



<p><b><u>Year 7 Overall Curriculum Goal &amp; Intent</u></b></p> <p>Students in Year 7 are challenged to recall information from their primary school lessons and develop their knowledge on the world religions. As well as this, they are challenged to consider and explore their own identity and whether they themselves are religious. Students are also given some bigger questions to tackle, such as ‘How was the world made?’ and ‘what makes a religious leader or founder radical?’. Students draw on their knowledge about religions and develop their understanding of them through looking at specific topics. Throughout the topics studied in year 7, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing, explaining their opinion about how the world was created, as well as linking it and contrasting it to other views.</p>		<p><b><u>Key prior knowledge and skills</u></b></p> <p>Students will arrive with knowledge of:</p> <p>The world religions          Ability to write an argument          Ability to consider others points of view</p> <p>We will be aware of how much knowledge students have arrived with in the first few lessons (Introduction to RE) as well as through the baseline test.</p>	
	<p><b>Terms 1 &amp; 2</b></p>	<p><b>Terms 3 &amp; 4</b></p>	<p><b>Terms 5 &amp; 6</b></p>
<p><b>Topic Focus</b></p>	<p><b>T1: Introduction to R, P&amp;E and what is my identity?</b> <b>T2: Exploring the World Religions.</b></p>	<p><b>T3: How was the world created?</b> <b>T4: A-Z of Religions</b></p>	<p><b>T5: What makes a religious leader/ founder radical?</b> <b>T6: Religion and the Media</b></p>
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to <i>know and learn</i>?</b></p> <p><b>What are the opportunities for <i>repetition and over-learning</i>?</b></p>	<ul style="list-style-type: none"> <li>❖ Students to be aware of why R, P&amp;E is studied at secondary school and its importance in the curriculum.</li> <li>❖ Students to have a firm understanding of religious beliefs.</li> <li>❖ Students to use key terminology such as atheist, agnostic, theist.</li> <li>❖ Students to use their key terminology in assessments and in their writing.</li> <li>❖ Students to be able to explain key beliefs in each of the six main religions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students to be able to explain their ideas of how their world was created and our place on it.</li> <li>❖ Students to be able to explain and interpret different religious knowledge of how the world was created using information gained from T2.</li> <li>❖ Students to be able to explain non-religious viewpoints on the creation of world.</li> <li>❖ Students to be able to do an extended piece of writing about the different viewpoints on creation and reflect on the strengths and weaknesses of each argument.</li> <li>❖ Students to extend their learning from T2 and incorporate specific knowledge from each religion furthering their understanding of the religion.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students to be able to list religious leaders and founders in Christianity and Islam.</li> <li>❖ Students to consider why you can be radical for the time.</li> <li>❖ Students to be able to explain what it means to be radical today.</li> <li>❖ Students to be able to use examples such as Jesus, Muhammad and Malala and explain why they were radical for their time in a religious and non-religious context.</li> <li>❖ Students to be able to do an extended piece of writing about the different viewpoints on creation and reflect on the strengths and weaknesses of each argument.</li> <li>❖ Students to put their knowledge of religion and apply it to the media.</li> <li>❖ Students will explore how the media has used religious people and made them into characters in film/ clips to explore a deeper message.</li> </ul>
<p><b>Main common assessments</b></p>	<p>Baseline assessment – T1          Formative assessment – T2          Reflective writing          Discussions</p>	<p>Summative assessment – T3          Formative assessment – T4          Reflective writing          Discussions</p>	<p>Summative assessment – T5          Formative assessment – T6          Reflective writing          Discussions</p>



