Subject :	Religious Education	l	Year Group:	7]	
Scheme title Purpose of scheme	chronological order.	life, such as Jewish identity, clothing and festivals	Christianity Students will know that the Trinity is the core Christian belief. Students will know the characteristics of each person in the Trininty and apply this knowledge to parables	Christ in Culture Students will learn the influence of Christiantiy on British culutre, for exmaple in literature and film	Islam Students will know key Muslim beliefs and practices. Students will also learn about the Sunni/Shia split, how Muslims are portrayed in the media and the difference between The Student and the difference between	Big Questions Students will encounter philosophy by exploring some key ultimate questions, including whether God exists, happiness and ethics
Knowledge in sequence	such as the value of gurus -Focus on celebrating Guru Nanak Gurpurab.	2.Following the Covenant The concept of the covenant and how that develops the Jewish identity The Shema and Mezuzah The importance of the covenant to Abraham and Jews today 3.Respecting the Torah The concept of respect for the holy book and how to practice this respect The different religious artefacts for the Torah How the Torah links to the covenant 4.Wearing the Clothes The symbolism and purpose of wearing the special clothes 5.Passover - What the Passover festival is The impact Passover fast on gave Cheater and Statisticates The impact Passover has on Jews 6.Becoming a Jew -What Bar and Bat Mitzuahs are	How can we view Christianity? -Historical lens: as a development of Judaism -Theological lens: key beliefs of the religion -Institutional lens: common moral teachings What is the Trinity? -God is the father, the son and the holy spirit. All three are distinct but one. -Biblical stories that show the Trinity. Who is the Father? -Exploration of the creation story in Genesis to show the Fatherly attributes of God. Who is Jesus the son? -Jesus is the saviour and came to atone for humanity's sin. -Analysis of hymns based on these teachings. Who is the Holy Spirit? -Different roles of the spirit such as messenger and support. -How belief in the Holy Spirit affects how Christians behave What does the parable of the sheep and the goats teach? -Beliefs about judgement to heaven or hell by God -The importance of praxis: putting faith into action.	for others 3. The Trinity is the belief that God is father, son and holy spirit - The relder wand links to the father, stone links to Jesus and cloak links to holy spirit 4. Soul and Daemons - Christians believe that the soul is the breath of life and was given to humans as part of the creation story - Phillip Pulman used the Christian concept of soul to inspire daemons. - The scene of severing the daemon from the person is comparable to a body without a soul	revelation from Allah to Muhammad (pbuh) -Musilms show respect to the Quran by wudu, and rules such as not touching it if you aren't musilm -The Quran is written in Arabic and calligraphy is used instead of drawing God or the prophets. Musilm Denominations	Atheism - Arguments for atheism including religion causes injustice, and is illogical - Richard Dawkins as an example of an atheist Human identity - What makes humans unique? What are the scientific and moral differences between humans and animals? - What makes me me? Are you you through change in time? Case study of Phineas Gage and Descartes' thinking thing. Emotions: - What is happiness? Happiness is a way of living, not a goal. What factors contribute to happiness, e.g. wealth? Success? - What is forgiveness? Case What's the right thing to do? - The Trolley Problem shows the principles of utilitarianism: students should explore the ethical inplications of the greatest good for the greatest number.
Skills	This is helpful across all written subjects and reinforces literacy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make Informed judgements account them to inform a personal	Impact religion and religious people. The different beliefs of religions Structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. • ARAM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Corre RE skills: • Compare and contrast religious and non-religious beliefs Explain the meaning, relevance and different interpretations of sources of authority	and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces ilteracy skills. • FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. • Core RE skills: • Compare and contrast religious and non-religious beliefs • Explain the meaning, relevance and different interpretations of sources of authority • Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) • Analyse (deconstruct information and make links to other knowledge to show something new) •	religion and religious people. The different beliefs of religions Structures to support learning: •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skils. • • • • • • • • • • • • •	The understanding of different religious practices – how they impact religion and religious people. The different beliefs of religions Structures to support learning: -PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. - FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion. - Core RE skills: - Compare and contrast religious and non-religious beliefs - Explain the meaning, relevance and different interpretations fo sources of authority - Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) - Analyse (deconstruct information and make links to other knowledge to show something new)
Key Words End Point	Holy Practice Religion Sacred Scripture Symbol Teaching World Religion Worship 30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser.	Passover Patriarch Plague Shema Tallit Tefilin Torah Tzitzit Yad 30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge	Historical lens Theology Institutional lens The Holy Trinity Doctrine Monotheism God the father Benevolent Omnipotent Jesus the Son Incarnation Salvation Atonement The Holy Spirit 30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge organiser. They	30 mark test on knowledge and skills. Students will be tested on the key words and content from the knowledge	Adhan Five Pillars Haafiz Iilliterate Islam Mecca Monotheism Mosque Prophet Muhammad (PBUH) Qur'an Ramadan Suhoor suras Wudu 30 mark test on knowledge and skills. Students will be tested on the key	Agnostic Atheism Conscience Ethics Identity Immortality Morality Philosophy Theist Utilitarianism
	They will be able to explain their opinion and arguments to support beliefs studied		will be able to explain their opinion and arguments to support and challenge Christian beliefs	organiser. They will be able to explain their opinion and arguments to support and challenge Christian beliefs	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 to evaluate a topic that is important for Muslims	knowledge organiser. They will be expected to apply their learning Sacred Six to this unit. They will be able to explain to evaluate a topic that is important for Muslims
Assessment method	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	different sections of it each week. The end of unit assessment will be out of 30. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions:	Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review 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. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain a reason to support the belief (3) •Explain a reason to disagree with the belief (2) •Explain a reason to disagree with the belief (2) •Explain a reason to disagree with the belief (2) •Explain my opinion (2) Term 3: •Evaluate a religious belief (6) •One idea for •One idea against	Each lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review 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. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: Explain a reason to support the belief (2) Explain a reason to support the belief (2) Explain a reason to disagree with the belief (2) Explain a reason to disagree with the belief (2) Explain a reason to disagree with the belief (2) Errm 3: Evaluate a religious belief (6) One idea for One idea against	a quiz based on the knowledge organiser. Students will be expected to review 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. 20 marks will be available for knowledge recail and 10 marks for skills. The knowledge questions will test the current and any previous units taught. The knowledge questions will	Each lesson in the unit will begin with a quiz based on the knowledge organise: Students will be expected to review 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. 20 marks will be available for knowledge recall and 10 marks for skills. Example skills questions: Term 1: •Explain a reason to support the belief (2) •Explain a reason to support the belief (2) •Explain a reason to disagree with the belief (2) •Explain a reason to disagree of the unit will be reflection