Subject: Religious Education Year Group:

Subject :	Religious Education	1	Year Group:	,		
Scheme title	Sacred Six	Judaism	Christianity	Christ in Culture	Islam	Big Questions
		1				
		1			Students will know key Muslim beliefs and practices. Students will	
_	Students will encounter the six big religions to develop	Students will understand Jewish beliefs and practices.	Students will know that the Trinity is the core Christian belief.		also learn about the Sunni/Shia split, how Muslims are portrayed in	
Purpose of	religious literacy and learn about these religions in	Students will know that the covenant influences all parts of	Students will know the characteristics of each person in the	Students will learn the influence of Christiantiy on British	the media and the difference between personal faith and institutional teachings	key ultimate questions, including whether God exists,
scheme	chronological order. Hinduism:	life, such as Jewish identity, clothing and festivals 1. Living Judaism	Trininty and apply this knowledge to parables How can we view Christianity?	culutre, for exmaple in literature and film 1. Is the Bible fact or Fiction?	The Five Pillars	happiness and ethics Atheism - Arguments for atheism including religion causes
	-Core beliefs and practices of Hinduism. The founding date and	- The word Jew and reclaiming it as a positive name not a	- Historical lens: as a development of Judaism	-The difference between fact and fiction and how this applies to	- Shahadah is the declaration of faith, salah is five daily prayers, zakah is	injustice, and is illogical
	county	discriminatory term	- Theological lens: key beliefs of the religion	holy books	charity, sawm is fasting and hajj is pilgrimage.	- Richard Dawkins as an example of an atheist
	-Case study on the festival Diwali	- The patriarchal history and fathers of Judaism and their impact	- Institutional lens: common moral teachings	-Biblical prophecy as proof the Bible if factual	- they are called pillars because they support the whole faith	Human identity
	Judaism:	on the development of the religion	What is the Trinity?	-How archaeological evidence supports the Bible as factual	Hajj	- What makes humans unique? What are the scientific and
	-Core beliefs of Judaism including monotheismFocus on the laws of kosher and the festival Hanukah	2. Following the Covenant	- God is the father, the son and the holy spirit. All three are distinct but	-How historical evidence supports the Bible as fact	- Muslims go on Hajj to Mecca once in their lifetime.	moral differences between humans and animals? - What makes me me? Are you you through change in time
	-rocus on the laws of kosner and the restival Handkan Christianity:	-The concept of the covenant and how that develops the Jewish identity	one. - Biblical stories that show the Trinity.	How is Jesus portrayed through Aslan? Read extract from the Lion, Witch and Wardrobe to explore how	 Different stages of hajj include drinking Zamzam water, circling the kabaa, throwing stones at the pillars. 	 What makes me me? Are you you through change in time Case study of Phineas Gage and Descartes' thinking thing.
	-Core beliefs and practices of Christianity, such as monotheism and	-The Shema and Mezuzah	Who is the Father?	Aslan represents Jesus	- The Kaaba is a black box covered in gold fabric	Emotions:
	the Trinity.	-The importance of the covenant to Abraham and Jews today	- Exploration of the creation story in Genesis to show the Fatherly	- Explain the concept that Aslan and Jesus were able to resurrect	The Quran and Calligraphy	- What is happiness? Happiness is a way of living, not a goal
	-Focus on Christmas and the three gifts that the Magi gave to	3. Respecting the Torah	attributes of God.	because they had not sinned	- The Quran is the Muslim holy book and is a perfect version of the	What factors contribute to happiness, e.g. wealth? Success?
	Jesus. Buddhism:		Who is Jesus the son?	- Explain concept that Jesus died to take on the punishment for	revelation from Allah to Muhammad (pbuh)	- What is forgiveness? Case
	-Core beliefs and practices of Buddhism. E.g. meditation and the	respect -The different religious artefacts for the Torah	Jesus is the saviour and came to atone for humanity's sin. Analysis of hymns based on these teachings.	others 3. The Trinity and Deathly Hallows	Muslims show respect to the Quran by wudu, and rules such as not touching it if you aren't muslim	What's the right thing to do? - The Trolley Problem shows the principles of utilitarianism:
	Buddha	-How the Torah links to the covenant	Who is the Holy Spirit?	The Trinity and Deathly Hallows The Trinity is the belief that God is father, son and holy spirit	The Quran is written in Arabic and calligraphy is used instead of drawing	students should explore the ethical implications of the
	-Focus on the festival of Kathina and how monks celebrate this	4. Wearing the Clothes	- Different roles of the spirit such as messenger and support.	- The elder wand links to the father, stone links to Jesus and cloak	God or the prophets.	greatest good for the greatest number.
