



		Year 7 6 lessons per fortnight		
Wk	Topic/Key Question	Learning content	Assessment	
Autumn- 14 ½ weeks	1	<p>Exploring my key personal beliefs</p> <p>Recapping ideas about God for Christians, investigating what the Trinity is and how does it affect Christians today. Evaluating what the Bible says about the Trinity.</p> <p>Jesus: a rebel and a troublemaker, or saviour of the world? What is the biblical and secular evidence to support or discredit these descriptions?</p> <p>Peer Assessment of Group Work</p>	Target setting based on KS2 result	
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	8	<p><b>What do I believe about God?</b> <b>What does it mean for Christians to believe in God as the Trinity?</b> <b>What is so radical about Jesus?</b></p> <p><b>Learning Skills</b></p> <p>Explore what study, organisational, research and presentation skills are and how they are 'life' skills for the workplace</p> <p>Review personal strengths, interests, skills, qualities and values and how to develop them in KS3.</p> <p>Setting realistic yet ambitious targets.</p> <p><i>Key Vocabulary</i> God, Father, Son, Holy Spirit, Trinity, Symbolism. Teamwork, communication, organisation, ambition, progression, SMART targets.</p>	Peer/Self-Assessment	
	9			
	10	<p>Should Christians be greener than everyone else?</p> <p>How are Sikh teachings on equality and service out into practice today?</p> <p>Why are equality and service such important parts of Sikhism? What is a Guru and how do they affect daily living?</p> <p><i>Key Vocabulary</i> Genesis, stewardship, climate change, eco-warrior, environment, sustainability.</p> <p>Guru, Guru Nanak, Mool Mantar, Guru Granth Sahib, equality, Nam Simran, Kirat karna, Vand chhakna. Rahit and Kurahit.</p>	Teacher Assessment based on one piece of writing and class participation. Used for Attainment for Autumn term	
	11			
	12	<p><b>What is bullying?</b></p> <p>Explore and evaluate the characteristics of bullying (and how these may be different according to age groups) and its impact in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p>		
	13			
	14		Self-Assessment	
	15			

		Year 8 6 lessons per fortnight		
Topic/Key Question	Learning content	Assessment		
<p><b>What do I now believe about God?</b></p> <p><b>Why are people good and bad?</b></p> <p><b>Why do Christians believe Jesus was God on Earth ?</b></p> <p><b>What is my pathway to the working world?</b></p>	<p>Exploring my key personal beliefs</p> <p>Revisit Year 6 topic of creation and the Fall of man; examine the quote 'the glory and wretchedness' of humanity. Analyse the impact of the belief of 'original sin' and Christians need for salvation through Jesus. Evaluation of equality of women and the role of Eve in the Fall of Man.</p> <p>Examine beliefs about Jesus as God incarnate and Saviour for most Christians.</p> <p>Explore types and patterns of work, employment v self-employment v voluntary work.</p> <p>Examine what a career pathway is and evaluate own aspirations</p> <p><i>Key Vocabulary</i> Original Sin, the Fall, salvation, image of God, karma, 'Goodness without God', Trinity, Father, Son, Holy Spirit, Bread of Life, Light of the World, Resurrection, Life Eternal, Saviour.</p> <p>Employer, employee, self-employed, PAYE, tax, qualifications- essential and desirable, employability, pathway, career ladder, progression pathway.</p>	<p>Target setting based on Y7 attainment</p> <p>Self-assessment</p>		