<b><u>Year 7 Overall Curriculum Goal &amp; Intent</u></b>		<b><u>Key prior knowledge and skills</u></b>	
<p>Students in Year 7 are challenged to recall information from their primary school lessons and develop their knowledge on the world religions. As well as this, they are challenged to consider and explore their own identity and whether they themselves are religious. Students are also given some bigger questions to tackle, such as ‘How was the world made?’ and ‘what makes a religious leader or founder radical?’. Students draw on their knowledge about religions and develop their understanding of them through looking at specific topics. Throughout the topics studied in year 7, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing, explaining their opinion about how the world was created, as well as linking it and contrasting it to other views.</p>		<p>Students will arrive with knowledge of:</p> <p>The world religions                  Ability to write an argument                  Ability to consider others points of view</p> <p>We will be aware of how much knowledge students have arrived with in the first few lessons (Introduction to RE) as well as through the baseline test.</p>	
	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 5 &amp; 6</b>
<b>Extended writing tasks (at least two per long term)</b>	My identity	How was the world created – State, Describe, Explain and Discuss questions?	What makes a religious leader/ founder radical – State, Describe, Explain and Discuss questions?
<b>Examples of opportunities for challenge</b>	Reflection on own identity and compare to others.	Reflection on own viewpoint on how the world was created and compare to others.	Reflection on own viewpoint on what makes someone radical and compare to others.
<b>Links to numeracy, literacy and other subjects</b>	Extended writing throughout. Use of a compass when exploring Buddhist identity. Links to geography when exploring religions.	Extended writing throughout. Links to history and science when looking at theories on how the world was created.	Extended writing throughout. Links to historical leaders and founders that may be studied in history and PSHE.
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	St. Michael's Church in Highworth will talk to students in Year 7 and do Christmas activities with them.		
<b><u>Opportunities for links to careers</u></b>		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>	
Chance to articulate and explore personal ambitions.		Understanding of others’ viewpoints – empathy. Consideration of other cultures and religions. Appreciation of media and it links and ties to religious content.	
<b><u>How can parents support learning?</u></b>		<b><u>Other comments</u></b>	
Encourage students revise using their books. Ensure students complete homework to a good quality. Talk to students about their own opinions/ experiences of the topics. Discuss issues on the news and how they relate to their studies.			



<p><b><u>Year 8 Overall Curriculum Goal &amp; Intent</u></b></p> <p>Students in Year 8 are challenged to recall information from their primary school lessons and Year 7. They will develop their knowledge on a range of topics including different views about equality, what happens after death, how should we use the environment, do prejudice and discrimination still exist, as well as focusing on Judaism and Sikhism in greater depth. Students should develop their debating skills through verbal and written work as well as improving their extended writing. Students should be able to use knowledge of the world religions gained in Year 7 and apply what they learnt to the topics this year.</p> <p>Throughout the topics studied in Year 8, students will also gain the skills to prepare them for the demands at GCSE, such as developing their extended writing explaining their opinion about how the world was created, as well as linking it and contrasting it to other views.</p>		<p><b><u>Key prior knowledge and skills</u></b></p> <p>Students will arrive with knowledge of:</p> <p>The world religions          Ability to write an argument          Ability to consider others points of view          Ability to write about others points of view          Ability to answer GCSE style questions – State, Describe, Explain and Discuss</p>	
	<p><b>Terms 1 &amp; 2</b></p>	<p><b>Terms 3 &amp; 4</b></p>	<p><b>Terms 5 &amp; 6</b></p>
<p><b>Topic Focus</b></p>	<p><b>T1: Sikhism</b> <b>T2: Are men and women truly equal?</b></p>	<p><b>T3: Judaism</b> <b>T4: Prejudice and Discrimination – Do they still exist?</b></p>	<p><b>T5: Should the environment and animals be used for human gain?</b> <b>T6: Is death the end?</b></p>
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to <i>know</i> and <i>learn</i>?</b></p> <p><b>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</b></p>	<ul style="list-style-type: none"> <li>❖ Students should be able to explain Sikh core beliefs.</li> <li>❖ Students will be able to describe how Sikhism developed through the Gurus.</li> <li>❖ Students will be able to explain the significance of the Gurdwara to Sikhs as well as others in the community.</li> <li>❖ Students will also make connections between some of the issues between Sikhs and Muslims after 9/11.</li> <li>❖ Students will explain and evaluate their own viewpoints about the roles of men and women.</li> <li>❖ Students will draw on their previous religious knowledge and apply it to religious beliefs on equality.</li> <li>❖ Students will be aware of the developments in equality and how men and women are treated today.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will develop their knowledge from Year 7 and explain the core beliefs in Judaism.</li> <li>❖ Students will be aware of the past and current issues affecting Jews.</li> <li>❖ Students will be able to draw from terminology from T2 and apply it to this topic.</li> <li>❖ Students will then move onto Prejudice and Discrimination.</li> <li>❖ Students should draw from what they have seen on TV and the news, and apply it to this topic.</li> <li>❖ Students will focus on the Holocaust and the events of it focusing on religious responses to the issues.</li> <li>❖ Students will draw knowledge from T2 and T3 and apply it to this topic. They should also draw from their knowledge in Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will draw from their geography and world events knowledge and should apply it to T5.</li> <li>❖ Students will study what we have done to the environment and animals.</li> <li>❖ Students should assess whether we are working for the better and improving our current situation.</li> <li>❖ Students will study religious attitudes to the environment and animal use/rights.</li> <li>❖ Students will explain their own opinions about life after death.</li> <li>❖ Students will explore religious attitudes to the environment and funerals.</li> <li>❖ Students will also study non-religious views about the afterlife.</li> <li>❖ Students will assess a clip – the boy who lived before – and evaluate their own opinion on the events as well as contrasting it to previous views studied.</li> </ul>