	Islam:	- the different religious clothes worn by Jews	- How belief in the Holy Spirit affects how Christians behave	links to holy spirit	Muslim Denominations	
	-Core beliefs of Islam such as monotheism and the Qur'an.	-The symbolism and purpose of wearing the special clothes	What does the parable of the sheep and the goats teach?	4. Soul and Daemons	- Islam is split into two main denominations: Sunni and Shia. Sunni	
	-Focus on the festival Mawlid al-Nabi Sikhism:	5. Passover	- Beliefs about judgement to heaven or hell by God	- Christians believe that the soul is the breath of life and was	Muslims believe that Abu Bakr succeeded Muhammad and formed a	
	-The youngest of the six religions. Core beliefs of Sikhism such as	- What the Passover festival is	- The importance of praxis: putting faith into action.	given to humans as part of the creation story - Phillip Pullman used the Christian concept of soul to inspire	caliphate - Shia Muslims believe that Ali succeeded Muhammad and formed the	
	the value of gurus	-The use and symbolism of the Sedar plate -The impact Passover has on Jews		daemons.	- Snia Muslims believe that All succeeded Munammad and formed the imamate	
	-Focus on celebrating Guru Nanak Gurpurab.	6. Becoming a Jew		- The scene of severing the daemon from the person is	Young British Muslims	
	· · · · · · · · · · · · · · · · · · ·	-What Bar and Bat Mitzvahs are		comparable to a body without a soul	- British Muslims run charities that support people especially in times of	
	1	-How these are important to start Jewish life and the impact they			loneliness	
		have			Often British Muslims can speak multiple languages Muslims and the Media	
	1				- Case studies such as Islam and sport, Islam and crime and in politics.	1
Knowledge in sequence		1			- Students will assess whether Muslims are portrayed positively or	
sequence	Structures to support learning:	The understanding of different religious practices – how they	The understanding of different religious practices – how they impact	The understanding of different religious practices – how they	The understanding of different religious practices – how they impact	The understanding of different religious practices – how
	PEEL: Develop extended writing skills to include a point, evidence	impact religion and religious people.	religion and religious people.	impact religion and religious people.	religion and religious people.	they impact religion and religious people.
	or example, explain it and link it to the overall point. This is helpful		The different beliefs of religions	The different beliefs of religions	The different beliefs of religions	The different beliefs of religions
	across all written subjects and reinforces literacy skills.	Structures to support learning: • PEEL: Develop extended writing skills to include a point,	Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or	Structures to support learning: • PEEL: Develop extended writing skills to include a point,	Structures to support learning: • PEEL: Develop extended writing skills to include a point, evidence or	Structures to support learning: • PEEL: Develop extended writing skills to include a point,
	FARM: Evaluate a statement by coming up with ideas for and	evidence or example, explain it and link it to the overall point. This	example, explain it and link it to the overall point. This is helpful across	evidence or example, explain it and link it to the overall point.	example, explain it and link it to the overall point. This is helpful across all	evidence or example, explain it and link it to the overall
	against. Pupils should write a PEEL paragraph For, a PEEL	is helpful across all written subjects and reinforces literacy skills.	all written subjects and reinforces literacy skills.	This is helpful across all written subjects and reinforces literacy	written subjects and reinforces literacy skills.	point. This is helpful across all written subjects and
	paragraph Against, a PEEL paragraph about a religious view and a	FARM: Evaluate a statement by coming up with ideas for and	• FARM: Evaluate a statement by coming up with ideas for and against.	skills.		reinforces literacy skills.
	conclusion. Pupils are encouraged to include scriptural references	against. Pupils should write a PEEL paragraph For, a PEEL	Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a		FARM: Evaluate a statement by coming up with ideas for and against.	