<p><b>The Buddha: how and why do his experiences and teachings have meaning for people today?</b></p> <p><b>What difference does it make to be an atheist or agnostic in Britain today?</b></p> <p><b>Relationships</b></p> <p><b>Mental Health</b></p>	<p>Study the key parts of the life of the Buddha and his concept of enlightenment. Explore key texts in Buddhism and the dhamma. Evaluate how these beliefs affect the lives of Buddhism today in Britain.</p> <p>Explore the role of the Sangha and the lay community. Draw comparisons with Christian and Humanist beliefs.</p> <p>Explore what it means to be 'non-religious'. Study national census reports and reflect on diversity statistics and trends in Britain this century.</p> <p>Consider non-religious ritual, key life ceremonies and examine the ideas of Alain de Botton.</p> <p>Explore the concept of partnerships and whether they should be lifelong; study the civil and religious concept of marriage and the role of sexual attraction and diversity in Britain today.</p> <p>Examine the impact of the media on relationships and sex and how it affects expectations today.</p> <p>Reviewing what mental and emotional health is and developing strategies for managing these.</p> <p>Explore why mental health stigma is, address misconceptions and challenge prejudices.</p> <p>Review where and how to get help.</p> <p>Create and evaluate strategies to understand and build resilience as well as how to respond to disappointments and setbacks.</p> <p><i>Key Vocabulary</i> Buddha, enlightenment, Four Noble Truths, the Middle Way, the Noble Eightfold Path, Pali</p>	<p>Teacher Assessment based on one piece of writing/ class participation/ PBP work. Used for attainment for Autumn Term.</p> <p>Peer Assessment</p>		



						<p><i>Canon, Sangha, mindfulness v Right Mindfulness.</i> <i>Atheist, agnostic, supernatural.</i></p> <p><i>Marriage, bond, promise, fidelity, civil partnership, sexual attraction.</i> <i>Emotional health, mental health stigma, resilience, well-being, positive relationships.</i></p>				
Spring- 13 weeks	1	<b>What do people do when life gets hard?</b>	Exploring the question of God being omnipotent, omniscient and benevolent as it relates to hardship and suffering in the world.	Self-Assessment	<p><b>Why is there suffering? Are there any good solutions?</b></p>	Explore questions raised by the experience of suffering, for believers and non-believers.				
	2					Examine the philosophical approach as to how a good God allows suffering, building on work done in Year 6 on how faith helps when life is hard.	Peer Assessment			
	3		Studying the story of Job and faithfulness through adversity.  Answering the key question from different viewpoints, Atheist, Christian etc.	Teacher assessment progress this half term; short form feedback to pupils on 3 areas to work on to progress to target.			Study and evaluate the responses of Christians, Humanists and Buddhists to the question. Reflect on own response and link to personal beliefs in A1.			
	4	<p><b>What is good and what is challenging about being a Muslim in Britain today?</b> [ flexible topic length to run into Summer 1 as short term and important topic]</p>	<p>Recap of Pillars of Islam and how they affect day to day living of Muslims; iman, ibadah and akhlaq .</p> <p>Investigate what British Islam is, compared to other countries. Explore common prejudices and Islamophobia. Study the term 'Itiihad' and tradition v modern views of interpretation. Draw comparisons with Christianity and approaches to fundamentalism and extremism in religion.</p> <p><i>Key Vocabulary</i> <i>Wisdom, omnipotent, omniscient, benevolent, evil , suffering, justification , Job's sufferings, Iman, ibadah and akhlaq , Islamaphobia, Itijhad, fundamentalist, extremist, Crusades, Inquisition.</i></p>			<p><b>What makes a healthy and unhealthy romantic relationship?</b></p>	Reviewing what a healthy romantic relationship may be and the role of intimacy and sex within that.			
	5							Exploring the law relating to consent including the legal moral and emotional consequences of sex.	<p><b>What are my employment rights and responsibilities as a young person?</b></p>	Self-Assessment MC mini test style assessment.
	6							Examining the characteristics of abusive relationships and behaviours (off line).  Exploring sexual harassment; the law, consequences and personal responsibility in school and beyond.		Analyse what a right is in the context of employment and what responsibilities a young person has as a worker. Appraise own attitude to these and own aspirations in the working world.
