Subject : Religious Education Year Group:

	Sacred Six	Judaism	Christianity	Religion and Film	Islam	Science and Religion
	Students will encounter the six big	Students will understand Jewish beliefs	Students will know that the Trinity is	Students will explore religious influence	Students will know key Muslim	Students will learn that science and
	religions to develop religious literacy	and practices. Students will know that	the core Christian belief. Students will			religious beliefs about truth, creation
	and learn about these religions in chronological order.	the covenant influences all parts of life, such as Jewish identity, clothing and	know the characteristics of each person in the Trininty and apply this	whether this is positive. Students will apply religious beliefs to film plots and	also learn about the Sunni/Shia split, how Muslims are portrayed in the	and evolution can be conflicting. Students will know scientific theories
Purpose or	cironological order.	festivals	knowledge to parables	characters such as Narnia and Harry	media and the difference between	like the Big Bang and Evolution and
scheme				B. U.		
	Hinduism:	. 1.Living Judaism	How can we view Christianity?	The Lion, the Witch and the Wardrobe.	The Five Pillars	1.What is truth
	-Core beliefs and practices of	- The word Jew and reclaiming it as a	-Historical lens: as a development of Judaism	-Symbolism used for Jesus,	-Shahadah is the declaration of faith, salah is five daily prayers,	-What the concept of truth means in
	Hinduism. The founding date and county	positive name not a discriminatory term	-Theological lens: key beliefs of the	resurrection and crucifixionC S Lewis was a Christian who wrote	zakah is charity, sawm is fasting and	religion and what is classes as religious truth
	-Case study on the festival Diwali	- The patriarchal history and fathers of	religion	the story of Narnia as a parallel	hajj is pilgrimage.	-the differences between scientific,
	Judaism:	Judaism and their impact on the	-Institutional lens: common moral	universe for Christianity.	-they are called pillars because they	religious and historical truth
	-Core beliefs of Judaism including	development of the religion	teachings	-Students will compare the character	support the whole faith	2.Origins of the universe
	monotheism.	2.Following the Covenant	What is the Trinity?	of Aslan to Jesus.	Hajj	-How the universe begun according the
	-Focus on the laws of kosher and the	-The concept of the covenant and how	-God is the father, the son and the	Harry Potter.	-Muslims go on Hajj to Mecca once	Big bang theory
	festival Hanukah	that develops the Jewish identity	holy spirit. All three are distinct but	-Christian symbolism:7 symbolises	in their lifetime.	-How the universe begun according to
	Christianity:	-The Shema and Mezuzah	one.	perfection, that the Deathly Hallows is	-Different stages of hajj include	creationism and the Bible
	-Core beliefs and practices of	-The importance of the covenant to	-Biblical stories that show the Trinity.	based on the Trinity, the relationship	drinking Zamzam water, circling the	-comparisons between these theories
	Christianity, such as monotheism and	Abraham and Jews today	Who is the Father?	between the Patronus and Harry	kabaa, throwing stones at the pillars.	3.Evolution Vs creation
	the TrinityFocus on Christmas and the three	2 Bassastian tha Touch	-Exploration of the creation story in	symbolises the Holy Trinity. Star Wars	-The Kaaba is a black box covered	<ul> <li>-The teachings of Darwin and evolution</li> <li>-The biblical argument for the creation</li> </ul>
	gifts that the Magi gave to Jesus.	Respecting the Torah     The concept of respect for the holy	Genesis to show the Fatherly attributes of God.	-Jediism is based on Star Wars. 1% of	in gold fabric The Quran and Calligraphy	of humans
	Buddhism:	book and how to practice this respect	Who is Jesus the son?	the British population said they were	-The Quran is the Muslim holy book	-How the theories are comparable
	-Core beliefs and practices of	-The different religious artefacts for the	-Jesus is the saviour and came to	Jedi	and is a perfect version of the	4.Religious Challenges to Darwin
	Buddhism. E.g. meditation and the	Torah	atone for humanity's sin.	- Students will compare Jedi teachings	revelation from Allah to Muhammad	-The religious underpinning of the
	Buddha	-How the Torah links to the covenant	-Analysis of hymns based on these	to Buddhist and Christian beliefs	(pbuh)	theory of evolution
	-Focus on the festival of Kathina and	4.Wearing the Clothes	teachings.	Lord of the Rings	-Muslims show respect to the	The arguments given by Christianity for
	how monks celebrate this		Who is the Holy Spirit?	-The symbolism of the circle for	Quran by wudu, and rules such as	and against the theory and creationism
	Islam:	Jews	-Different roles of the spirit such as	eternity.	not touching it if you aren't muslim	5.The Design Argument
