



Religious Education Progression Map

	Judaism	Christianity	Hinduism	Sikhism	Islam	Buddhism
Year 7	Familiarisation (Understanding & Recall) Pupils to experience an introduction into the main religions of Christianity, Islam, Buddhism, Sikhism, Hinduism and non religious viewpoints.					
	<ul style="list-style-type: none"> • What do Jews believe? • Jewish symbols • The Torah Scroll • Places of Worship • Jewish Festivals • Jewish feasts and foods 	<ul style="list-style-type: none"> • What do Christians believe? • Christian symbols • The Bible • Places of Worship • Christian Festivals • Feasts and foods 	<ul style="list-style-type: none"> • What do Hindus believe? • Hindu symbols • The Hindu Vedas • Places of Worship • Hindu Festivals • Hindu feasts and food 	<ul style="list-style-type: none"> • What do Sikhs believe? • Sikh symbols • Guru Granth Sahib • Places of Worship • Sikh Festivals • Sikh foods 	<ul style="list-style-type: none"> • What do Muslims believe? • Islamic symbols • The Quran • Places of Worship • Muslim Festivals • Muslim feasts and foods 	<ul style="list-style-type: none"> • What do Buddhists believe? • Buddhist symbols • Buddhist texts • Places of Worship • Buddhist Festivals • Buddhist foods
Year 8 & 9	Recognition (Discuss and list) Pupils to build upon the introductions to the religions by recognising and learning key aspects from each religion.					
	<ul style="list-style-type: none"> • Jewish Birth Rites • Bar / Bat Mitzvah • Jewish marriage ceremony • Shabbat • Jewish stories • The commandments • Jewish leaders • Beliefs about life after death 	<ul style="list-style-type: none"> • Christenings and baptisms • Christian weddings • The Sabbath • Christian stories • Ten commandments • Christian Values • Christian leaders • Beliefs about life after death 	<ul style="list-style-type: none"> • Hindu birth rites • The Samskaras • Hindu marriage • Hindu stories • Hindu Deities • Hindu Values • Hindu leaders • Beliefs about life after death 	<ul style="list-style-type: none"> • Sikh birth rites • Amrit • Sikh marriage • Sikh stories • Langar meals • Sikh values • Sikh leaders • Beliefs about life after death 	<ul style="list-style-type: none"> • Muslim birth rites • Hajj pilgrimage • Muslim marriage • Muslim stories • Five Pillars of Islam • Muslim values • Muslim leaders • Beliefs about life after death 	<ul style="list-style-type: none"> • Buddhist birth rites • Buddhist marriage • Buddhist stories • Buddhist values • Buddhist leaders • The role of monks • Beliefs about life after death

Religious Education Progression Map

	Non-religious views	Persecution	The World's best seller	Creation	Other World religions	Big Questions
Year 10 & 11	Solve & Explore Pupils begin to develop and use reflective thinking skills whilst exploring key religious themes of Persecution, Comparing religions, Exploring Big Questions, and Religious values. Term on each topic.					
	<ul style="list-style-type: none"> • Humanist ideas • Humanist ceremonies • Scientific evidence • Showing you care when you are non religious • Religious conflict 	<ul style="list-style-type: none"> ▪ What is persecution? ▪ What are the causes of persecution? ▪ The Romans and the early Christians ▪ The Holocaust 	<ul style="list-style-type: none"> ▪ What is the Bible? ▪ History of the Bible ▪ The Bible as a Library ▪ How does the Bible help Christians? ▪ Comparing with other religious scriptures ▪ Historical record or fiction? 	<ul style="list-style-type: none"> • Christian story of creation • Buddhist story of creation • Hindu story of creation • Scientific viewpoints • Other viewpoints on how the World was created 	<ul style="list-style-type: none"> • Paganism • Baha'i Faith • Humanism • Jehovah Witness • Rastafari • Taoism 	<ul style="list-style-type: none"> • Why are less people going to church? • Does religion do anything for believers? • Why do bad things happen? • Is there an after life?

Religious Education Progression Map

	Religion and equality	Secular and non-religious view points	Marriage	Looking after the Environment	Prejudice and Persecution	Big Questions
Year 12 & 13	Application Pupils further develop and use their reflective thinking skills whilst taking part in discussions on a range of topical religious themes including Big questions such as why do people believe in God/s?					
	<ul style="list-style-type: none"> Religious teachings about equality Tolerance of other's beliefs Sikh Langar meals Are men and women treated equally? Malala Yousafzai 	<ul style="list-style-type: none"> Humanist beliefs Atheist Agnostic Belief –v- evidence Is religion still important in today's World Non-religious marriage 	<ul style="list-style-type: none"> Religious viewpoints on marriage Is marriage an old fashioned idea? Non-religious weddings Arranged marriages Forced marriage 	<ul style="list-style-type: none"> Stewardship Religious teachings about looking after the World Why should we care for the environment? Potential consequences 	<ul style="list-style-type: none"> What is prejudice? What is persecution? Islamophobia Religious persecution 	<ul style="list-style-type: none"> Why do people believe? Creation – The Big bang Darwin and evolution The danger of religious cults Does God really exist?

Thought Process behind the Progression Map/Grid

- Intent
 - Show that the curriculum is structured and ambitious
 - Prior knowledge and next steps is clear using this grid form 'at a glance'
 - Show a clear picture of the 'Learner Journey' in the subject for each Flightpath
 - Link prior learning and next steps to demonstrate coherence and continuity in students learning
- Implementation
 - Ensure that the key skills and concepts are being taught so it is clear we are teaching and learning based on desired outcomes for students.
 - Each cell contains the key concepts / skills that are being taught.
 - Still using the EDS system in school, but in a different way, using Blooms Taxonomy to show skills progression over time
 - Teach (as much as is practicable) an adapted mainstream curriculum through the National Curriculum to ensure breadth and depth
- Impact
 - Gaps in learning is identified quicker and interventions or additional support can be implemented sooner
 - Students are able to build upon their own learning and deepen their understanding
 - Students can apply their knowledge to new concepts and can manage their own learning
 - Sequencing the curriculum content and experiences deliberately will enable effective planning

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Introducing the main six religions.</p>	<i>Understand and Compare</i>					
	<p>Judaism</p> <p><i>Recall</i> the Belief in one God who is the Creator, Law Giver and Judge.</p> <p><i>Recognise</i> Symbols and their meaning for believers. The Star of David, The mezuzah, The tefillin.</p> <p><i>Describe</i> