting on meaning, purpose and commitment, while understanding their significance promotes social and cultural awareness of diverse beliefs and practices.	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 faith and belief in an abstract manner that many will find safer. Future Links: What is Morality, Salvation, Kingdom of God. SMSC: Exploring philosophical arguments about the existence of God supports pupils' spiritual and moral development by reflecting on belief, doubt and personal worldview, while respectful discussion of different perspectives promotes social and cultural understanding.	Skills: Analysing the gospel accounts to develop understanding on the life of Jesus. Future Links: Salvation, Kingdom of God, Christian Beliefs, Christian Practices SMSC: Exploring why Christians believe Jesus is the Messiah supports pupils' spiritual and moral development by reflecting on faith and the significance of Jesus' life, while analysing gospel accounts promotes social and cultural understanding of Christian belief.	Skills: Analysing the Jesus' atonement, analysing beliefs about salvation. Future Links: Morality, Kingdom of God, Christian Beliefs, Christian Practices. SMSC: Exploring Christian beliefs about salvation supports pupils' spiritual and moral development by reflecting on forgiveness, redemption and purpose, while understanding its significance for Christians today promotes social and cultural awareness.
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Assessment	'Stormzy is the best example of putting faith into action' 12 Mark Faith in Action MCQ EOU (12 Mark)	Explain two reasons why Guru Nanak is important (4 Marks) Sikhism EOU (26 Marks)	Explain two Birth Rituals (4 Marks) Journey of Life MCQ EOU (12 Marks)	<i>Does God Exist Presentation.</i> Mid Year Assessment (40 Marks)	Explain two reasons why the Fall is important to Christians. (5 Marks) Why do Christians believe Jesus was the Messiah EOU (12 Mark)	Explain two reasons why Jesus had to die (4 marks) "Everyone can go to heaven" 12 marks
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Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Local and Global Conflict Prior Learning: Christian Values, People of God, Faith in Action Islam Key Knowledge: The significance of peace, justice, forgiveness and reconciliation. How religious believer's promote peace in the world.	Why do Christians believe Jesus was the Messiah. Prior Learning: Narnia, Christian Values, Gods Chosen People. Key Knowledge: Understanding gospel accounts of the life of Jesus and in particular the events at the end of his life.	Prejudice and Discrimination Prior Learning: Christian Values, Islam, Sikhism, Rules for living, Local and Global Conflict. Key Knowledge: Different kinds of Prejudice, discrimination. Racism sexism LGBT, disability. Relationship to Humans Rights. Christian and Islamic response to issues raised.	What is Morality? Prior Learning: Christian Values Islam, Sikhism, Rules for Living, Local and Global Conflict, Prejudice and Discrimination. 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.	Buddhism Prior Learning: Story of Religion, Rules for Living, Journey of Life. Key Knowledge: Understanding of the Buddha. The Tripitaka as a source of authority and important dharmic teachings the 4 Noble Truths + 8 Fold Path.	What is the Kingdom of God? Prior Learning: Story of Religion, Rules form living, Journey of Life, Why do Christinas believe Jesus was the Messiah, Salvation, Prejudice and Discrimination, Morality Key Knowledge: Understand what Christians mean by the Kingdom of God and how that influences Christians actions on Earth.



	Skills: Analysing scripture to determine the role of peacekeeping in the 21st century. Beginning to evaluate religious views within the same tradition. Future Links: Morality, Prejudice and Discrimination, GCSE Peace and Conflict, Crime and Punishment. SMSC: Exploring religious teachings on peace, justice and reconciliation supports pupils' spiritual and moral development by reflecting on right and wrong, while examining how believers promote peace encourages social responsibility and cultural understanding.	Skills: Analysing the gospel accounts to develop understanding on the life of Jesus. Future Links: GCSE Christian Beliefs, Christian Practices SMSC: Exploring why Christians believe Jesus is the Messiah supports pupils' spiritual and moral development by reflecting on faith and the significance of Jesus' life, while analysing gospel accounts promotes social and cultural understanding of Christian belief.	Skills: Evaluation. Understanding lived religious practices and divergent views. Future Links: Morality, GCSE Peace and Conflict, Crime and Punishment. SMSC: Exploring prejudice and discrimination supports pupils' spiritual and moral development by reflecting on fairness, equality and respect, while examining religious responses encourages social awareness and cultural understanding of diversity and human rights.	Skills: Begin to use philosophical vocabulary when discussing issues relating to truth, reality, what is right, wrong, good and bad. Future Links: Perceptions of Religion, GCSE Christian Beliefs, GCSE Islamic Beliefs. SMSC: Exploring what morality is supports pupils' spiritual and moral development by reflecting on right and wrong and personal responsibility, while discussing different viewpoints promotes social and cultural understanding	Skills: Evaluation. Understanding lived religious practices in the UK. Future Links: Pupils are able to use Dharmic teachings as examples on GCSE papers. SMSC: Exploring Buddhist beliefs and teachings supports pupils' spiritual and moral development by reflecting on suffering, purpose and ethical living, while understanding lived practices promotes social and cultural awareness.	Skills: Analyse how and what Christians can do to go to the Kingdom of Heaven, and make the Kingdom of Heaven on Earth. Future Links: Christian Beliefs, Christian Practices SMSC: Exploring the concept of the Kingdom of God supports pupils' spiritual and moral development by reflecting on belief, purpose and actions, while understanding its impact on Christian living promotes social and cultural awareness
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Assessment	'There is never a good reason to go to war.' 12 Mark. Local and Global Conflict EOU MCQ (12 Mark)	Explain two reasons why the Fall is important to Christians. (5 Marks) Why do Christians believe Jesus was the Messiah. EOU (12 Mark)	Prejudice and Discrimination EOU (24 Marks)	'We do not need rules in society. Everybody should just do what they want.' 12 mark. What is Morality. EOU (24 Marks)	EOY Assessment (40 Marks)	Explain two contrasting roles of the Church (4 marks) "Forgiving others is all Christians need to do to go to the Kingdom of God" (12 marks)
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