	-Core beliefs of Islam such as monotheism and the Qur'an.	-The symbolism and purpose of	messenger and supportHow belief in the Holy Spirit affects	-Gollum is obsessed with the ring and	-The Quran is written in Arabic and	-The concept of teleological arguments
	-Focus on the festival Mawlid al-Nabi	wearing the special clothes	how Christians behave	link this to the idea of everlasting power in Christianity	calligraphy is used instead of drawing God or the prophets.	-The design arguments -Paley's watchmaker argument
	Sikhism:	5.Passover	What does the parable of the sheep	The New World	Muslim Denominations	6.The cosmological Revolution
Knowledge in	-The youngest of the six religions.	- What the Passover festival is	and the goats teach?	-The last book of the Bible is	-Islam is split into two main	-How the cosmological revolution
sequence	contrability of calling and a second	The second contract of the Contract	Autotophic at decision to be a con-	and the state of t	decrease and a contract of the	Landau and Community Control
	Structures to support learning:	The understanding of different	The understanding of different	The understanding of different	The understanding of different religious practices – how they	The understanding of different
	•PEEL: Develop extended writing skills to include a point, evidence or	religious practices – how they impact religion and religious people.	religious practices – how they impact religion and religious people.	religious practices – how they impact religion and religious people.	impact religion and religious people.	religious practices – how they impact religion and religious people.
	example, explain it and link it to the	The different beliefs of religions	The different beliefs of religions	The different beliefs of religions	The different beliefs of religions	The different beliefs of religions
	overall point. This is helpful across all	Structures to support learning:	Structures to support learning:	Structures to support learning:	Structures to support learning:	Structures to support learning:
	written subjects and reinforces literacy	•PEEL: Develop extended writing skills	•BEEL: Develop extended writing skills	Develop extended writing skills	•PEEL: Develop extended writing	Develop extended writing skills
	skills.	to include a point, evidence or	to include a point, evidence or	to include a point, evidence or	skills to include a point, evidence or	to include a point, evidence or
	•12	example, explain it and link it to the	example, explain it and link it to the	example, explain it and link it to the	example, explain it and link it to the	example, explain it and link it to the
	•EARM: Evaluate a statement by	overall point. This is helpful across all	overall point. This is helpful across all	overall point. This is helpful across all	overall point. This is helpful across	overall point. This is helpful across all
	coming up with ideas for and against.		written subjects and reinforces literacy	written subjects and reinforces literacy	all written subjects and reinforces	written subjects and reinforces literacy
	Pupils should write a PEEL paragraph	skills.	skills.	skills.	literacy skills.	skills.
	For, a PEEL paragraph Against, a PEEL	• EADA4 Fueluste e statement hu	• EADNA Frankrista a statement his	• EAD DAM: Free breate a state month by	-EADAS Fueluste a statement bu	
	paragraph about a religious view and a conclusion. Pupils are encouraged to	EARM: Evaluate a statement by coming up with ideas for and against.	EARM: Evaluate a statement by coming up with ideas for and against.	EARM: Evaluate a statement by coming up with ideas for and against.	EARM: Evaluate a statement by coming up with ideas for and	<ul> <li>EARM: Evaluate a statement by coming up with ideas for and against.</li> </ul>
	include scriptural references and their	Pupils should write a PEEL paragraph	Pupils should write a PEEL paragraph	Pupils should write a PEEL paragraph	against. Pupils should write a PEEL	Pupils should write a PEEL paragraph
	own opinion.	For, a PEEL paragraph Against, a PEEL	For, a PEEL paragraph Against, a PEEL	For, a PEEL paragraph Against, a PEEL	paragraph For, a PEEL paragraph	For, a PEEL paragraph Against, a PEEL
	•团	paragraph about a religious view and a	paragraph about a religious view and a	paragraph about a religious view and a	Against, a PEEL paragraph about a	paragraph about a religious view and a
	■Bore RE skills:	conclusion. Pupils are encouraged to	conclusion. Pupils are encouraged to	conclusion. Pupils are encouraged to	religious view and a conclusion.	conclusion. Pupils are encouraged to
	<ul> <li>Compare and contrast religious and</li> </ul>	include scriptural references and their	include scriptural references and their	include scriptural references and their	Pupils are encouraged to include	include scriptural references and their
	non-religious beliefs	own opinion.	own opinion.	own opinion.	scriptural references and their own	own opinion.
