

Long Term Overview KS3 R.E.

Year 7	Unit Title	Introduction to RE and Religious Festivals	Christianity	World Religions – Beliefs & Philosophy	Sikhism	Traditions, Beliefs & Festivals
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)
	No. Weeks	7 Weeks	8 Weeks	5 Weeks	6 Weeks	6 Weeks
	What We Will Learn	In this unit of work Students learn about religions from all over the world. They will begin to understand about tradition and the handing down of beliefs and practices from generation to generation. Students will learn about the different religious festivals such as EID, Ramadan, Lent and Ash Wednesday, Wesak and Buddhism, Ganesh Chaturthi and Hanukkah.	Students will learn about Christianity and the different denominations (Catholic and Protestant) They will learn about the Trinity and investigate the 10 Commandments and develop their knowledge about Easter and Jesus	Students will learn about world religions and the different symbols that are connected to different faiths. They will be able to identify tradition, belief and fact. They will learn about the different Pilgrims and Places of Worship.	In this unit of work Students will learn about Sikhism and Guru Nanak. They will build on prior knowledge and learn about the 5 K's. Students will learn why many Sikh families chose to settle in Britain in the 20th Century?	In this unit of work Students learn about religions from all over the world. They will begin to understand about tradition and the handing down of beliefs and practices from generation to generation. Students will learn about the different religious festivals such as EID, Ramadan, Lent and Ash Wednesday, Wesak and Buddhism, Ganesh Chaturthi and Hanukkah.
Year 7	What We Will Do	Students will evaluate the links between different religious practices. They will identify reasons for having religious festivals and they will identify 5 things they have in common through simple tasks and discussions. Students will role play, watch video clips and will analyse whether Ramadan and EID are still relevant today, they will be able to say what the religions have in common. Students will explain the connection between Lent and Pancake Day. They will discuss tradition and describe how Hindus celebrate the festival Ganesh Chaturthi in Britain and India. Students will make a traditional Jewish game 'Dreidel'.	Students will read and watch video clips linked to Christian beliefs and events. They will discuss and debate the term 'denominations of Christianity?' Why are there different types of Christian? Hypothesise how this might have occurred. They will be able to Identify the 3 different parts of the Trinity and write down what they think each part means and how it can help people in different stages of their life. Students will question where did the 10 Commandments come from?	Students will be able to match the religious symbols to the correct holy books or religion. They will discuss and identify key beliefs in God and in themselves. They will be able to say what a Theist, Atheist, Agnostic and a Deist is. Students will describe many of the world's main pilgrimages in some detail and explain why people go. They will compare and contrast different places of worship for their differences and similarities. Students will describe the roles and responsibilities of different religious leaders from six world religions. They will analyse Reformation - the name for the breakup of the church and ask answer some questions around this.	Students will be able to apply their knowledge of Sikhism and Guru Nanak's life to produce a piece of creative writing. Students will evaluate the relative importance of good works and faith in a person's life. They will identify and describe the 5ks and order the story of the Khalsa correctly. They will describe five things that you think represent you as a person, e.g. your football team, Maths, being a gamer. They will read, listen to the Golden Temple story and discuss the issues surrounding it.	Students will evaluate the links between different religious practices. They will identify reasons for having religious festivals and they will identify 5 things they have in common through simple tasks and discussions. Students will role play, watch video clips and will analyse whether Ramadan and EID are still relevant today, they will be able to say what the religions have in common. Students will explain the connection between Lent and Pancake Day. They will discuss tradition and describe how Hindus celebrate the festival Ganesh Chaturthi in Britain and India. Students will make a traditional Jewish game 'Dreidel'.
	Skills Learned	Students will be able to identify similarities and differences and show empathy and curiosity towards different cultures/religions	Students will be able to discuss and share the opinions about Christianity, they will develop their skills and knowledge to be able to discuss and debate their own personal development and understanding of the spiritual, moral,	Students will develop their understanding and will be able to compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles. They will develop	Students will be able to discuss and share their opinions about Sikhism, they will be able to share their views and develop their vocabulary.	Students will be able to identify similarities and differences and show empathy and curiosity towards different cultures/religions. They will be able to develop their analytic skills distinguishing

Long Term Overview KS3 R.E.