	7	<p><b>Drugs, alcohol and tobacco</b></p>	<p>Linking with learning in Science Curriculum, exploring the positive and negative use of drugs in Britain today.</p> <p>Evaluate myths, misconceptions social norms and cultural values relating to the use of drugs tobacco and alcohol.</p> <p>Studying and scrutinising the law relating to supply, use and misuse of legal and illegal substances</p> <p>Examining the concepts of dependence and addiction including awareness of help to overcome addictions.</p>	<p>Self-Assessment</p>	<p><b>Should happiness be the purpose of life? [May extend into Summer term ]</b></p>	Assess what is understood by the term happiness.				
	8							Evaluate teaching from the Bible about happiness and the purpose of life. Draw comparisons with Buddhists' teachings on happiness and non-religious world views.		
	9						Peer Assessment	Reflect on personal views and any higher goals that personal happiness.	Teacher Assessment based on two pieces of writing and class participation. Used for Attainment for Spring term	
	10					Learning Skills	Identifying and examining the skills and attributes employers value			
	11						Exploring what skills and qualities are required to engage in enterprise.  Investigate what lifelong learning means and what its role is in Britain today, post pandemic.	Teacher Assessment based on one piece of writing and class participation. Used for Attainment for Spring term	<p><b>What does it mean to be a parent?</b></p> <p><b>What are consequences of unintended pregnancy?</b></p>	Examine the role of a parent (non-gender specific), including the attributes required and the nature and importance of the role.  Assess 'traditional' models of parents to non-traditional models. Study sources of guidance for the role, including religious and non-religious viewpoints.
	12									



Summer-12 weeks	13		<p><i>Legal/ illegal substance, prescribed, short term and long-term health risks, offence, dependence, addiction, withdrawal.</i></p> <p><i>Employer, employee, skill set, attribute, qualities, character. Lifelong learning.</i></p>		<p>What is contraception?</p> <p>Why is it important to have stability for family life and bringing up children?</p>	<p>Make links with science curriculum on sexual reproduction and sexual health, pregnancy and prevention.</p> <p>Evaluate the consequences of sexual relationships, healthy and unhealthy and develop personal opinions on the importance of family life.</p>	
	1	<p><b>Good, bad; right, wrong: how do I decide?</b></p>	<p>Explore the terms 'ethics, morality (absolute and relative) decision making using these principles, and moral dilemmas.</p> <p>Consider how believers decided how to live and what non-believers may use as a moral code.</p> <p>Explore own beliefs and values in the light of learning so far.</p>	Peer Assessment		<p><i>Key Vocabulary-</i> <i>Happy, contentment, mundane happiness v supramundane happiness, secular happiness v religious happiness, impermanence, higher goals.</i> <i>Parental responsibility, mother, father, unintended pregnancy, termination, stability, long term commitment, family life.</i></p>	
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	3						
	4			<p>Teacher Assessment based on one piece of writing and class participation. Final 'target' improvement areas for end of year Attainment.</p>			
	5	<p><b>What is a relationship and what values make it work?</b></p> <p><b>What is the impact of stereotyping, prejudice and discrimination in individuals and relationships?</b></p>	<p>Reviewing what different types of relationships are, what is healthy and unhealthy as you grow older.</p> <p>Examining similarities and differences and diversity among peoples of different race, culture, ability, sex, gender identity, age and sexual orientation.</p> <p>Developing personal values in friendships, love and sexual relationships</p> <p>Evaluating trust and behaviours which reinforce or undermines trust.</p> <p>Explore what a stereotype is in relation to gender, examine the unacceptability of prejudice-based language and behaviour.</p> <p>Identify and analyse the impact of such behaviours relating to sexism, homophobia, transphobia, racism and faith-based prejudice.</p> <p><i>Key Vocabulary</i> <i>Morality, ethics, Absolute and Relative Morality, dilemma, code of life, tradition, social conscience, 'good'.</i> <i>Personal values, love, sexual relationship, trust, gender, sexuality, unhealthy and healthy traits, sexual orientation.</i> <i>Stereotype, prejudice, discrimination, inclusion, phobia.</i></p>				