	•Explain the meaning, relevance and	• E	• E	• II	opinion.	●☑
	different interpretations of sources of	Core RE skills:	•Bore RE skills:	• Core RE skills:	• El chille:	• Core RE skills:
	authority	<ul> <li>■Bompare and contrast religious and non-religious beliefs</li> </ul>	■®ompare and contrast religious and non-religious beliefs	<ul> <li>■Bompare and contrast religious and non-religious beliefs</li> </ul>	■ ©ore RE skills:  ■ ©ompare and contrast religious and	Ompare and contrast religious and non-religious beliefs
	•Evaluate (use knowledge to explain points of view and make informed	Explain the meaning, relevance and	Explain the meaning, relevance and	Explain the meaning, relevance and	non-religious beliefs	Explain the meaning, relevance and
	judgements account them to inform a	different interpretations of sources of	different interpretations of sources of	different interpretations of sources of	Explain the meaning, relevance and	different interpretations of sources of
	personal response)	authority	authority	authority	different interpretations of sources	authority
	•Analyse (deconstruct information and	•Evaluate (use knowledge to explain	•Evaluate (use knowledge to explain	•Evaluate (use knowledge to explain	of authority	Evaluate (use knowledge to explain
SKIIIS	Belief	Covenant	Historical lens	Apocalypse	Adhan	Truth
	Belonging	Bar Mitzvah	Theological lens	Buddhism	Five Pillars	Evidence
	Denomination	Bat Mitzvah	Theology	Christianity	Haafiz	Objective truth
	Festival	Kippah	Institutional lens	Crucifixion	illiterate	Subjective truth
	God	Mitzvah	The Holy Trinity	Eschatology	Islam	Existence
	Holy	Orthodox Jew	Doctrine	Eternity	Mecca	Creationism
	Practice	Passover	Monotheism	Garden of Gethsemane	Monotheism	Genesis
	Religion	Patriarch	God the father	Jediism	Mosque	Big Bang
	Sacred	Plague	Benevolent	John the Baptist-	Prophet	Evolution
		Shema	Omniscient	Patronus	Prophet Muhammad (PBUH)	Natural selection
	Symbol	Tallit	Omnipotent	Resurrection	Qur'an	Teleological
	Teaching World Religion	Tefillin Torah	Jesus the Son	Symbol The Force (Star Wars)	Ramadan	Cosmological revolution
	World Religion	Torah Tzitzit	Incarnation Salvation	The Force (Star Wars) Trinity	Suhoor suras	Chance Design argument
	Worshin		301704011			Designer
	Worship		Atonement			
	Worship	Yad	Atonement The Holy Spirit	Yoda	Wudu	Designer
Key Words	Worship  30 mark test on knowledge and skills.		Atonement The Holy Spirit 30 mark test on knowledge and skills.	30 mark test on knowledge and skills.	30 mark test on knowledge and	30 mark test on knowledge and skills.
Key Words	· 	Yad	The Holy Spirit			
Key Words	30 mark test on knowledge and skills. Students will be tested on the key	Yad  30 mark test on knowledge and skills.  Students will be tested on the key	The Holy Spirit 30 mark test on knowledge and skills.	30 mark test on knowledge and skills. Students will be tested on the key	30 mark test on knowledge and skills. Students will be tested on the	30 mark test on knowledge and skills.

