



I N D E P E N D E N C E	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY	CONTENT / TOPICS / CONCEPTS	<p>Year 7</p> <p>Introduction to RPE Religious Festivals Introduction to Christianity Examining World Religions, Beliefs and Philosophy Exploring Sikhism Religious Buildings</p>	<p>Year 8</p> <p>Introduction to Islam Religion, Freedom and Citizenship Exploring Judaism Religion and Conflict Questioning Philosophy Religion and the Afterlife</p>	<p>Year 9</p> <p>Prejudice and Discrimination Introduction to Eastern Faiths Religion and Ethics Thinking Deeper about Religion and Philosophy</p>	<p>Year 10</p> <p>Christianity—Beliefs and Teachings Christianity—Practices Islam—Practices Islam—Beliefs and Teachings Relationships and Families</p>	<p>Year 11</p> <p>Religion and Life Religion, Crime and Punishment Religion, Human Rights and Social Justice Revision programme for the GCSE exams</p>
		VOCABULARY	<p>Religious festival, Eid ul-Fitr, fasting, Lent, enlightenment, denominations, trinity, disciples, immoral, prophet, symbol, belief, theist, atheist, agnostic, Guru, 5 K's, khalsa, sacred, Diwali.</p>	<p>Allah, Muhammad, the 5 pillars, Qur'an, monotheism, arranged marriage, ethical, British values, tolerance, oppression, Passover, Torah, Jerusalem, covenant, Zionists, Sharia law, crusade, converts, radicalisation, terrorism.</p>	<p>Prejudice, discrimination, racism, asylum seeker, genocide, polytheistic, avatar, karma, ascetic, missionary, ethics, anarchy, the Golden Rule, utilitarianism, animal testing, first certainty, design argument, Genesis, psychologist, Humanist.</p>	<p>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.</p>	<p>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.</p>
		SKILLS	<p>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.</p>	<p>Pupils being given the opportunity to explore the beliefs and values from a range of different religions and cultures and learning about shared and differing views and beliefs. Understanding of multiculturalism, diversity and respect for others are developed. Skills developed include critical thinking, the ability to work with abstract ideas, leadership, research skill, analytical and enquiry.</p>			
		ASSESSMENT	<p>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 Freud and Turing</i>).</p>	<p>Summative assessments will take place during the formal assessment cycles in term 2 and 4. Summer exams for Y10 will be linked to a 'real exam' style experience. Regular formative assessments will focus on the FARM exam technique using tools such PEEL. Explicit reference to the AOs in assessments—AO1: Demonstrate knowledge and understanding of religion and beliefs including: beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. AO2—Analyse and evaluate aspects of religion and belief, including their significance and influence. Questions will link to multiple choice, compare / contrast and to what extent.</p>			

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 spilt 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.