	and their own opinion.	paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references	PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion.	FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL	Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are	 FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a
	Core RE skills:	and their own opinion.	encouraged to include scriptural references and their own opinion.		encouraged to include scriptural references and their own opinion.	PEEL paragraph Against, a PEEL paragraph about a religious
	Compare and contrast religious and non-religious beliefs	Core RE skills:	Core RE skills:	conclusion. Pupils are encouraged to include scriptural references	and the state of t	view and a conclusion. Pupils are encouraged to include
	 Explain the meaning, relevance and different interpretations of 	 Compare and contrast religious and non-religious beliefs 	 Compare and contrast religious and non-religious beliefs 	and their own opinion.	Core RE skills:	scriptural references and their own opinion.
	sources of authority	Explain the meaning, relevance and different interpretations of	Explain the meaning, relevance and different interpretations of		Compare and contrast religious and non-religious beliefs	
	 Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) 	sources of authority • Evaluate (use knowledge to explain points of view and make	sources of authority • Evaluate (use knowledge to explain points of view and make informed	Core RE skills: Compare and contrast religious and non-religious beliefs	 Explain the meaning, relevance and different interpretations of sources of authority 	Core RE skills: Compare and contrast religious and non-religious beliefs
	Analyse (deconstruct information and make links to other	Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal	 Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) 	Explain the meaning, relevance and different interpretations of	Evaluate (use knowledge to explain points of view and make informed	Explain the meaning, relevance and different
	knowledge to show something new)	response)	Analyse (deconstruct information and make links to other knowledge)	sources of authority	judgements account them to inform a personal response)	interpretations of sources of authority
	Skills Mapping:	Analyse (deconstruct information and make links to other	to show something new)	Evaluate (use knowledge to explain points of view and make	Analyse (deconstruct information and make links to other knowledge to	Evaluate (use knowledge to explain points of view and
	By the end of Term 1, most students will be able to:	knowledge to show something new)		informed judgements account them to inform a personal	show something new)	make informed judgements account them to inform a
	Explain the meaning and relevance of religious beliefs by giving	1		response)		personal response)
	supporting points • Explain their personal response to an issue or debate	1		Analyse (deconstruct information and make links to other knowledge to show something new)		 Analyse (deconstruct information and make links to other knowledge to show something new)
Skills	, ,	Covenant	Historical lens			
	Belief	Bar Mitzvah	Theological lens		Adhan Five Pillars	Agnostic Atheism
	Belonging	Bat Mitzvah	Theology		Haafiz	Conscience
	Denomination	Kippah	Institutional lens	Archaeology	illiterate	Ethics
	Festival	Mitzvah	The Holy Trinity	Atonement	Islam	Identity
	God Holy	Orthodox Jew Passover	Doctrine Monotheism	Fact Fiction	Mecca	Immortality
	Practice	Patriarch	God the father	God the father	Monotheism Mosque	Morality Philosophy
	Religion	Plague	Benevolent	Incarnation	Prophet	Theist
	Sacred	Shema	Omniscient	Jesus the Son	Prophet Muhammad (PBUH)	Utilitarianism
	Scripture	Tallit	Omnipotent	Monotheism	Qur'an	
	Symbol Teaching	Tefillin Torah	Jesus the Son Incarnation	Prophecy The Holy Spirit	Ramadan	
	World Religion	Tzitzit	Salvation	The Holy Trinity	Suhoor suras	
Key Words	Worship	Yad	Atonement	•	Mudu	
						30 mark test on knowledge and skills. Students will be
	30 mark test on knowledge and skills. Students will be tested on	30 mark test on knowledge and skills. Students will be tested on	30 mark test on knowledge and skills. Students will be tested on the	30 mark test on knowledge and skills. Students will be tested on	30 mark test on knowledge and skills. Students will be tested on the key	tested on the key words and content from the knowledge
	the key words and content from the knowledge organiser. They	the key words and content from the knowledge organiser. They will be able to explain their opinion and arguments to support the	key words and content from the knowledge organiser. They will be	the key words and content from the knowledge organiser. They	words and content from the knowledge organiser. They will be expected to apply their learning Sacred Six to this unit. They will be able to explain	organiser. They will be expected to apply their learning Sacred Six to this unit. They will be able to explain to
End Point	will be able to explain their opinion and arguments to support beliefs studied	will be able to explain their opinion and arguments to support the Jewish beliefs studied	able to explain their opinion and arguments to support and challenge Christian beliefs	will be able to explain their opinion and arguments to support and challenge Christian beliefs	to apply their learning Sacred Six to this unit. They will be able to explain to evaluate a topic that is important for Muslims	Sacred Six to this unit. They will be able to explain to evaluate a topic that is important for Muslims
	Each lesson in the unit will begin with a quiz based on the	Each lesson in the unit will begin with a quiz based on the	Each lesson in the unit will begin with a quiz based on the knowledge	Each lesson in the unit will begin with a quiz based on the	Each lesson in the unit will begin with a quiz based on the knowledge	Each lesson in the unit will begin with a quiz based on the
	knowledge organiser. Students will be expected to review the	knowledge organiser. Students will be expected to review the	organiser. Students will be expected to review the knowledge organiser	knowledge organiser. Students will be expected to review the	organiser. Students will be expected to review the knowledge organiser	knowledge organiser. Students will be expected to review
	knowledge organiser and home and be able to complete different sections of it each week.	knowledge organiser and home and be able to complete different sections of it each week.	and home and be able to complete different sections of it each week.	knowledge organiser and home and be able to complete different sections of it each week.	and home and be able to complete different sections of it each week.	the knowledge organiser and home and be able to complete different sections of it each week.
