

INTENT – Why are we doing what we are doing?

Within our Year 7 curriculum, students are encouraged to explore some of the key beliefs and practices linked to a variety of world views as well as engage with a range of different key themes such as equality and helping others. In RE Year 7 students will have the opportunity to delve into key concepts such as inspirational attributes through study of topics such as Inspirational People. Through these topics students will be able to reflect upon the centrality of these themes in other’s lives. Students will not only be able to learn and analyse core beliefs and practices, they will also be able to discuss how these have influenced British society and life within the local Waltham Toll Bar area through references and discussions based around local places of interest. Studies within Year 7 will allow students to discuss and address a wide variety of thought-provoking and deep questions and themes through lots of different teaching methodology.

IMPLEMENTATION - Year 7

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 September – October	Introduction to Religion and Worldviews	What do the major worldviews believe and why?	To introduce pupils to the major worldviews to ensure everyone has an equal starting point. To build foundational knowledge of worldviews which will be expanded upon throughout other units.	Analysis Justifications Extended writing Application to world Linking beliefs to practices Lens analysis	Core beliefs from 6 major religions Reasons why people may reject God Key religious terminology	Religious life Teacher Academic Historian	Beliefs about the divine, holy books and living a good life from: Christianity Buddhism Sikhism Islam Humanism Hinduism Judaism	Humanist campaigns Problem of Evil
	Links between Units: Uses the knowledge gained from unit 1 and expands upon in it much greater detail. This also allows students to have a foundational knowledge of religions and worldviews that will be covered throughout the rest of KS3. Key themes such as charity and equality are explored and revisited in subsequent units.							
Autumn Term 2 November – December	Christianity – Beliefs and Practices	Why do Christians believe what they do and act how they do?	To build upon knowledge from KS1 and 2 and unit 1 and introduce more complex concepts. To apply these concepts to social issues such as charity and equality in readiness for other units in KS3 that demand the same but on a higher level.	Historical analysis Text analysis Justifications Extended writing Compare and contrast views Application of beliefs to practices	Beliefs about the divine Views on afterlife Importance of community and pilgrimage Features and importance of places of worship How Christians help others	Religious life Charity worker Lecturer Historian Curator Activist	Formation of Christianity Omni-terms for God and Trinity Afterlife Places of pilgrimage Importance of a church Views on equality Christian Aid	Influences of Trinity on practices How denominations have been formed
	Links between Units: Through examples such as Jesus links can be made between the core beliefs covered in unit 1 and 2 and apply them to specific examples and understand how beliefs can lead to specific practices and how these can be used to contribute positively to society.							
Spring Term 1 January – February	Inspirational Religious Figures	How can inspirational figures inspire us to make a difference?	To use the beliefs covered in units 1 and 2 and link them to “real-life” examples. To start to question the	Religious literacy Literacy and reading Textual analysis Application of beliefs to practices Critical thinking Extended writing	Inspirational qualities Examples of inspirational figures Impact religion has on lives	Activist Politician Lawyer Aid worker Armed forces Charity worker	Meaning of inspirational Key qualities Examples: Tom Moore, Rosa Parks, Maria Gomez Work of Jesus	Does religion need to be involved? Was Jesus anyone special?

			relevance of religion and worldviews and analyse how it can be used in a positive way.					
	Links between Units: Allows students to be able to use specific texts to explain why individuals act the way they do/have. Provides contextual background for many of the core beliefs that are studied throughout the KS3 curriculum.							
Spring Term 2 & Summer Term 1 February – April	Religious Stories	How can a range of religious stories enrich our lives and understanding?	To develop student's abilities to interpret special texts effectively and to start to consider how these texts have been used to inform the beliefs covered in previous topics. To provide students with the opportunity to critically engage with a range of texts from a range of religious and non-religious worldviews.	Textual analysis Application of beliefs to practices Religious literacy Compare and contrast Critical thinking	Importance of stories in religion and how these can impact people's lives How religious stories can be used to teach people things Whether religious stories are relevant any more	Writer Literary analyst Academic Teacher Religious life Sociologist	Why stories are important Genesis 1 and 2 Rama and Sita Story of Job Buddha's life Good Samaritan	How are these stories relevant to 21 st Century? Different interpretations e.g. scientific, feminist etc.
	Links between Units: Uses the beliefs covered in unit 1 and expands upon these and applies them to further situations and concepts such as equality. Prepares students to be able to make comparisons between worldviews and draw similarities and differences between beliefs and actions.							
Summer Term 1 & Summer Term 2 April – July	Islam – Beliefs and Practices	Why do Muslims believe what they do and act how they do?	To build upon knowledge from KS1 and 2 and unit 1 and introduce more complex concepts. To apply these concepts to social issues such as charity and equality in readiness for other units in KS3 that demand the same but on a higher level. To allow students to compare and contrast the beliefs and teachings of more than one worldview.	Historical analysis Text analysis Justifications Extended writing Compare and contrast views Application of beliefs to practices	Beliefs about the divine Views on afterlife Importance of community and pilgrimage Features and importance of places of worship How Muslims help others	Religious life Charity worker Lecturer Historian Curator Activist	Formation of Islam Views on Allah 5 Pillars of Islam Afterlife Places of pilgrimage Importance of a Mosque Views on equality Charity work within Islam	Impact of Islam on Britain Rise of Islamophobia

IMPACT – What do we want students to know at the end of Year 7?