	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin with a	Each lesson in the unit will begin	Each lesson in the unit will begin with a
	quiz based on the knowledge	with a quiz based on the knowledge	quiz based on the knowledge			
	organiser. Students will be expected to	organiser. Students will be expected	organiser. Students will be expected to			
	review the knowledge organiser and	to review the knowledge organiser	review the knowledge organiser and			
	home and be able to complete	and home and be able to complete	home and be able to complete			
	different sections of it each week.	different sections of it each week.	different sections of it each week.			
	The end of unit assessment will be out	The end of unit assessment will be out				The end of unit assessment will be out
	of 30. Approximately 20 marks will be	of 30. 20 marks will be available for	The end of unit assessment will be out	The end of unit assessment will be out	The end of unit assessment will be	of 30. Approximately 15 marks will be
	available for knowledge recall and 10	knowledge recall and 10 marks for	of 30. 20 marks will be available for	of 30. 20 marks will be available for	out of 30. 20 marks will be available	available for knowledge recall and 15
	marks for skills.	skills.	knowledge recall and 10 marks for	knowledge recall and 10 marks for	for knowledge recall and 10 marks	marks for skills.
	Example skills questions:	Example skills questions:	skills.	skills.	for skills.	The knowledge questions will test the
	Term 1:	Term 1:	Example skills questions:	The knowledge questions will test the	The knowledge questions will test	current and any previous units taught.
	<ul> <li>Explain a reason to support the belief</li> </ul>	<ul> <li>Explain a reason to support the belief</li> </ul>	Term 1:	current and any previous units taught.	the current and any previous units	Term 1
	(2)	(2)	<ul> <li>Explain a reason to support the belief</li> </ul>	The knowledge questions will include	taught. The knowledge questions	<ul> <li>Evaluate a religious belief: Give one</li> </ul>
	•Explain my opinion (2)	•Explain my opinion (2)	(2)	10 x 1 mark questions and 5 x 2 mark	will include 10 x 1 mark questions	idea for, one idea against and your
	Term 2:	Term 2:	•Explain my opinion (2)	questions.	and 5 x 2 mark questions.	opinion (6)
	<ul> <li>Explain a reason to support the belief</li> </ul>	<ul> <li>Explain a reason to support the belief</li> </ul>	Term 2:	Example skills questions:	Example skills questions:	Term 2
	(2)	(2)	<ul> <li>Explain a reason to support the belief</li> </ul>	Term 1:	Term 1:	<ul> <li>Explain two religious beliefs (4)</li> </ul>
	<ul> <li>Explain a reason to disagree with the</li> </ul>	<ul> <li>Explain a reason to disagree with the</li> </ul>	(2)	<ul> <li>Explain a reason to support the belief</li> </ul>	<ul> <li>Explain a reason to support the</li> </ul>	<ul> <li>Evaluate a religious belief: Give one</li> </ul>
	belief (2)	belief (2)	<ul> <li>Explain a reason to disagree with the</li> </ul>	(2)	belief (2)	idea for, one idea against and your
	•Explain my opinion (2)	•Explain my opinion (2)	belief (2)	<ul> <li>Explain my opinion (2)</li> </ul>	•Explain my opinion (2)	opinion (6)
	Term 3:	Term 3:	•Explain my opinion (2)	Term 2:	Term 2:	Term 3
	<ul> <li>Evaluate a religious belief (6)</li> </ul>	<ul> <li>Evaluate a religious belief (6)</li> </ul>	Term 3:	<ul> <li>Explain a reason to support the belief</li> </ul>	<ul> <li>Explain a reason to support the</li> </ul>	<ul> <li>Explain two similar religious beliefs (4)</li> </ul>
	One idea for	One idea for	<ul> <li>Evaluate a religious belief (6)</li> </ul>	(2)	belief (2)	<ul> <li>Explain two religious beliefs (4)</li> </ul>
	One idea against	One idea against	One idea for	<ul> <li>Explain a reason to disagree with the</li> </ul>	<ul> <li>Explain a reason to disagree with</li> </ul>	<ul> <li>Evaluate a religious belief: Give one</li> </ul>
			One idea against	belief (2)	the belief (2)	idea for, one idea against and your
Assessment	The next lesson, and final lesson of the			•Explain my opinion (2)	•Explain my opinion (2)	opinion (6)
method	unit will be reflection	unit will be reflection		Term 3:	Term 3:	The next lesson, and final lesson of the