

	Autumn	Spring	Summer
Y7	<u>'Who Am I?'</u>	<u>'The Influencers'</u> <u>Leaders & Founders</u>	<u>'The Nature of God'</u>
Curriculum content	This topic explore the students' identity and <i>worldview</i> in the <i>multi-cultural</i> , religious and secular world we live in. We explore why <i>belonging</i> is important and look at it in the context of Islam. Also, what it means to be a <i>good neighbour</i> and Jesus' teachings on this and facts about the <i>6 Major World Religions</i> .	In this topic we discover the lives of <i>religious leaders and founders</i> , and how they <i>influenced</i> the world and lives of people who follow them. This includes <i>Jesus, Moses, Malala, Gandhi and Muhammad (pbuh)</i> . We also explore how these people are <i>role-models</i> and analyse what <i>characteristics</i> they show.	The Nature of God topic investigates reasons why people do or do not believe in God. This includes the <i>Cosmological and Design Argument</i> for the existence of God. We learn about the <i>7 main characteristics</i> God has and how believers explain these are shown.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y8	<u>'Where do we come from? Where are we going?'</u>	<u>'Do Religions, help us to be good?'</u>	<u>'Is it possible to end suffering?'</u> <u>(From a Buddhists perspective)</u>
Curriculum content	This topic explores the religious and non-religious views on the <i>beginning of the universe, creation of humanity</i> . We also research whether there is <i>life after death</i> and the concept of the <i>Soul</i> . We research the Genesis 7 day creation story, Adam and Eve, The Big Bang Theory, Evolution and much more.	In this topic we attempt to answer the question of whether Religions help us to be good, or is it something else? We examine <i>religious laws/commandments</i> on being a 'good person', such as <i>Sewa, Agape, and Zakat</i> , and non-religious ideas, such as <i>Altruism</i> .	We start off this topic by looking at what ' <i>suffering</i> ' is in the modern world, and what causes it. We then use <i>Buddhist teachings</i> such as ' <i>Dukkha</i> ' and the ' <i>Eight-Fold Path</i> ' to see whether these are the solution to the <i>problem of evil and suffering</i> .
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y9	<p align="center"><u>'Christian Beliefs'</u> <u>AQA GCSE Short Course</u> <u>Section A: The study of religions: beliefs and teachings</u></p>		<p align="center"><u>'Religion, Peace & Conflict'</u> <u>AQA GCSE Short Course</u> <u>Section B: Thematic studies: religious, philosophical and ethical studies</u></p>
Curriculum content	<p><i>Students explore various Christian beliefs and the effect these have on the followers lives. This includes:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Nature of God <input type="checkbox"/> Problem of Evil <input type="checkbox"/> Creation <input type="checkbox"/> Afterlife <input type="checkbox"/> Jesus' ministry <input type="checkbox"/> Incarnation <input type="checkbox"/> Crucifixion <input type="checkbox"/> Resurrection <input type="checkbox"/> Ascension <input type="checkbox"/> Salvation 		<p><i>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Violence <input type="checkbox"/> Pacifism <input type="checkbox"/> Weapon of Mass Destruction <input type="checkbox"/> Protests <input type="checkbox"/> Terrorism <input type="checkbox"/> Reasons for War <input type="checkbox"/> Just War <input type="checkbox"/> Holy War
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding. Students also begin exam practice of 1, 2, 4, 5 & 12 mark questions.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y10	<p align="center"><u>'Muslim Beliefs'</u> <u>AQA GCSE Short Course</u> <u>Section A: The study of religions:</u> <u>beliefs and teachings</u></p>		<p align="center"><u>'Relationship & Families'</u> <u>AQA GCSE Short Course</u> <u>Section B: Thematic studies:</u> <u>religious, philosophical and ethical</u> <u>studies</u></p>
Curriculum content	<p><i>Students explore various Muslim beliefs and the effect these have on the followers lives. This includes:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Six articles of faith in Sunni Islam</i> <input type="checkbox"/> <i>Tawhid</i> <input type="checkbox"/> <i>Nature of God</i> <input type="checkbox"/> <i>Angels</i> <input type="checkbox"/> <i>Day of Judgement</i> <input type="checkbox"/> <i>Akhirah</i> <input type="checkbox"/> <i>Risalah</i> <input type="checkbox"/> <i>Holy Books</i> <input type="checkbox"/> <i>The imamate in Shi'a Islam</i> 		<p><i>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Contraception</i> <input type="checkbox"/> <i>Sexual relationship before Marriage</i> <input type="checkbox"/> <i>Homosexual relationships</i> <input type="checkbox"/> <i>Contraception</i> <input type="checkbox"/> <i>Marriage</i> <input type="checkbox"/> <i>Family</i> <input type="checkbox"/> <i>Gender Equality</i> <input type="checkbox"/> <i>Gender prejudice and discrimination</i>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding.</p> <p>Students also begin exam practice of 1, 2, 4, 5 & 12 mark questions.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		