By the end of Year 7, students should have a clear foundational knowledge of the 6 major worldviews alongside Humanism. students should be able to further explain the core beliefs of Christianity and Islam with clear and articulate references to key texts such as the Good Samaritan. Students should also be able to use the knowledge gained from the study of these religions to explain how beliefs can influence practices. It is also expected that students will explain how certain practices can be used for the betterment of society, thus building their understanding and appreciation of cultural capital.

IMPLEMENTATION - Year 8

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 September – October	Global Issues	What are the biggest issues within the world?	To be able to analyse some of the key issues facing the planet today and assess religious and non-religious approaches to these. To evaluate the reliability of different creation stories and theories with reference to key beliefs previously covered.	Analysis Comparison Application to “real world” Textual analysis Linking concepts	Different views on how the world was created Why we should look after the planet and how Arguments for and against animal rights	Activist Politician Religious life Environmental scientist Animal researcher	Genesis 1 Hindu creation story Stewardship and Dominion Karma and Ahimsa Battery Farming Animal Testing	Literal vs liberal Christians Green Christians Different interpretations of dominion
	Links between Units: Allows key issues such as animal rights to be considered from multiple viewpoints that have been covered throughout the study of KS3 such as Humanism and Christianity. Provides a background for some of the social issues such as climate change that will be studied in Y9 as well as in the next unit of Humanism.							
Autumn Term 2 & Spring Term 1 October – February	Humanism – Beliefs and Practices	Why do Humanists believe what they do and act how they do?	To be able to understand the core values that drive Humanist actions and campaigns. To consider how these values are similar and different to those of the major worldviews.	Linking concepts Analysis Application to “real world” Comparison	Why Humanists reject God How Humanist values can be used to help other people How Humanists celebrate and promote community	Celebrant Charity worker Teacher Academic	History of Humanism Golden Rule Reasons to reject God Charity work Equality Humanist ceremonies	Humanist impacts on laws Humanism compared to Christianity
	Links between Units: Allows a clear distinction and comparison to be made between non-religious approaches to key themes and religious approaches to the same themes. Builds upon concepts such as community and celebration in more detail with added examples and nuances.							
Spring Term 1 & Spring Term 2 February – April	Judaism – Beliefs and Practices	Why do Jews believe what they do and act how they do?	To be able to build upon the foundational knowledge gained in Year 7 and link this further knowledge to the importance of acting and helping others. To compare and contrast the beliefs and practices of Judaism with those from at least one other worldview.	Application to “real world” Linking concepts Textual analysis Comparison Balanced argument	Beliefs about the messiah Views on afterlife Importance of community and pilgrimage Features and importance of places of worship How Jews help others	Religious life Charity worker Lecturer Historian Curator Activist	History of Judaism Beliefs about Messiah Heaven/Hell Synagogue and pilgrimage Jewish charities	Impact of Holocaust Judaism in Britain today
	Links between Units: Encourages students to be able to explain the role a range of religions have had on society in Britain having studied 4/6 major worldviews and Humanism. Allows students to draw key information from other worldviews and analyse whether they should have a role to play in Britain.							

Spring Term 2 & Summer Term 1 April – June	Faith in Britain	How has faith impacted upon British society?	To critically analyse the role religion, specifically Christianity plays in Britain today. To provide a clear and balanced argument surrounding the acceptability of religion's role in Britain.	Application to “real world” Analysis Critical thinking Balanced argument	How Christianity has impacted Britain and continues to do so Whether Christianity should have as much of an impact as it currently does	Sociologist Politician Religious life Teacher	Impacts on laws, politics, education and customs Whether it is fair	Impacts Eastern religions have on Britain
	Links between Units: Allows the focus to be on a worldview that has not overtly impacted British society. Background details from Faith in Britain on things such as Diwali are then explored in more detail in Hinduism unit. Provides another religious tradition that students can critically compare with others previously studied and those upcoming.							
Summer Term 2 June – July	Hinduism – Beliefs and Practices	Why do Hindus believe what they do and act how they do?	To expand upon knowledge gained in unit 1 and to prepare for GCSE study of Hinduism. To convincingly analyse the core beliefs of Hinduism and to link these to the actions of Hindus.	Linking concepts Analysis Application to “real world” Inference Textual analysis Critical thinking	Beliefs about the divine Views on afterlife Importance of community and pilgrimage Features and importance of places of worship How Hindus help others	Religious life Charity worker Lecturer Historian Curator Activist	History of Hinduism Monotheism vs Polytheism Reincarnation and Moksha Pilgrimage Rites of Passage Sewa International	Kumbh Mela and Covid Relevance of Rites of Passage

IMPACT – What do we want students to know at the end of Year 8?

Students should be able to articulately explain a range of different interpretations surrounding the creation of the world and be able to produce scriptural backing for these interpretations. They should be able to explain and critically analyse the role that religion plays in certain issues such as animal rights and climate change. Detailed analysis of religion's impact upon British society should also have been considered and can be confidently explained and logical arguments constructed. A range of different worldviews including Humanism, Hinduism and Judaism should be understood and the links between the beliefs of these worldviews and the practices of these worldviews should be interrogated critically.

IMPLEMENTATION - Year 9

Term	Unit Title	Unit Enquiry Question <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	Intent <i>Purpose of the specific unit.</i>	Core Disciplinary (Skills) Knowledge Gained	Core Substantive (Content) Knowledge Gained	Careers Links	“Need to Know” <i>Core content required to be covered during this unit.</i>	“Neat to Know” <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
Autumn Term 1 & 2 September – December	Religion and Ethics in the Modern World	How does religion interact with modern day issues?	To be able to analyse the responses of various worldviews to world issues such as BLM. To assess the relevance of religion in the modern world.	Analysis Critical thinking Application to “real world” Making judgements Extended writing Textual analysis Argument-led conclusions Evidence interrogation	How religion interacts with issues prevalent in the 21 st century	Doctor Activist Environmental scientist Journalism AI engineer Animal rights campaigner	Christian responses to BLM and racism Arguments for and against human superiority For and against selling religious buildings Religious views on climate change	Organ donation Relevance of religion in 21 st century
	Links between Units: Prompts students to recall key knowledge about different worldviews studied previously and apply these to 21 st century issues. Further develops the ability to critically analyse the role of religion with further evidence to support student's conclusions.							
Autumn Term 1 & 2	Buddhism – Beliefs and Practices	Why do Buddhists believe what they	To be able to understand the core	Linking concepts Analysis	Life of the Buddha Importance of a good life	Religious life Historian Sociologist	Buddha's life and importance	Comparison with Humanism and Christianity

September – December		do and act how they do?	beliefs and practices of Buddhism. To consider how these values are similar and different to those of the major worldviews.	Application to “real world” Inference Textual analysis Critical thinking	Life after death Pilgrimage Equality	Curator Academic Teacher	Eightfold Path and Four Noble Truths Karma and Reincarnation Place of Pilgrimage History of Buddhist equality	Design own Buddhist charity
	Links between Units: Allows students to be able to use another world faith to support arguments for/against the validity and relevance of religion in 21 st century. Provides a background to beliefs that influence Eastern philosophers in later unit. Eightfold Path will be referenced in final unit, building upon the knowledge gained from this unit. Buddhist beliefs will be expanded upon through specific examples in Religion and Conflict topic.							
Autumn Term 2 & Spring Term 1 October – February	Religion and Conflict	How do different worldviews response to issues of conflict and promote peace?	To explain, compare and contrast approaches from three major worldviews towards conflict and peace. To evaluate whether enough is being done to promote peace and avoid conflict.	Application to “real world” Linking concepts Textual analysis Comparison Balanced argument Extended writing Critical thinking Historical interpretation Justification of opinions	Types of protests Causes and effects of terrorism and extremism Arguments for/against warfare Importance of peace and pacifism	Aid worker Religious life Counsellor Peace envoy Mediator Activist Politician Foreign diplomat Chaplain	Key terms meanings Historical examples of protests Reasons people turn to terrorism Just and Holy War Examples of forgiveness and pacifism	Islamophobia and the media’s role Comparison of Just and Holy war Religious promotion of pacifism
	Links between Units: Prompts students to consider how philosophical differences can lead to conflict. Students will be able to use real-life examples from Religion and Conflict to back up philosophical claims/truths in Philosophical Thinking. Draws on beliefs and practices covered in previous religious units and applies them to conflict situations.							
Spring Term 2 February – April	Philosophical Thinking	How do we know what is true?	To consider some of the key developments within philosophy throughout time. To assess philosophical approaches and their application to the 21 st century.	Application to “real world” Analysis Critical thinking Balanced argument Extended writing	Ancient Greek philosophical figures and thoughts Philosophical approaches to ethics Characteristics of human thinking	Academic Teacher Writer Historian	Socrates & Socratic questioning Effective societies & Plato Diogenes & human nature Ethical approaches Human characteristics	Socratic questioning in education
	Links between Units: Builds upon critical thinking skills that have been developed throughout KS3 study. Promotes the use of philosophical analysis to analyse core beliefs in future units and to assess the need for religion in the final unit of KS3.							
Summer Term 1 April – June	Sikhism – Beliefs and Practices	Why do Sikhs believe what they do and act how they do?	To be able to understand the core beliefs and practices of Sikhism. To consider how these values are similar and different to those of the major worldviews.	Linking concepts Analysis Application to “real world” Inference Textual analysis Critical thinking	How to live a good life Importance of community Rites of passage and celebrations Charity and equality	Religious life Historian Sociologist Curator Academic Teacher	Importance of faith 5 K’s Pilgrimage Vaisakhi Charity work	Relevance of Khalsa Festivals in Britain
	Links between Units: Students will be able to draw on all previous units to come to an educated and informed conclusion on the need for religion. Encourages links between different beliefs and comparisons between the six major world religions that have been covered.							
Summer Term 2 June – July	Do we Need Religion to be Good?	How does religion help us to live a moral and meaningful life?	To be able to analyse the role religion plays in helping people live a good life. To assess whether one is able to live a	Critical thinking Evidence based analysis Justified conclusion Ethical reasoning	Meaning of good and bad Religious ethical systems Importance of religion in society	Academic Teacher Religious life Sociologist Psychologist	Situation Ethics Eightfold Path Natural Law Meta Ethics	Necessity of the afterlife Case study: Bonhoeffer

