



<u>Overall Curriculum Goal &amp; Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students in Yr7 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 created?' and 'What religious symbolism can be found in film?'. 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. This year will also give them a greater understanding of their own identity, religious identity and those with no-religious identity.</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 (How much do I know about my identity and religious identity) as well as through the baseline test.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	How much do I know about my identity and religious identity?	How was the world created?	<p><b>T5: An in-depth study of Christianity in and beyond Britain.</b></p> <p><b>T6: What religious symbolism can be found in film?</b></p>
<p><b>Summary of key 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 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 term 1 and 2.</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 term 1 and 2 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 understand how Christianity came to exist as a world religion and its place today.</li> <li>❖ Students to be able to build on their knowledge from previous terms to understand Christian beliefs and practices.</li> <li>❖ Students to be able to do an extended piece of writing about the different viewpoints 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 in to characters in film/ clips to explore a deeper message.</li> </ul>



<b><u>Overall Curriculum Goal &amp; Intent</u></b>		<b><u>Key prior knowledge and skills</u></b>	
<p>Students in Yr7 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 created?' and 'What religious symbolism can be found in film?'. 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. This year will also give them a greater understanding of their own identity, religious identity and those with no-religious identity.</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 (How much do I know about my identity and religious identity) 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>Main common assessments</b>	Baseline assessment – T1 Second Baseline 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>	My identity	How was the world created – State, Describe, Explain and Discuss questions	What are the beliefs and practices of Christianity – 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.	Extended writing throughout.	Extended writing throughout.



<b><u>Overall Curriculum Goal &amp; Intent</u></b>  Students in Yr7 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 created?' and 'What religious symbolism can be found in film?'. 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. This year will also give them a greater understanding of their own identity, religious identity and those with no-religious identity.		<b><u>Key prior knowledge and skills</u></b>  Students will arrive with knowledge of:  The world religions Ability to write an argument Ability to consider others points of view  We will be aware of how much knowledge students have arrived with in the first few lessons (How much do I know about my identity and religious identity) as well as through the baseline test.	
	<b>Terms 1 &amp; 2</b>  Use of a compass when exploring Buddhist identity. Links to geography when exploring religions.	<b>Terms 3 &amp; 4</b>  Links to history and science when looking at theories on how the world was created.	<b>Terms 5 &amp; 6</b>  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>  Chance to articulate and explore personal ambitions.		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>  Understanding of others' viewpoints – empathy. Consideration of other cultures and religions. Appreciation of media and its links and ties to religious content.	
<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.		<b><u>Other comments</u></b>	



### Overall Curriculum Goal & Intent

Students in Yr7 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 created?' and 'What religious symbolism can be found in film?'. 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. This year will also give them a greater understanding of their own identity, religious identity and those with no-religious identity.

### Key prior knowledge and skills

Students will arrive with knowledge of:

The world religions

Ability to write an argument

Ability to consider others points of view

We will be aware of how much knowledge students have arrived with in the first few lessons (How much do I know about my identity and religious identity) as well as through the baseline test.

### **Terms 1 & 2**

Discuss issues on the news and how they relate to their studies.

### **Terms 3 & 4**

### **Terms 5 & 6**



<u>Overall Curriculum Goal &amp; Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students in Yr8 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, do prejudice and discrimination still exist as well as focusing on Judaism and Sikhism in greater depth. Students will also do an in-depth study of Judaism as well as looking at Sikhism through the 'equality' unit. 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>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>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Is Sikhism a religion of equality?	T3: Judaism T4: Do Prejudice and Discrimination still exist today?	T5: Do Prejudice and Discrimination still exist today? T6: Is death the end?
<p><b>Summary of key 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 should also look at Sewa and make connections to the concept of equality.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will develop their knowledge from Yr7 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 terms 1 and 2 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 Yr7.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will continue their studies from term 4.</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>



<u>Overall Curriculum Goal &amp; Intent</u>		<u>Key prior knowledge and skills</u>	
<p>Students in Yr8 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, do prejudice and discrimination still exist as well as focusing on Judaism and Sikhism in greater depth. Students will also do an in-depth study of Judaism as well as looking at Sikhism through the 'equality' unit. 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>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>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<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, Discuss.	Summative assessment – State, Describe, Explain, Discuss. The responses to the holocaust	Summative assessment – State, Describe, Explain, 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 as whether they think death is the end. They will then compare, contrast and evaluate this to other views.



