

## RE Department High Level Plan

Progress in Religious Education is also dependent upon the development and application of key skills. Students will access the different skills listed below throughout the RE curriculum at various points during their study.

The key skills that are required to be developed in Religious Education in order that students make progress are identified as follows:

Skills For Learning In Religious Education	Pupils Will Be Increasingly Able To:
<b>INVESTIGATION</b> – in RE this includes: <ul style="list-style-type: none"> <li>• Asking relevant questions;</li> <li>• Knowing how to use different types of sources as a way of gathering information;</li> <li>• Knowing what may constitute evidence for understanding religions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask increasingly deep and complex questions about religion;</li> <li>• Use a widening range of sources to pursue answers;</li> <li>• Focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity;</li> <li>• Evaluate a range of responses to the questions and issues they study</li> </ul>
<b>EXPRESSION</b> – in RE this includes: <ul style="list-style-type: none"> <li>• The ability to explain concepts, rituals and practices;</li> <li>• The ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what words and actions might mean to believers;</li> <li>• Articulate their own reactions and ideas about religious questions and practices;</li> <li>• Clarify and analyse with growing confidence aspects of religion which they find valuable or interesting or negative;</li> <li>• Explain in words and other ways their own responses to matters of deep conviction</li> </ul>
<b>INTERPRETATION</b> – in RE this includes: <ul style="list-style-type: none"> <li>• The ability to draw meaning from artefacts, works of art, poetry and symbolism;</li> <li>• The ability to suggest meanings of religious texts</li> </ul>	<ul style="list-style-type: none"> <li>• Say what an object means, or explain a symbol;</li> <li>• Use figures of speech or metaphors to speak creatively about religious ideas;</li> <li>• Understand increasingly the diverse ways in which religious and spiritual experience can be interpreted;</li> <li>• Clarify and express the role of interpretation in religion and life</li> </ul>
<b>REFLECTION</b> – in RE this includes: <ul style="list-style-type: none"> <li>• The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;</li> <li>• The ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how action and atmosphere make them feel;</li> <li>• Experience the use of silence and thoughtfulness in religion and in life;</li> <li>• Take increasing account of the meanings of experience and discern the depth of questions religion addresses;</li> <li>• Respond sensitively and with insight to religious and spiritual phenomena and their meanings</li> </ul>
<b>EMPATHY</b> – in RE this includes: <ul style="list-style-type: none"> <li>• The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</li> </ul>	<ul style="list-style-type: none"> <li>• View with sensitivity how others respond to their actions, words or behaviour;</li> <li>• Connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts;</li> </ul>

