



		Year 7 6 lessons per fortnight		
	Wk	Topic/Key Question	Learning content	Assessment
Autumn- 14 ½ weeks	1	Why study Religious Education? (RE)	Research reasons why RE is studied within schools.	
	2	What did ancient people believe? (RE)	Produce a formal letter explaining why RE is an important subject in UK schools. To analyse ancient myths and creation stories.	
	3		<i>Key Vocabulary</i> Creation, myth, science, religion	
	4			Assessment
	5	How can I live a healthy lifestyle? Health and wellbeing (part 1) (PSHE)	To identify how one can live a healthy lifestyle. This unit includes diet, fitness, drugs education, anti-smoking and energy drinks lessons. To design a healthy lifestyle plan of their own.	
	6		<i>Key Vocabulary</i> Healthy lifestyle, caffeine, nicotine, addition, stimulant, depressants	
	7			Assessment
	8	Should happiness be the purpose of life? (RE)	Compare and explain different ways to happiness. Explain how people use different sources of authority in deciding what the purpose of life is	
	9		Evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses	
	10		<i>Key Vocabulary:</i> Morality, happiness, environment, authority, philosophy	
	11			Assessment
	12			
	13	How can we live in the wider world? (part 1) (PSHE)	To identify how we can be aspirational and improve our self-esteem. To consider how we can stay safe on and off-line.	
	14		To explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from.	
	15		<i>Key Vocabulary:</i> Self-esteem, aspirations, anti-racism, prejudice, discrimination, internet safety, social media	Assessment

		Year 8 6 lessons per fortnight		
	Topic/Key Question	Learning content	Assessment	
	Why study Religious Education? (RE)	Research reasons why RE is studied within schools. Produce a formal letter explaining why RE is an important subject in UK schools. <i>Key Vocabulary</i> Creation, myth, science, religion		
	How are Sikh teachings on equality and service put into practice today? (RE)	To describe how Sikhism began and identify how equality is at the heart of its being. <i>Key Vocabulary</i> Sikh, Sikhism, Guru, Mool Mantra	Assessment	
	How can we look after our health? (Health and wellbeing 1) (PSHE)	To explain how smoking and vaping are damaging to your health. Demonstrate accurately new first aid skills as well as analysing the best way of minimising risk to ourselves in dangerous situations. <i>Key Vocabulary</i> Vaping smoking, genetic predisposition, personal safety, first aid	Assessment	
	Good, bad, right or wrong. How do I decide? (RE)	Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions State reasons and examples to explain why people come to different views on moral issues <i>Key Vocabulary</i> Absolute, relative, prejudice, discrimination	Assessment	
	Why are people good and bad? (RE)	Compare and explain two religious views of why humans suffer Explain at least two solutions to suffering offered by religious traditions <i>Key Vocabulary</i> Immoral, moral, evil, morality	Assessment	
	Prejudice, values, extremism and cults. (PSHE)	To analyse where prejudice, extremism and racism originate from and why they are still causing problems in Britain to this day and to determine how we can all play a part to overcome it. <i>Key Vocabulary</i> Xenophobia, racism, extremist, radicalisation, capital punishment, prejudice, Islamaphobia	Assessment	
Spring- 13 weeks	1	What do Muslims believe? (RE)	To identify what Muslims, believe about God. How far does it make a difference if you believe in life after death (Islam)? <i>Key Vocabulary:</i> Prophets, afterlife, Allah, faith,	
	2			
	3			Assessment
	4	How can we keep good relationships? (Relationship education) (PSHE)	To recognise the difference between healthy and unhealthy friendships. To identify the difference between bullying and banter. To discover how to keep yourself safe from cyberbullying. To explain what radicalisation and extremism are. <i>Key Vocabulary:</i> Toxic relationship, bullying, banter, cyberbullying, radicalisation, extremism, British Values	
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	6			Assessment
	7	What is good and what is challenging about being a Jewish teenager in the UK today? (RE)	To identify what Jewish scripture tells us about belief by looking at the stories of Abraham and Moses, the Torah, the Messiah, and the Synagogue. <i>Key Vocabulary:</i> The Torah, Pesach, Shabbat, Messiah, Exodus, Creation	
	8		To identify how we can manage our mental health and anger. To be aware of what happens to children during puberty. <i>Key Vocabulary:</i> Mental health, depression, anger management, puberty, FGM	Assessment
	9	How can I live a healthy lifestyle? Health and wellbeing (part 2) (PSHE)		
	10			Assessment
	11	What is so radical about Jesus (RE)	To identify who Jesus was historically	
	What is Islam? What is good about being a Muslim teenager in Britain today? (RE)	Explain the importance of the key beliefs of Islam for Muslim ways of living in Britain today. Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways <i>Key Vocabulary</i> Prophet, Five Pillars, merciful, magnificent	Assessment	
	Health and wellbeing (part 2) My Goals, Behaviour and Emotions (PSHE)	Explain why it is important we develop certain skills and behaviours in order to be emotionally well and successful <i>Key Vocabulary</i> Self-confident, self-development, self-manager, self-awareness, sensitivity, mindfulness, mental health, emotional health	Assessment	
	Should Christians be greener than everyone else? (RE)	To identify what Christians, believe about the Creation story and how they should act on that belief. To explain how Christians could be stewards of the earth. <i>Key Vocabulary:</i> Genesis, Creation, stewardship, dominion	Assessment	
	Why do Christians believe that Jesus was God on earth? (RE)	Reflect on the value of belief in Jesus as God incarnate for Christians in the world today. Analyse the Gospels. <i>Key Vocabulary:</i> Incarnate, rituals, Judaism, free will	Assessment	
	What is humanism?	To identify what humanism is. Explain what key humanist thinkers believe about origin and purpose		



