



I N D E P E N D E N C E	
KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY	
CONTENT / TOPICS / CONCEPTS	Year 7
	Introduction to RPE Religious Festivals Introduction to Christianity Examining World Religions, Beliefs and Philosophy Exploring Sikhism Religious Buildings
	Year 8
	Introduction to Islam Religion, Freedom and Citizenship Exploring Judaism Religion and Conflict Debating Thematic Issues
	Year 9
	Prejudice and Discrimination Introduction to Eastern Faiths Religion and Ethics Thinking Deeper about Religion and Philosophy
	Year 10
	Christianity—Beliefs and Teachings Christianity—Practices Islam—Practices Islam—Beliefs and Teachings Relationships and Families
	Year 11
	Religion and Life Religion, Crime and Punishment Religion, Human Rights and Social Justice Revision programme for the GCSE exams
VOCABULARY	Religious festival, Eid ul-Fitr, fasting, Wesak, Ganesh Chathurti, Hanukkah, Diwali, Lent, enlightenment, denominations, trinity, commandments, Easter, disciples, immoral, prophet, symbol, belief, theist, atheist, agnostic, pilgrimage, reformation, traditions, Guru, kesh, kirpan, kangha, kara, kachera, khalsa, sacred.
	Allah, Muhammad, Sawn, Salah, Zakat, Hajj, Ramadan, Qur'an, monotheism, Abrahamic religions, Abram, freedom of expression, arranged marriage, forced marriage, ethical, British values, tolerance, oppression, conflict, Passover, Torah, Jerusalem, covenant, Zionists, Sharia law, crusade, converts, radicalisation, terrorism, extremism.
	Prejudice, discrimination, racism, equality, asylum seeker, genocide, holocaust, polytheistic, Brahma, Vishnu, Shiva, avatar, karma, ascetic, Sangha, meditation, yoga, missionary, ethics, free will, anarchy, the Golden Rule, utilitarianism, animal testing, artificial intelligence, first certainty, design argument, Genesis, psychologist, Humanist.
	Atonement, baptism, creation, Eucharist / holy communion, grace, judgement, liturgical worship, Lord's Prayer, prayer, sacrament, trinity, Akhirah, Ashura, the five roots of Usul ad-Din, Id-ul-Adha, Id-ul-Fitr, Jibril, predestination, Shahadah, Tawhid (the Oneness of God), the ten obligatory acts, contraception, gender discrimination, heterosexuality, homosexuality, nuclear family, procreation, remarriage, vows.
	Abortion, awe and wonder, dominion, euthanasia, evolution, quality of life, responsibility, sanctity of life, scientific, community service, corporal punishment, crime, death penalty, deterrence, forgiveness, greed, law, reformation, retribution, charity, equality, exploitation, freedom of religious expression, human rights, justice, people trafficking, poverty, wealth.
SKILLS	Pupils use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. They will interpret the challenges offered by the variety of religions and beliefs in the contemporary world. The principal methods by which religion is studied will support the development of enquiry into forms of spiritual and moral expression. Pupils will develop balanced conclusions about aspects of religion and belief and present them persuasively to others. Tolerance, empathy, respect and collaboration are central to skill development.
ASSESSMENT	End of unit assessments focus on two main areas—learning about religion and learning from religion. The format varies from structured questions, to art work and persuasive writing. Pupils will explain and interpret religion in depth and diversity (<i>by considering the outward signs of showing religious identity in both Islam and Sikhism</i>). Evaluating religious questions using evidence (<i>critically and personally examining the Holocaust and why some people favour animal testing</i>). They will have the opportunity to analyse and contextualise their understanding of religion (<i>through unpicking the theories put forward by Richard Dawkins and philosophers such as Freud and Turing</i>).
A T T I T U D E	
Understanding others, behaviour and attitudes, SMSC, PHSE	Pupils explore beliefs and values on key moral and ethical issues from different perspectives e.g. what do religious festivals have in common? How can belief split a religion? How ethical are sweatshops? Why believe in life after death?
R E S I L I E N C E	
Character, personal Development, wellbeing and CIAG	Democracy and individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Pupils will develop a more evaluative and academic writing style which includes use of structured reasoning and subject vocabulary. They have the opportunity to gain a GCSE grade to allow them to access further education and improve their life chances.