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	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 5 &amp; 6</b>
<b>Main common assessments</b>	Formative assessment – T1 Summative assessment – T2 Reflective writing Discussions	Formative assessment – T3 Summative assessment – T4 Reflective writing Discussions	Formative assessment – T5 Summative assessment – T6 Reflective writing Discussions
<b>Extended writing tasks (at least two per long term)</b>	Summative assessment – State, Describe, Explain and Discuss.	Summative assessment – State, Describe, Explain and Discuss. The responses to the holocaust.	Summative assessment – State, Describe, Explain and Discuss.
<b>Examples of opportunities for challenge</b>	Reflection on the issues of equality and compare to others views - religious and secular.	Reflection on own viewpoint whether prejudice and discrimination exist and compare to others. Chance to evaluate whether they think a genocide could happen again.	Reflection on own viewpoint on should the environment and animals be used for human gain as well as whether they think death is the end. They will then compare, contrast and evaluate this to other views.
<b>Links to numeracy, literacy and other subjects</b>	Extended writing throughout. Links to sociology and PSHE. Links to geography when exploring Sikhism and its Gurdwaras.	Extended writing throughout. Links to history when looking at the previous cases of prejudice and discrimination.	Extended writing throughout. Links to geography and the effects on the environment and animals due to human actions.



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	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 5 &amp; 6</b>
<b>Enrichment, clubs, trips and other extra-curricular activities</b>		Talk from a visiting Holocaust survivor about their experiences of prejudice and discrimination.	
<b><u>Opportunities for links to careers</u></b>		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>	
<p>Chance to articulate and explore personal ambitions.          Chance to debate current issues featured in the news and to reflect on them, which could be used in many future careers/ studies.</p>		<p>Understanding of others' viewpoints – empathy.          Consideration of other cultures and religions.          Understanding of current laws in relation to equality, racism, sexism etc.</p>	
<b><u>How can parents support learning?</u></b>		<b><u>Other comments</u></b>	
<p>Encourage students to revise using their books.          Ensure students complete homework to a good quality.          Talk to students about their own opinions/ experiences of the topics.          Discuss issues on the news and how they relate to their studies.</p>			