<b><u>Overall Curriculum Goal &amp; Intent</u></b>  Students in Yr8 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, do prejudice and discrimination still exist as well as focusing on Judaism and Sikhism in greater depth. Students will also do an in-depth study of Judaism as well as looking at Sikhism through the 'equality' unit. 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. 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.		<b><u>Key prior knowledge and skills</u></b>  Students will arrive with knowledge of:  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	
	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Terms 5 &amp; 6</b>
<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.
<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> 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 to equality, racism, sexism etc.	
<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>	



### Overall Curriculum Goal & Intent

Students in Yr8 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, do prejudice and discrimination still exist as well as focusing on Judaism and Sikhism in greater depth. Students will also do an in-depth study of Judaism as well as looking at Sikhism through the 'equality' unit. 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. 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.

### Key prior knowledge and skills

Students will arrive with knowledge of:

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

**Terms 1 & 2**

**Terms 3 & 4**

**Terms 5 & 6**



**Overall Curriculum Goal & Intent**

Students in Yr9 are challenged to recall information from their lessons in Yr7 and Yr8. They will develop their knowledge on a range of topics. Students study some of the big ideas and issues that are in our world today, for example, students will discuss war and peace, and relate it to religious views on these ideas. Students will also attempt some of the content from A Level Philosophy and Ethics, as well as Buddhism and Islam. Students will also focus on religions that are either dying out or making a resurgence in our world today. They should be able to comprehend why religions grow or decline. 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 gained in previous years and apply what they learnt to the topics this year. Throughout the topics studied in year 9, students will also gain the skills to prepare them for the demands at GCSE such as developing their extended writing explaining their opinion as well as linking it and contrasting it to other views. They will also be required to extend their thinking and understanding in the Philosophy and Ethics module. Students will also be able to relate these topics to certain topics studied in Core RE lessons in Yr10 and Yr11.

**Key prior knowledge and skills**

Students will arrive with knowledge of:

The world religions  
 Ability to articulate reasons for or against a particular point  
 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

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	T1: Philosophy and Ethics T2: Beyond the Big Six	T3: An in-depth study of Islam in and beyond Britain. T4: War and Peace	T5: Hinduism T6: Beyond the Big Six
<b>Summary of key knowledge &amp; skills</b>  <b>What do you want students to <i>know</i> and <i>learn</i>?</b>  <b>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</b>	<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 Plato's Cave and apply it to today.</li> <li>❖ Students will study a variety of ethical and philosophical theories such as Situation Ethics, Utilitarianism, Kant, Aristotle and Epicurus.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students will look at the developments of Islam through time.</li> <li>❖ Students will understand Islamic beliefs and practices.</li> <li>❖ Students will draw from their Yr7 knowledge of Islam and apply it to term 3.</li> <li>❖ Students will develop their knowledge from Yr8 and explain some of the wars which have taken place (focused on the Holocaust in Yr8).</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> </ul>	<ul style="list-style-type: none"> <li>❖ Students will draw from their Yr7 knowledge of Buddhism and should apply it to term 5.</li> <li>❖ Students will study the story of Siddhartha, the four noble truths, the eightfold path, the five precepts and meditation.</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 Buddhist beliefs.</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>



		❖ Students will be able to explain pacifism and examples of people who have worked for peace before, during or after war.	
<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, Discuss. Extended writing pieces throughout both topics.	Summative assessment – State, Describe, Explain, Discuss. Extended writing pieces throughout both topics.	Summative assessment – State, Describe, Explain, Discuss. Extended writing pieces throughout both topics.
<b>Examples of opportunities for challenge</b>	Reflection on Philosophy and Ethics content, usually studied at A level. Reflect on the development of Islam.	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.	Reflection on how religions change, grow, adapt and decrease over the years.
<b>Links to numeracy, literacy and other subjects</b>	Extended writing throughout. Links to A level curriculum.	Extended writing throughout. Links to history and geography when looking at the previous wars.	Extended writing throughout. Links to geography when exploring the smaller religions across the world.



<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>	