<ul style="list-style-type: none"> <li>Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>Imagine with growing awareness how they would feel in a different situation from their own;</li> <li>Identify thoughtfully with other people from a range of communities and stances for life</li> </ul>
<p><b>APPLICATION</b> – in RE this includes:</p> <ul style="list-style-type: none"> <li>Making the association between religions and individual, community, national and international life;</li> <li>Identifying key religious values and their interplay with secular ones</li> </ul>	<ul style="list-style-type: none"> <li>Recognise religious materials and take note of their details and style;</li> <li>See links and simple connections between aspects of religions;</li> <li>Make increasingly subtle and complex links between religious material and their own ideas;</li> <li>Apply learning from one religious context to new contexts with growing awareness and clarity;</li> <li>Synthesise their learning from different religious sources and their own ideas</li> </ul>
<p><b>DISCERNMENT</b> – in RE this includes:</p> <ul style="list-style-type: none"> <li>Explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences;</li> <li>Seeing clearly for themselves how individuals might learn from the religions they study</li> </ul>	<ul style="list-style-type: none"> <li>Experience the awe and wonder of the natural world and of human relations;</li> <li>Be willing to look beyond the surface at underlying ideas and questions;</li> <li>Weigh up with insight the value religious believers find in their faith, relating it to their own experience;</li> <li>Discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living</li> </ul>
<p><b>ANALYSIS</b> – in RE this includes:</p> <ul style="list-style-type: none"> <li>Distinguishing between opinion, belief and fact;</li> <li>Distinguishing between the features of different religions</li> </ul>	<ul style="list-style-type: none"> <li>See what kinds of reasons are given to explain religious aspects of life;</li> <li>Join in discussion about issues arising from the study of religion;</li> <li>Use reasons, facts, opinions, examples and experience to justify or question a view of a religious issue;</li> <li>Analyse the religious views encountered with fairness, balance, empathy and critical rigour</li> </ul>
<p><b>SYNTHESIS</b> – in RE this includes:</p> <ul style="list-style-type: none"> <li>Linking significant features of religion together in a coherent pattern;</li> <li>Connecting different aspects of life into a meaningful whole</li> </ul>	<ul style="list-style-type: none"> <li>Notice similarities between stories and practices from religions;</li> <li>Use appropriate vocabulary to describe a range of religious practice and teaching;</li> <li>Make links between different aspects of one religion, or similar and contrasting aspects of two or more religions;</li> <li>Explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings</li> </ul>
<p><b>EVALUATION</b> – in RE this includes:</p> <ul style="list-style-type: none"> <li>The ability to debate issues of religious significance with reference to evidence and argument;</li> <li>Weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what makes people choose religious ways of life;</li> <li>Describe how religious people show the importance of symbols, key figures, texts or stories;</li> <li>Weigh up with fairness and balance the value they see in a range of religious practices;</li> <li>Evaluate skilfully some religious responses to moral issues, and their own responses</li> </ul>

Year 7 Autumn Term	Year 8 Autumn Term	Year 9 Autumn Term
<p><b>Big Question:</b> What do people believe and how does it influence their lives?’</p> <p><b>Key Beliefs</b></p> <p><b>Muslim Beliefs</b></p> <ul style="list-style-type: none"> <li>- Allah</li> <li>- Risalah</li> <li>- Akhirah</li> </ul> <p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>- Trinity</li> <li>- Jesus</li> <li>- Good Samaritan</li> </ul> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>- 4 Noble truths</li> <li>- Eightfold Path</li> </ul> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>- Guru Nanak’s teaching</li> </ul>	<p><b>Big Question:</b> Why and how do people celebrate festivals and what impact does it have on them?</p> <p><b>Festivals</b></p> <ul style="list-style-type: none"> <li>- Ramadan &amp; Eid ul Fitr</li> <li>- Hanukkah Background &amp; celebrations</li> <li>- Ashura Background &amp; Commemoration</li> <li>- Guru Nanak’s Birthday</li> <li>- Advent</li> <li>- Christmas &amp; Epiphany</li> <li>- Lent and Holy Week</li> <li>- Easter</li> </ul>	<p><b>Big Question:</b> How does religion impact people's treatment of the world and themselves?</p> <p><b>Moral Issues</b></p> <ul style="list-style-type: none"> <li>- Our world our responsibility</li> <li>- Stewardship</li> <li>- Environment and Pollution</li> <li>- Animal rights</li> <li>- Sanctity of life</li> <li>- Drugs</li> <li>- Abortion</li> <li>- Euthanasia</li> </ul>
<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Autumn 1</p> <p>Synoptic assessment: including topics from both Autumn 1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Autumn 1</p> <p>Synoptic assessment: including topics from both Autumn 1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Autumn 1</p> <p>Synoptic assessment: including topics from both Autumn 1 and 2</p>
<p><b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection</p>	<p><b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection</p>	<p><b>Skills developed include:</b> Evaluation, Analysis, Discernment, Application, Interpretation, Reflection, Empathy</p>