			social and cultural questions that surface within their lives.	their speaking and listening skills to respond to the views of		between the features of different religions.
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Year 8	Unit Title	Exploring Hinduism & Buddhism	Exploring Islam	Exploring Judaism	Religion, Peace and Conflict	Philosophy and Ethics	Religion and the Afterlife
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Summer (b)
	No. Weeks	7 Weeks	8 Weeks	5 Weeks	6 Weeks	6 Weeks	7 Weeks
	What We Will Learn	Students will build on prior knowledge learned about Hinduism and Buddhism they will learn about their 'holy text' and the importance. Students will learn about Polytheism – When a religion has many Gods and they will be able to identify their main beliefs.	Students will learn all about Islam and identify any misconnects surrounding the religion. They will build on prior knowledge regarding the 5 pillars of Islam. They will learn about the Hajj and Qur'an and discuss the Islamic dress code.	In this unit of work Students will learn all about Judaism. They will compare and contrast what the Torah has in common with the Bible and the Qur'an. They will listen/read the story of Abraham and discuss Israel and Palestine's country divide.	In this unit of work Students will learn about conflict and peace within religions. They will identify quotations from Christian and non-Christian sources which support ideas about peace and conflict. They will investigate the Crusades and examine key vocabulary.	In this unit of work Students will explore Religion and Philosophy. They will consider the idea around, suffering, God and the Devil and their beliefs about why suffering exists. Students will discuss and learn about Plato and 'The Cave' they will analyse and explain if an idea is Platonic or Materialist? Students will identify what we mean when we talk about ethics and identify different ways of classifying ethical actions.	Students will learn about the Afterlife, is there life after death, what is the Soul? They will discuss Heaven and Hell and compare a range of religious beliefs and discuss their views on death and reincarnation.
	What We Will Do	Students will be able to identify key beliefs and practices of Hinduism and take part in a presentation on one specialist topic to teach classmates about Hinduism in greater depth. They will describe how the Rig Veda is used by believers and compare it to one other holy text we have studied. Students will identify the role of the Tripitaka in Buddhism, what the Tipitaka is, what it teaches when it was created, how it is used, where it comes from.	Students will identify and write down facts they know about Islam, discussing the meaning of the Five Pillars and describe how they encourage Muslims to be charitable. They will research some of the Qur'an and explain why interpreting the Qur'an is difficult, they will compare similarities to the bible. Students will explain why Mecca is such an important place for Muslims. They will describe in detail the different types of Islamic dress, how these are worn, their origins and why certain garments cause controversy, explaining both sides of an argument about freedom of expression.	Students will discuss Jewish culture. Students will evaluate the relevance of the rules of Judaism in the modern world, they will consider – belonging, identity, tradition, science and social attitudes. They will discuss and debate interpreting the Torah and Tanakh and be able to say why it requires much study and learning.	Students will ask and answer questions and be able to justify if a religion is peaceful or not. They will watch video clips and describe how Christianity managed to spread to be the world's most popular religion. Was it a mostly peaceful transition, or were there elements of violence and conflict? They will look at newspaper articles for class discussions. Students will research key vocabulary The Troubles, Jihad, Crusade, holy, IS and Anti-Semitism.	Students will evaluate the validity of the statement: "If God really existed, there would be no evil or suffering in the world." They will write an acrostic poem about God and suffering using things they have learned from the session. They will watch YouTube clips around Plato's Allegory of the cave and discuss the theory behind it. Students will define what they might mean by the term 'ethics' and why it is important for humanity to consider our ethics.	Students will take part in debates, watch video clips and take part in group discussions surrounding religious beliefs and the Afterlife. They will be shown a human body and ask to label their mind and soul. Students will create a holiday brochure detailing what they are likely to find in Heaven or Hell. Students will analyse which religious or non-religious viewpoint they agree with most and feedback to the class.

Long Term Overview KS3 R.E.