Summer-12 weeks	12	How can we live in the wider world? (part 2) (PSHE)	Explain how Christians use Jesus' teachings to guide their actions/behaviour <i>Key Vocabulary: Incarnate, rituals, Judaism, free will</i>	Assessment		Relationships and Sex Education (RSE) (PSHC)	<i>Key Vocabulary: Humanism, agnostic, atheist, theist, meaning purpose.</i>	Assessment	
	13		To identify how we can budget our money. To be aware of the different types of financial products. To identify what savings accounts and loans are <i>Key Vocabulary: Expenditure, budgeting, loans, interest, transactions, fraud</i>	Assessment			To identify how to keep yourself and others safe in relationship To explain what consent is (and what the law on consent is) <i>Key Vocabulary: Consent, contraception, sexting</i>	Assessment	
	1	How far does it make a difference if you believe in life after death? (RE)	To analyse different religious beliefs about life after death. <i>Key Vocabulary: Parables, heaven, hell, judgement, reincarnation</i>	Assessment			Why don't Hindu's want to be reincarnated and what do they do about it? (RE)	To explore Hindu beliefs. To give reasons and examples to explain how and why Hindu's put their beliefs into action in different ways. <i>Key Vocabulary: Samsara, moksha, Brahman, atman, karma, dharma</i>	Assessment
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	6	Who was Muhammad? (RE)	To identify who Muhammad was (pbuh) and be aware of what his message was and how Islam spread <i>Key Vocabulary: Qu'ran, revelation, Ramadan</i>	Assessment		Who are Christians? (RE)	To explore different denominations of Christianity and their beliefs To give reasons and examples to explain how and why Hindu's put their beliefs into action in different ways. <i>Key Vocabulary: Denominations, trinity, transubstantiation, reformation, trinity</i>	Assessment	
	7	What is the meaning of life? (Christian philosophy) (RE)	To be aware of what the big questions of life are. To analyse the religious theories about the origins of life <i>Key Vocabulary: Design argument, Natural law, free will, determinism</i>	Assessment					
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