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|  |  | **Year 7** | *6 lessons per fortnight* | |  | **Year 8** | *6 lessons per fortnight* | |
|  | **Wk** | **Topic/Key Question** | **Learning content** | **Assessment** |  | **Topic/Key Question** | **Learning content** | **Assessment** |
| **Autumn- 14 ½ weeks** | **1** | **Why study Religious Education? (RE)**  **What did ancient people believe? (RE)**  **How can I live a healthy lifestyle? Health and wellbeing (part 1) (PSHE)** | Research reasons why RE is studied within schools.  Produce a formal letter explaining why RE is an important subject in UK schools.  To anaylse ancient myths and creation stories.  *Key Vocabulary*  *Creation, myth, science, religion*  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.  *Key Vocabulary*  *Healthy lifestyle, caffeine, nicotine, addition, stimulant, depressants* |  |  | **Why study Religious Education? (RE)**  **How are Sikh teachings on equality and service put into practice today? (RE)**  **How can we look after our health? (Health and wellbeing 1) (PSHE)** | Research reasons why RE is studied within schools.  Produce a formal letter explaining why RE is an important subject in UK schools.  *Key Vocabulary*  *Creation, myth, science, religion*  To describe how Sikhism began and identify how equality is at the heart of its being.  *Key Vocabulary*  *Sikh, Sikhism, Guru, Mool Mantra*  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.  *Key Vocabulary*  *Vaping smoking, genetic predisposition, personal safety, first aid* |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** | Assessment |  | Assessment |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** | Assessment |  | Assessment |
| **8** | **Should happiness be the purpose of life? (RE)**  **How can we live in the wider world? (part 1) (PSHE)** | Compare and explain different ways to happiness.  Explain how people use different sources of authority in deciding what the purpose of life is  Evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses  *Key Vocabulary:*  *Morality, happiness, environment, authority, philosophy*  To identify how we can be aspirational and improve our self-esteem.  To consider how we can stay safe on and off-line.  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.  *Key Vocabulary:*  *Self-esteem, aspirations, anti-racism, prejudice, discrimination, internet safety, social media* |  |  | **Good, bad, right or wrong. How do I decide? (RE)**  **Why are people good and bad?**  **(RE)**  **Prejudice, values, extremism and cults. (PSHE)** | 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  *Key Vocabulary*  *Absolute, relative, prejudice, discrimination*  Compare and explain two religious views of why humans suffer  Explain at least two solutions to suffering offered by religious traditions  *Key Vocabulary*  *Immoral, moral, evil, morality*  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.  *Key Vocabulary*  *Xenophobia, racism, extremist, radicalisation, capital punishment, prejudice, Islamaphobia* |  |
| **9** |  |  |  |
| **10** |  |  | Assessment |
| **11** |  |  |  |
| **12** | Assessment |  |  |
| **13** |  |  | Assessment |
| **14** |  |  |  |
| **15** | Assessment |  | Assessment |
| **Spring- 13 weeks** | **1** | **What do Muslims believe? (RE)**  **How can we keep good relationships? (Relationship education)**  **(PSHE)** | To identify what Muslims, believe about God.  How far does it make a difference if you believe in life after death (Islam)?  *Key Vocabulary:*  *Prophets, afterlife, Allah, faith,*  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.  *Key Vocabulary:*  *Toxic relationship, bullying, banter, cyberbullying, radicalisation, extremism, British Values* |  |  | **What is Islam? What is good about being a Muslim teenager in Britain today? (RE)**  ***Health and wellbeing (part 2)* My Goals, Behaviour and Emotions (PSHE)** | 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  *Key Vocabulary*  *Prophet, Five Pillars, merciful, magnificent*  Explain why it is important we develop certain skills and behaviours in order to be emotionally well and successful  *Key Vocabulary*  *Self-confident, self-development, self-manager, self-awareness, sensitivity, mindfulness, mental health, emotional health* |  |
| **2** |  |  |  |
| **3** | *Assessment* |  |  |
| **4** |  |  | Assessment |
| **5** |  |  |  |
| **6** | Assessment |  | Assessment |
| **7** | **What is good and what is challenging about being a Jewish teenager in the UK today?**  **(RE)**  **How can I live a healthy lifestyle? Health and wellbeing (part 2) (PSHE)**  **What is so radical about Jesus (RE)**  **How can we live in the wider world? (part 2) (PSHE)**  **How far does it make a difference if you believe in life after death? (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.  *Key Vocabulary:*  *The Torah, Pesach, Shabbat, Messiah, Exodus, Creation*  To identify how we can manage our mental health and anger.  To be aware of what happens to children during puberty.  *Key Vocabulary:*  *Mental health, depression, anger management, puberty, FGM*  To identify who Jesus was historically  Explain how Christians use Jesus’ teachings to guide their actions/behaviour  *Key Vocabulary:*  *Incarnate, rituals, Judaism, free will*  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  *Key Vocabulary:*  *Expenditure, budgeting, loans, interest, transactions, fraud*  To analyse different religious beliefs about life after death.  *Key Vocabulary:*  *Parables, heaven, hell, judgement, reincarnation* |  |  | **Should Christians be greener than everyone else? (RE)**  **Why do Christians believe that Jesus was God on earth? (RE)**  **What is humanism?**  **Relationships and Sex Education (RSE) (PSHC)** | 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.  *Key Vocabulary:*  *Genesis, Creation, stewardship, dominion*  Reflect on the value of belief in Jesus as God incarnate for Christians in the world today.  Analyse the Gospels.  *Key Vocabulary:*  *Incarnate, rituals, Judaism, free will*  To identify what humanism is.  Explain what key humanist thinkers believe about origin and purpose  *Key Vocabulary:*  *Humanism, agnostic, atheist, theist, meaning purpose.*  To identify how to keep yourself and others safe in relationship  To explain what consent is (and what the law on consent is)  *Key Vocabulary:*  *Consent, contraception, sexting* |  |
| **8** | *Assessment* |  | Assessment |
| **9** |  |  |  |
| **10** | *Assessment* |  | Assessment |
| **11** |  |  |  |
| **12** | Assessment |  | Assessment |
| **13** |  |  |  |
| **Summer-12 weeks** | **1** |  |  |  |
| **2** |  |  |  |
| **3** | Assessment |  | Assessment |
| **4** |  |  |  |
| **5** | Assessment |  |  |
| **6** | **Who was Muhammad? (RE)**  **What is the meaning of life? (Christian philosophy) (RE)** | To identify who Muhammad was (pbuh) and be aware of what his message was and how Islam spread  *Key Vocabulary:*  *Qu’ran, revelation, Ramadan*  To be aware of what the big questions of life are.  To analyse the religious theories about the origins of life  *Key Vocabulary:*  *Design argument, Natural law, free will, determinism* |  |  | **Why don’t Hindu’s want to be reincarnated and what do they do about it? (RE)**  **Who are Christians? (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.  *Key Vocabulary:*  *Samsara, moksha, Brahman, atman, karma, dharma*  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.  *Key Vocabulary:*  *Denominations, trinity, transubstantiation, reformation, trinity* | Assessment |
| **7** |  |  |  |
| **8** | Assessment |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** | Assessment |  |  |
| **12** |  |  | Assessment |