Year 7 Spring Term	Year 8 Spring Term	Year 9 Spring Term
<p><b>Big Question:</b> How do people put their beliefs into practice through worship?’</p> <p><b>Places of Worship</b></p> <ul style="list-style-type: none"> <li>- Church features</li> <li>- Christian Worship</li> <li>- Role of church</li> <li>- Mosque features</li> <li>- Mosque uses</li> <li>- Muslim worship</li> <li>- Synagogue features and uses</li> <li>- Jewish Worship</li> <li>- Gurdwara features</li> <li>- Sikh worship</li> <li>- Hindu Temple/Mandir</li> <li>- Hindu worship</li> </ul>	<p><b>Big Question:</b> How and where do people look for God?’</p> <p><b>Looking for God</b></p> <ul style="list-style-type: none"> <li>- The nature of truth</li> <li>- Origins of the world</li> <li>- Design argument</li> <li>- Cosmological argument</li> <li>- Attributes of God</li> <li>- Evolution and religion</li> <li>- Meaning of life</li> <li>- Revelation</li> <li>- Miracles</li> <li>- Evil, suffering and God</li> </ul>	<p><b>Big Question:</b> What are the rites of passage at the different stages in the life of a believer?’</p> <p><b>Rites of Passage</b></p> <ul style="list-style-type: none"> <li>- Muslim birth</li> <li>- Christian birth</li> <li>- Jewish Birth</li> <li>- Jewish Mitzvah</li> <li>- Muslim Marriage</li> <li>- Christian marriage</li> <li>- Muslim funeral</li> <li>- Christian Funeral</li> <li>- Jewish Funeral</li> <li>- Hindu Funeral</li> <li>- Hindu Afterlife</li> </ul>
<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Spring 1 Synoptic assessment: including topics from both Spring 1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Spring 1 Synoptic assessment: including topics from both Spring 1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Spring 1 Synoptic assessment: including topics from both Spring 1 and 2</p>
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Year 7 Summer Term	Year 8 Summer Term	Year 9 Summer Term
<p><b>Big Question:</b> How have certain people been influenced by their faith to help others?</p> <p><b>People of Faith</b></p> <ul style="list-style-type: none"> <li>- <b>Mother Teresa Background</b></li> <li>- <b>Mother Teresa work</b></li> <li>- <b>Intro to MLK</b></li> <li>- <b>MLK Childhood Experience</b></li> <li>- <b>Rosa Parkes &amp; Bus Boycott</b></li> <li>- <b>I have a dream Speech</b></li> <li>- <b>Malcolm X life and work</b></li> <li>- <b>Gandhi</b></li> <li>- <b>Gandhi's work</b></li> </ul>	<p><b>Big Questions:</b> How does religion impact human rights and justice?</p> <p><b>Religion, rights and Justice</b></p> <ul style="list-style-type: none"> <li>- <b>Human Rights</b></li> <li>- <b>Religious freedom</b></li> <li>- <b>Prejudice and Discriminations</b></li> <li>- <b>Wealth</b></li> <li>- <b>Cause of poverty &amp; exploitation of the poor</b></li> <li>- <b>Responsibility for the poor</b></li> <li>- <b>Charities</b></li> </ul>	<p><b>Big Question:</b> Who are the important figures in religions and why are they important?</p> <p><b>Key Religious Figures</b></p> <ul style="list-style-type: none"> <li>- <b>Abraham</b></li> <li>- <b>Abraham and his Covenant</b></li> <li>- <b>Moses</b></li> <li>- <b>Sikh Gurus</b></li> <li>- <b>Jesus</b></li> <li>- <b>Parables</b></li> <li>- <b>Miracles</b></li> <li>- <b>10 Commandments</b></li> <li>- <b>Muhammad and his importance</b></li> <li>- <b>The Qur'an</b></li> </ul>
<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Summer 1</p> <p>Synoptic assessment: including topics from both Summer1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Summer 1</p> <p>Synoptic assessment: including topics from both Summer1 and 2</p>	<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Half term assessment : including topics from Summer 1</p> <p>Synoptic assessment: including topics from both Summer1 and 2</p>

