

Religious Education Overview – Year 7

Your child will study two hours of Religious Education over a two-week timetable.			
	Autumn	Spring	Summer
Topic(s)	What are beliefs and how do they impact believers?	Who has the right belief about God?	Is it always right to obey?
Topic Objectives	<p>Identify and describe beliefs, including beliefs about the afterlife</p> <p>Describe how beliefs have changed over time</p> <p>Investigate the role of storytelling in different faiths and traditions</p> <p>Describe different sources of wisdom and authority</p>	<p>Describe different beliefs about the nature of God</p> <p>Identify similarities and differences in beliefs of Islam, Christianity and Hinduism</p> <p>Describe shared beliefs of Abrahamic religions</p> <p>Compare Judaism, Christianity and Islam</p>	<p>Describe key Muslim beliefs</p> <p>Apply religious teachings to modern day issues</p> <p>Describe Muslim practices</p> <p>Understand what it means to be a Muslim in the 21st Century</p>
Acquired Knowledge/Skills	<p>Understanding the concepts behind RE, including fact, belief and opinion</p> <p>Understanding the importance of being tolerant of different beliefs and opinions</p> <p>Understanding contrasting beliefs about the afterlife</p> <p>Being able to write an argument in RE</p> <p>Understanding the meaning behind stories, fables and parables</p> <p>Understanding the importance of oral story telling</p>	<p>Understanding key concepts about the nature of God</p> <p>Understanding Christian beliefs about creation, worship and the Church</p> <p>Understanding different beliefs about incarnation</p> <p>Understanding Christian beliefs about the Holy Trinity</p> <p>Understanding beliefs about Moses and the 10 Commandments</p> <p>Understanding the impact of religion on culture, including art, holidays and law.</p>	<p>Understanding Muslim beliefs about prophethood and obedience</p> <p>Understanding that sources of wisdom and authority are interpreted for modern times</p> <p>Understanding how being a Muslim affects day to day life</p> <p>Understanding Islamic beliefs about prayer, fasting, pilgrimage and the afterlife</p>
Assessments	<p>Write like a Philosopher task: ‘A belief in the afterlife has been made up to make people feel better about death.’ Who would agree?</p> <p>End of topic assessment, including a written response to ‘Stories are just stories; they are not important.’ Who would agree?</p>	<p>Write like a Philosopher task: ‘Explain why the incarnation is important to Christians.’</p> <p>End of topic assessment, including a written response to ‘Christian beliefs do not affect Year 7 students in Britain.’ Who would agree?</p>	<p>Write like a Philosopher task: ‘Prophets should be obeyed.’ Who would agree?</p> <p>End of topic assessment, including a written response to ‘It is always right to obey sources of wisdom and authority.’ Who would agree?</p>
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Developing respect for differing beliefs and opinions. Understanding how personal identity is shaped by culture, family and worldview. • Careers Education: Exploring roles where understanding diverse beliefs is important (e.g. teaching, counselling, healthcare, social work). 	<ul style="list-style-type: none"> • PSHE Development: Building confidence in expressing personal viewpoints in a respectful way. Developing empathy and understanding of others’ perspectives. • Careers Education: Highlighting careers involving dialogue across communities (e.g., diplomacy, law, community leadership). 	<ul style="list-style-type: none"> • PSHE Development: Exploring ideas around authority, responsibility and consequences. Understanding personal decision-making and moral autonomy. • Careers Education: Linking to professions that involve codes of conduct and ethical responsibilities (e.g. medicine). • Fundamental British Values: Rule of Law: Understanding why societies have

	<ul style="list-style-type: none"> • Fundamental British Values: Democracy and Mutual Respect: recognising the right for people to hold different beliefs. Individual Liberty: understanding freedom of belief and expression. • SMSC Development: Spiritual: Reflecting on personal beliefs and values. Moral: Considering ethical issues such as fact vs belief and how beliefs influence behaviour. Social: Learning how to engage respectfully in discussion. Cultural: Appreciating a range of cultural traditions and belief systems. 	<ul style="list-style-type: none"> • Fundamental British Values: Rule of Law: Exploring how religious beliefs influence legal systems. Tolerance of Different Faiths: Understanding similarities and differences in major world religions. • SMSC Development: Spiritual: Reflecting on questions about God and meaning. Moral: Understanding how beliefs guide moral decision-making. Social: Respectful debate and discussion skills. Cultural: Learning about Abrahamic faiths and diverse cultural expressions of belief. 	<p>laws and the importance of following them. Individual Liberty: Considering when obeying or questioning authority is appropriate.</p> <ul style="list-style-type: none"> • SMSC Development: Spiritual: Reflecting on obedience in religious contexts. Moral: Discussing moral dilemmas around obedience and disobedience. Social: Understanding how authority structures function within society. Cultural: Learning how different communities and religions interpret obedience.
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Religious Education Overview – Year 8



Your child will study two hours of Religious Education over a two-week timetable.

	Autumn	Spring	Summer
Topic(s)	Does God love everyone?	Do we have a duty towards others?	Does religion make the world better?
Topic Objectives	Describe Christian beliefs about love Evaluate the importance of love to Christians Describe examples of reconciliation and forgiveness Evaluate the impact of beliefs about forgiveness on Christian actions	Describe Sikh and Hindu beliefs about duty Evaluate the importance of Sewa to Sikhs Compare dharmic faiths Evaluate the impact of beliefs on Hindu actions	Describe different examples of people who have been inspired to do good by their religious beliefs Compare examples of environmental stewardship by Christians and Hindus Investigate the actions of people who fought for civil rights Evaluate the importance of their religious beliefs in their actions
Acquired Knowledge/Skills	Understanding the concepts of agape, miracles, sin, reconciliation and forgiveness Being able to interpret sources of wisdom and authority, including the Bible Understanding how being a Christian affects day to day life Understanding variations between different Christian traditions	Understanding the concepts of Sewa and Simran Understanding how being a Sikh affects day to day life Understanding similarities and differences between Sikhism and Hinduism Identifying how religious beliefs can lead to cultural challenges	Understanding the concepts of environmental stewardship, ahimsa and justice Applying understanding of religious teachings to explain the actions of notable people Understanding the role of Chico Mendes, Gandhi and Martin Luther King in changing attitudes and the law Reflecting on what makes someone inspirational
Assessments	Write like a Philosopher task: 'Agape is the most important type of love.' Who would agree?	Write like a Philosopher task: 'Sewa is the most important duty.' Who would agree?	Write like a Philosopher task: 'Religious people make better stewards of the earth.' Who would agree?

	End of topic assessment, including a written response to 'Agape is the most important Christian belief.' Who would agree?	End of topic assessment, including a written response to 'We all have a duty to our community.' Who would agree?	End of topic assessment, including a written response to 'Religion makes the world a better place.' Who would agree?
Citizenship	<ul style="list-style-type: none"> • PSHE Development: Developing emotional literacy through exploring themes of love, forgiveness and reconciliation. Reflecting on personal experiences of compassion, conflict and making amends. • Careers Education: Understanding the importance of empathy and communication in roles such as counselling, pastoral care, social work, youth services and healthcare. • Fundamental British Values: Mutual Respect & Tolerance: Recognising how beliefs about love and forgiveness can promote cohesion in society. Individual Liberty: Considering how personal beliefs influence ethical choices and autonomy. • SMSC Development: Spiritual: Reflecting on Christian concepts of agape and forgiveness. Moral: Considering the moral implications of choosing to forgive or seek reconciliation. Social: Developing respectful dialogue skills when discussing sensitive moral issues. Cultural: Exploring how forgiveness is practised differently across Christian traditions. 	<ul style="list-style-type: none"> • PSHE Development: Understanding the impact of duty, service and responsibility on wellbeing and community life. Building empathy through examining Sikh concepts such as Sewa and Hindu ideas of dharma. • Careers Education: Exploring careers where service and responsibility are central (e.g., public services, charity work, healthcare, armed forces). • Fundamental British Values: Rule of Law: Understanding how duty and responsibility form the basis of legal and social expectations. Tolerance & Respect: Appreciating how different communities express commitment to serving others. • SMSC Development: Spiritual: Reflecting on personal motivations for helping others. Moral: Evaluating when moral duty should outweigh personal preference. Social: Understanding how acts of service strengthen community cohesion. Cultural: Comparing how Sikh and Hindu traditions emphasise community, equality and duty. 	<ul style="list-style-type: none"> • PSHE Development: Understanding ethical responsibility through studying stewardship, justice and non-violence. Reflecting on how individuals can positively impact society, inspired by figures such as Gandhi, Chico Mendes and Martin Luther King Jr. • Careers Education: Linking learning to fields such as environmental work, activism, law, education, human rights and community leadership. • Fundamental British Values: Democracy: Exploring how religious leaders have influenced democratic change and civil rights movements. Rule of Law & Respect: Understanding how religious and moral principles can inspire non-violent social reform. • SMSC Development: Spiritual: Considering how beliefs motivate people to strive for justice and peace. Moral: Evaluating moral choices made by inspirational figures. Social: Learning how individuals and groups work to address global and environmental issues. Cultural: Understanding how faith communities contribute to social justice and environmental action.

Religious Education Overview – Year 9



Your child will study two hours of Religious Education over a two-week timetable.

	Autumn	Spring	Summer
Topic(s)	Why do bad things happen to good people?	Is quality of life more important than the sanctity of life?	Does everyone deserve human rights?

<p>Topic Objectives</p>	<p>Describe religious teachings about good and evil Evaluate the impact of people who have fought for good Investigate different approaches to morality and ethics Compare different responses to crime and punishment</p>	<p>Describe religious teachings about sanctity of life Investigate issues raised by abortion and euthanasia Compare views of capital punishment Evaluate Just War Theory and the choice to be a pacifist</p>	<p>Describe selected articles from the Universal Declaration of Human Rights Investigate different challenges to those rights in the UK and abroad Compare different views about marriage and the role of the family Evaluate the impact of the UDHR</p>
<p>Acquired Knowledge/Skills</p>	<p>Understanding the concepts of good, evil, and theodicies Understanding the role of Oscar Romero, Maria Cristina Gómez, Harriet Tubman and William Wilberforce in changing attitudes and the law Understanding deontological and consequentialism Reflecting on how people make moral decisions and how they respond to evil</p>	<p>Understanding the concepts of quality of life and sanctity of life Understanding how religious beliefs affect the actions of believers Being able to respectfully disagree with a point or opinion Being able to justify an opinion using evidence, including sources of wisdom and authority</p>	<p>Understanding the concepts of human rights, cultural and religious expression, pressure groups, ceremony and poverty Understanding how different religious groups may view human rights Comparing different attitudes to relationships, focusing on marriage Evaluating the impact of actions taken to improve human rights</p>
<p>Assessments</p>	<p>Write like a Philosopher task: 'It is more important to be morally right than legally right.' Who would agree? End of topic assessment, including a written response to 'There can't be a God because evil exists.' Who would agree?</p>	<p>Write like a Philosopher task: 'Students shouldn't be taught about abortion in school.' Who would agree? End of topic assessment, including a written response to 'Euthanasia is never right.' Who would agree?</p>	<p>Write like a Philosopher task: 'Everyone should write letters for Amnesty International.' Who would agree? End of topic assessment, including a written response to 'Education is the most important human right.' Who would agree?</p>
<p>Citizenship</p>	<ul style="list-style-type: none"> • PSHE Development: Developing emotional resilience when exploring difficult topics such as suffering, injustice and moral decision-making. Understanding how individuals and communities respond to crises, evil and harm. • Careers Education: Making links to careers involving ethics and justice (e.g., law, police, social work, psychology, charity and humanitarian work). Recognising the importance of critical thinking when evaluating complex moral issues. • Fundamental British Values: Rule of Law: Exploring how societies respond to crime, punishment and justice. Mutual Respect: Considering how different communities support victims of injustice or oppression. 	<ul style="list-style-type: none"> • PSHE Development: Understanding how personal values shape opinions on life, death and medical ethics. Developing respectful language and sensitivity when discussing controversial topics such as abortion, euthanasia and war. • Careers Education: Linking to careers involving ethical judgement (e.g., medicine, midwifery, armed forces, counselling, pastoral care, legal professions). Highlighting the need for compassion and ethical reasoning in public-facing roles. • Fundamental British Values: Individual Liberty: Evaluating personal choice in relation to moral and legal boundaries. Rule of Law: Understanding how UK law addresses life-and-death ethical issues. 	<ul style="list-style-type: none"> • PSHE Development: Developing awareness of global and local human rights issues, including discrimination, poverty and access to education. Reflecting on personal responsibility in promoting equality and justice. • Careers Education: Exploring careers linked to human rights, advocacy, law, journalism, community leadership and international development. • Understanding how individuals can work to protect vulnerable groups. • Fundamental British Values: Democracy: Understanding how citizens help protect and expand human rights. Respect & Tolerance: Considering issues around religious freedom, marriage, family life and cultural expression. • SMSC Development: Spiritual: Reflecting on religious teachings about

	<ul style="list-style-type: none">• SMSC Development: Spiritual: Reflecting on beliefs about good, evil and moral purpose. Moral: Evaluating moral dilemmas and responses to wrongdoing. Social: Understanding how individuals have worked to challenge injustice (e.g., Harriet Tubman, Oscar Romero). Cultural: Examining how different cultures and religions interpret suffering and evil.	<ul style="list-style-type: none">• SMSC Development: Spiritual: Exploring religious and philosophical ideas about life's value. Moral: Considering ethical arguments around sanctity of life, quality of life and pacifism. Social: Practising respectful disagreement and constructive debate. Cultural: Comparing religious and cultural differences in attitudes to life and death.	dignity, justice and equality. Moral: Evaluating moral challenges to human rights in the UK and globally. Social: Understanding how communities and pressure groups work for human rights (e.g., Amnesty International). Cultural: Comparing cultural and religious perspectives on relationships, family and societal roles.
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