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	<p><b>Terms 1 &amp; 2</b></p> <p><b>T1: Philosophy and Ethics</b>  <b>T2: Beyond the Big Six</b></p>	<p><b>Terms 3 &amp; 4</b></p> <p><b>T3: War and Peace</b>  <b>T4: Festivals</b></p>	<p><b>Terms 5 &amp; 6</b></p> <p><b>T5: Hinduism</b>  <b>T6: What makes us human?</b></p>
<p><b>Topic Focus</b></p>			
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to <i>know and learn</i>?</b></p> <p><b>What are the opportunities for <i>repetition and over-learning</i>?</b></p>	<ul style="list-style-type: none"> <li>❖ Students should be able to define key terms.</li> <li>❖ Students will be able to describe what decision they would make in certain situations and their reasoning behind it.</li> <li>❖ Students will be able to explain different ethical theories and apply them to different situations.</li> <li>❖ Students will be able to understand the allegory of Platos Cave and apply it to today.</li> <li>❖ Students will be aware of the developments in religions, which make them either increase in followers or decrease in followers.</li> <li>❖ Students will be able to explain the different beliefs of religions beyond the big six, and why they are increasing or decreasing in followers.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will develop their knowledge from Year 8 and explain some of the wars, which have taken place (focused on the Holocaust in Year 8).</li> <li>❖ Students will be aware of the past and current issues around fighting and war.</li> <li>❖ Students will be able to describe and explain some of the most recent wars and make links to possible religious views around them.</li> <li>❖ Students will be able to explain pacifism and examples of people who have worked for peace before, during or after war.</li> <li>❖ Students will then move onto festivals, and why certain times in the year are marked as special.</li> <li>❖ Students will be able to describe and explain a range of festivals and their importance in the UK today.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will draw from their Year 7 knowledge of Hinduism and should apply it to T5. Students will also draw from their Year 8 knowledge of the environment and apply it to T5.</li> <li>❖ Students will study the Trimurti, avatars, key Hindu beliefs, the caste system, marriage, Hindu creation story and the importance of cows and the environment in Hinduism.</li> <li>❖ Students should be able to make links and connections to the current issues in our world, as well as other religious views to that of Hindu beliefs.</li> <li>❖ Students will then debate the idea of what makes us human.</li> <li>❖ Students will explain their viewpoints about what makes us special to other beings.</li> </ul>



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			<ul style="list-style-type: none"> <li>❖ Students will be able to explain how our ‘design’, emotions, laws, freewill and our decisions can make us ‘special’.</li> <li>❖ Students may debate the idea that humans are superior to other creatures.</li> <li>❖ Students use ‘I Robot’ to compare human design to that of a robots design and debate whether our need for design and moving forward with inventions could lead to something worse.</li> <li>❖ Students will be able to use these ideas in Core RE when discussing the idea of ‘designer babies’ and genetic engineering.</li> </ul>
<b>Main common assessments</b>	Summative assessment – T1 Formative assessment – T2 Reflective writing Discussions	Summative assessment – T3 Formative assessment – T4 Reflective writing Discussions	Summative assessment – T5 Formative assessment – T6 Reflective writing Discussions
<b>Extended writing tasks (at least two per long term)</b>	Summative assessment – State, Describe, Explain and Discuss. Extended writing pieces throughout both topics.	Summative assessment – State, Describe, Explain and Discuss. Extended writing pieces throughout both topics.	Summative assessment – State, Describe, Explain and Discuss. Extended writing pieces throughout both topics.



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<b>Examples of opportunities for challenge</b>	<p>Reflection on Philosophy and Ethics content, usually studied at A level.          Reflection on how religions change, grow, adapt and decrease over the years.</p>	<p>Reflection on own viewpoint whether war does link to religion and whether some wars could have been overcome before they started.          Reflection on whether pacifism could exist worldwide.          Chance to evaluate whether violence can ever be overcome by religion and peace.</p>	<p>Reflection on the views of Hindus today and how some of our environmental beliefs in the UK may have been inspired by Hindu belief.          Reflection on the attributes of humanity and whether in the future we will be any different to that of a well-designed robot. They will then compare, contrast and evaluate this to other views.</p>
<b>Links to numeracy, literacy and other subjects</b>	<p>Extended writing throughout.          Links to A level curriculum.          Links to geography when exploring the smaller religions across the world.</p>	<p>Extended writing throughout.          Links to history when looking at the previous wars.          Links to geography when exploring festivals.</p>	<p>Extended writing throughout.          Links to sociology and philosophy when discussing what makes us human.</p>



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	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 5 &amp; 6</b>
<b>Enrichment, clubs, trips and other extra-curricular activities</b>			
<b><u>Opportunities for links to careers</u></b> Chance to articulate and explore personal ambitions. Chance to debate current issues featured in the news, and to reflect on them, which could be used in many future careers/ studies.		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b> Understanding of others’ viewpoints – empathy. Consideration of other cultures and religions. Understanding of current laws in relation war. Understand of how people make decisions and link that to real-world examples.	
<b><u>How can parents support learning?</u></b> Encourage students revise using their books. Ensure students complete homework to a good quality. Talk to students about their own opinions/ experiences of the topics. Discuss issues on the news and how they relate to their studies.		<b><u>Other comments</u></b>	