	The end of unit assessment will be out of 30. Approximately 20	The end of unit assessment will be out of 30. 20 marks will be	The end of unit assessment will be out of 30. 20 marks will be available	Sections of its until Walls.	The end of unit assessment will be out of 30. 20 marks will be available	and a sections of it each week.
	marks will be available for knowledge recall and 10 marks for skills.	available for knowledge recall and 10 marks for skills.	for knowledge recall and 10 marks for skills.	The end of unit assessment will be out of 30. 20 marks will be	for knowledge recall and 10 marks for skills.	The end of unit assessment will be out of 30. 20 marks will
	Example skills questions:	Example skills questions:	Example skills questions:	available for knowledge recall and 10 marks for skills.	The knowledge questions will test the current and any previous units	be available for knowledge recall and 10 marks for skills.
	Term 1: •Explain a reason to support the belief (2)	Term 1: •Explain a reason to support the belief (2)	Term 1: •Explain a reason to support the belief (2)	Example skills questions: Term 1:	taught. The knowledge questions will include 10 \times 1 mark questions and 5 \times 2 mark questions.	Example skills questions: Term 1:
	Explain a reason to support the beller (2) Explain my opinion (2)	Explain a reason to support the belief (2) Explain my opinion (2)	Explain a reason to support the belief (2) Explain my opinion (2)	Explain a reason to support the belief (2)	x 2 mark questions. Example skills questions:	•Explain a reason to support the belief (2)
	Term 2:	Term 2:	Term 2:	•Explain my opinion (2)	Term 1:	•Explain my opinion (2)
	•Explain a reason to support the belief (2)	•Explain a reason to support the belief (2)	•Explain a reason to support the belief (2)	Term 2:	•Explain a reason to support the belief (2)	Term 2:
	•Explain a reason to disagree with the belief (2)	Explain a reason to disagree with the belief (2) Symbol and a symbol (2)	•Explain a reason to disagree with the belief (2)	Explain a reason to support the belief (2) Find in a reason to discrease with the helief (2)	•Explain my opinion (2)	•Explain a reason to support the belief (2)
	•Explain my opinion (2) Term 3:	Explain my opinion (2) Term 3:	•Explain my opinion (2) Term 3:	Explain a reason to disagree with the belief (2) Explain my opinion (2)	Term 2: •Explain a reason to support the belief (2)	Explain a reason to disagree with the belief (2) Explain my opinion (2)
	Evaluate a religious belief (6)	•Evaluate a religious belief (6)	Evaluate a religious belief (6)	Term 3:	Explain a reason to support the belief (2) Explain a reason to disagree with the belief (2)	Term 3:
	•One idea for	•One idea for	•One idea for	•Evaluate a religious belief (6)	•Explain my opinion (2)	•Evaluate a religious belief (6)
	One idea against	One idea against	One idea against	•One idea for	Term 3:	•One idea for
	The next lesson, and final lesson of the unit will be reflection	The next lesson, and final lesson of the unit will be reflection		One idea against	Evaluate a religious belief (6) One idea for	•One idea against
		The man was and the research of the unit will be reflection			•One idea against	
A			The next lesson, and final lesson of the unit will be reflection	The second first three second fi	The next lesson, and final lesson of the unit will be reflection	
Assessment	1	1		The next lesson, and final lesson of the unit will be reflection		The next lesson, and final lesson of the unit will be reflection
method						
method					•	•