<b>Skills developed include:</b> Evaluation, Analysis, Discernment, Application, Interpretation, Reflection, Empathy	<b>Skills developed include:</b> Evaluation, Analysis, Discernment, Application, Interpretation, Reflection, Empathy	<b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection
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Year 10 Autumn Term	Year 11 Autumn Term	
<p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>- Nature of God</li> <li>- Trinity</li> <li>- Creation story</li> <li>- Incarnation</li> <li>- Crucifixion, resurrection, ascension</li> <li>- Afterlife, heaven and hell</li> <li>- Sin, salvation, atonement</li> </ul> <p><b>Christian Practices</b></p> <ul style="list-style-type: none"> <li>- Worship</li> <li>- Eucharist</li> <li>- Baptism</li> <li>- Pilgrimage</li> <li>- Christmas</li> <li>- Easter</li> <li>- Role of the church Mission and evangelism</li> <li>- Worldwide church</li> <li>- Response to poverty</li> </ul>	<p style="text-align: center;"><b>Autumn 1 Revision</b></p> <p><b>Christian Beliefs</b></p> <ul style="list-style-type: none"> <li>- Nature of God</li> <li>- Trinity</li> <li>- Creation story</li> <li>- Incarnation</li> <li>- Crucifixion, resurrection, ascension</li> <li>- Afterlife, heaven and hell</li> <li>- Sin, salvation, atonement</li> </ul> <p><b>Christian Practices</b></p> <ul style="list-style-type: none"> <li>- Worship</li> <li>- Eucharist</li> <li>- Baptism</li> <li>- Pilgrimage</li> <li>- Christmas</li> <li>- Easter</li> <li>- Role of the church Mission and evangelism</li> <li>- Worldwide church</li> </ul> <p>Response to poverty</p> <p>-</p>	<p style="text-align: center;"><b>Autumn 2 Revision</b></p> <p><b>Islam Key Beliefs</b></p> <ul style="list-style-type: none"> <li>- Key beliefs</li> <li>- Nature of Allah</li> <li>- Belief in Angels</li> <li>- Prophethood</li> <li>- Holy books</li> <li>- Predestination</li> <li>- Akhirah and Judgment</li> <li>- imamate</li> </ul> <p><b>Islam Practices</b></p> <ul style="list-style-type: none"> <li>- five pillars</li> <li>- Shahadah</li> <li>- Salah</li> <li>- Zakah</li> <li>- Sawm</li> <li>- Hajj</li> <li>- Eid ul fitr /Adha and Ashura</li> <li>- Jihad</li> <li>-</li> </ul>
Composite assessment: Will take place at the end	Composite assessment: Will take place at the end of each lesson topic in the form of GCSE style question	

<p>of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Synoptic assessment: including topics from both Autumn 1 and 2</p>	<p>assessing knowledge and understanding of the topics studied</p> <p>Synoptic assessment: including topics from both revised from the section on the exam paper/ full paper component</p>	
<p><b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection</p>	<p><b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection</p>	
<p><b>Year 10 Spring Term</b></p>	<p><b>Year 11 Spring Term</b></p>	
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<p>Composite assessment: Will take place at the end of each lesson/2<sup>nd</sup> lesson in the form of GCSE style question assessing knowledge and understanding of the topics studied</p>	<p>Composite assessment: Will take place at the end of each lesson topic in the form of GCSE style question assessing knowledge and understanding of the topics studied</p> <p>Synoptic assessment: including topics from both revised from the section on the exam paper/ full paper</p>	

<p>Synoptic assessment: including topics from both Spring 1 and 2</p>	<p>component</p>
<p><b>Skills developed include:</b> Evaluation, Analysis, Application, Interpretation, Reflection</p>	<p><b>Skills developed include:</b> Evaluation, Analysis, Discernment, Application, Interpretation, Reflection, Empathy</p>
<p><b>Year 10 Summer Term</b></p>	<p><b>Year 11 Summer Term</b></p>
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