			good life without religion.					
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IMPACT – What do we want students to know at the end of Year 9?

By the end of Year 9 students should have a firm grasp of the core beliefs and practices from the six major world religions and non-religious worldviews. They should have a nuanced understanding of the diversity of these beliefs and practices and be able to articulate the impact these have on society and their relevance to the 21st century. Students should also have a clear understanding of some of the social and moral issues they may encounter in the wider world and be prepared to tackle these with confidence and scholarly support. Students will also have a greater understanding of the diversity of the wider world and the need for tolerance and respect for others and their beliefs. Students will also have a clear understanding of why people believe and act in a certain way, whether that is dependent upon religion or not.

LINKS – How does our curriculum link between the year groups?

Key Theme	Year 7	Year 8	Year 9	Years 10 & 11 (GCSE)
Beliefs	Core beliefs of the six major worldviews are briefly introduced in the first unit and those of both Christianity and Islam and further explored in subsequent topics.	The beliefs of Humanism, Judaism and Hinduism are expanded upon in discrete units having been introduced in the first unit in Year 7.	Beliefs of Buddhism and Sikhism are expanded upon and comparisons between these and other major world religions are developed based on prior knowledge gained.	Beliefs of Christianity, Hinduism and Humanism are further developed and explored through the study of the GCSE and clear scriptural backing explored for these beliefs.
Practices	Exploration of Christian and Muslim practices are undertaken having been briefly discussed during the first topic in Year 7. Use of religious stories to influence practices is also analysed in the religious stories unit studied.	Practices of Humanism, Judaism and Hinduism are explored and compared and contrasted with those of Christianity and Islam that were covered in Year 7. Justifications for these practices are also beginning to be explored.	Textual reasoning behind practices is explored and developed and analysed effectively. Detailed comparisons are made between the practices of all six worldviews studied and analysed in the final unit.	Practices of Christianity, Hinduism and Humanism are further expanded upon and linked to the core beliefs studied in other parts of the GCSE as well as KS3.
Impacts upon Society	The impacts core beliefs such as Christianity and Islam have on society are explored and analysis of these impacts are starting to occur.	Impacts of other worldviews are explored along with focus on specific areas such as global issues. The role religion plays in Britain is explored in depth and the analysis of these impacts are further explored.	Through the study of the final unit in Year 9 students are able to effectively question the impacts religion has upon society with references to the worldviews previously studied alongside the specific themes and issues covered in KS3.	Deeper analysis of the impacts both Christianity and Hinduism play in British and global societies are conducted in line with the GCSE exam board. Impacts studied throughout KS3 are analysed and built upon with textual backings.
Ethics	An understanding of the concepts of right and wrong are beginning to be explored and references to concepts such as equality are introduced to students.	Global issues are explored with references to concepts linked to ethics that were introduced in Year 7. Students will deepen their understanding of ethical issues with the exploration of different beliefs and teachings.	The roots of ethics are explored in detail through lessons on meta ethics linking to KS5 studies. Using the knowledge of ethics gained throughout KS3 students are able to critically assess the relevance of ethical systems and issues.	Ethical systems such as Natural Law and Situation Ethics are explored further having been introduced in KS3.