	6	<p><b>How far does it make a difference if you believe in life after death?</b></p> <p><b>How can people express the spiritual through the arts [Part One]</b></p>	<p>Investigate the range to beliefs about life after death. Categorise these and examine the sources of these beliefs. Evaluate the effect of these beliefs on the lives of individuals and communities.</p> <p>Assess what the terms 'living a spiritual life' and 'spiritual person' mean in Britain today.</p> <p>Examine, using religions exposed to do far, different works of art whereby individuals have expressed their understanding of spirituality or deity.</p> <p>Developing strategies to manage physical and mental changes that are a typical part of puberty.</p> <p>Exploring what love means and how it affects emotions; how the body responds as it changes and how to manage this.</p>	Self-Assessment	<p><b>Does the world need prophets today?</b></p> <p><b>How can people express the spiritual through the arts [Part Two]</b></p>	<p>Examine key world figures/ humanitarians who have altered the world for the better. Example may include Ghandi, Mother Teresa, Rev Dr Martin Luther King, Stormzy, Hany El-Banna).</p> <p>Examine their qualities and common traits; do they need to be 'religious' to be regarded as prophets?</p> <p>Consider the link to the prophets if the past for Christians, Jews and Muslims. How have both groups affected the lives of believers and non-believers?</p> <p>Explore key qualities of prophets and the key figures above, determining the question as to whether prophets have a place in society today.</p> <p>Review Year 7 view of what the terms 'living a spiritual life' and 'spiritual person' and reflect with comparisons through Buddhism. Has this altered?</p> <p>Study the use of Mandalas in Buddhism and compare with views of Muslims and Jews with regard to the use of imagery.</p> <p>Explore the use of music within religions for the expression of spirituality and evaluate its use on the non-religious world.</p>	Peer Assessment
	7						
	8			Peer Assessment			
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	10			<p>Teacher Assessment based on two pieces of writing/ class participation. Final attainment grades.</p>			Teacher Assessment based on two pieces of extended writing/formal essay style tests class participation. Final attainment grades.
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	<p><b>Choices and Pathways</b></p>	<p>Identifying options available and end of Key Stage 3, sources of information and advice and planning individual focus.</p> <p>Exploring routes into work, training and other vocational and academic opportunities and progression routes.</p> <p><i>Key Vocabulary</i> The Afterlife, death, near death experience, reward versus punishment, choice and consequence. Spirituality, spiritual, art as worship, prohibition, symbolism. Puberty, transition, change, growth, desire, control. GSEs, apprenticeship, vocational training, work placements, higher and further education, career ladders, essential and desirable requirements.</p>		<p><b>What does it mean to manage my personal finance?</b></p> <p><b>Mental health- what are unhealthy habits and coping strategies?</b></p>	<p>Create own expression of spirituality using knowledge to date, incorporating personal views either religious or non-religious.</p> <p>Study values and attitudes to finance, including debt. Link to own career aspirations and value of money in society. Determine how to manage emotions in relation to money.</p> <p>Evaluate social consequences of spending decisions; develop awareness of personal budgeting and implications of poor early decisions.</p> <p>Recognise and assess financial exploitation; form judgements about this and express opinions about wise choices.</p> <p>Explore and define what healthy and unhealthy coping strategies are. Study common 'triggers', assess physical and mental health consequences of not recognising triggers. Evaluate sources of help and accessibility for those with warning signs. Consider how to help peers and reflect on possible triggers I in the context of relationships.</p> <p><i>Key Vocabulary</i> Prophet, humanitarian, justice, peace maker, denounce, announce, challenge. Spirituality, the Arts, prohibition, klezmer, simcha, mandalas. Personal budgeting, debt, loan, interest, credit, debit, income, expenditure, loan shark, pay day loans, APR, mortgage, rent, arrears. Self-harm, eating disorders, addictions, early help, interventions.</p>	
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