	Skills Learned	Students will develop their critical thinking to be able to make links between beliefs of different religious groups and explain how they are connected to believers' lives.	Students will be able to identify similarities and differences and show empathy and curiosity towards different cultures/religions	Students will develop their knowledge and understanding to be able to expand on their own religious beliefs	Students will further develop an understanding of history and culture having the confidence to share their opinions and allowing others to challenge their views.	Students will reflect on personal and issues of justice and truth. Students will develop their knowledge and understanding around the importance of safeguarding ethical standards.	Students will share their knowledge and experiences surrounding the Afterlife, with thought provoking questions about the meaning of life.
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Year 9	Unit Title	Alternative Religions,	Religion and Human Rights	Religion, Science and Ethics	Types of Christianity
	Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)
	No. Weeks	7 Weeks	8 Weeks	5 Weeks	6 Weeks
	What We Will Learn	In this unit of work Students will learn about a range of beliefs such as Atheism, Humanism, Scientology, Paganism, Sunni, Shi'ite and Alternative Islam and Rastafarianism. They will learn about key aspects of the different religious beliefs and they will be able to compare, contrast and discuss any issues or questions arising.	In this unit of work Students will learn about Religion and Animal rights, Freedom of Expression, Immigration and Social Cohesion, Religion and Gender and Social Justice.	Students will learn about capital punishment and the death penalty. They will learn about Christian and Islamic beliefs about death and further discuss the afterlife in detail. They will be able to describe reasons for and against euthanasia. Students will discuss abortion and why most religions are against abortions. They will describe some of the main moral reasons for and against genetic engineering on humans and what religious quotes might mean.	In this unit Students will learn about different types of Christianity. They will discuss the Bible, Catholicism and Protestantism, Jehovah's Witnesses, Mormonism, The Amish and Orthodox Christianity,
	What We Will Do	Students will provide a full explanation of how humanists feel their worldview could benefit humanity, comparing it with one other mainstream religion or alternative movement of your choice. They will identify three things you have heard about the Illuminati. Students will describe arguments for and against the validity of Scientology as a religion. They will be able to explain the term 'Pagan' and identify how Pagan traditions have helped form the Christian festival of Christmas.	Students will identify different attitudes religions have towards animals and whether these are mostly practical or moral. They will think about key terminology such as Halal, Ahisma and Kosher. They will debate the right to express one's views without censorship and link this to religious views. Students will describe the attitudes of Islam and Christianity towards the roles of men and women and the LGBT+ community. They will discuss how would you expect Christians or Muslims to react towards 1) the BLM movement 2) Feminist movements?	Students will describe arguments for and against the death penalty, referring to morality and the examples identified today. They will discuss Dahmer's crimes and punishment and be able to say how they would have sentenced Dahmer and Why? Students will create a leaflet for a religious palliative care home. They will pick either Christianity of Islam to focus on and argue for and against the point, 'Christians / Muslims believe sanctity of life is more important than quality of life.' They will reference some religious beliefs in their answer, using direct quotes as much as possible. They will describe reasons for and against euthanasia. They will debate different religious viewpoints using new terminology, describe whether you think abortion should be about the rights of the mother or the rights of the fetus. Students will describe some of the main moral reasons for and against genetic engineering on humans and what	Students will read some of the Bible stories and explain the meaning of some Bible passages. They will understand the different parts of the Bible such as, the Old Testament - part of the Bible written before Jesus was born, the same as the Jewish Torah and the New Testament - part of the Bible written after Jesus was born and Christianity started. They will describe what it means to be a practising Catholic, what Catholics believe and how this differs from other Christian denominations. They will compare what it means to be a Protestant and how Protestantism is split into many different denominations with differing practices and beliefs. Students will identify the key beliefs of Jehovah's Witnesses and compare viewpoints from both believers and critics. Students will identify the key beliefs of the Amish and compare and contrast these with more mainstream Christian groups. Students will compare and contrast key aspects of the

Long Term Overview KS3 R.E.

				religious quotes mean. They will discuss what we mean by 'test-tube babies'? Why is there a need for these 'test tube babies'?	Orthodox Church, including links to other Christian branches and its origins.
	Skills Learned	Students will develop an understanding and be able to ask questions about moral decisions that they or others have made as a result of values and commitments, including some based on religious beliefs	Students will be able to identify similarities and differences and show empathy and curiosity towards different cultures/religions	Students will develop an understanding and be able to ask questions about moral decisions that they or others have made as a result of values and commitments, including some based on religious beliefs	Students can consider alternative arguments and weigh up evidence, develop their speaking and listen skills to respond to the views of others, so developing the ability to articulate their own views and form their own opinions.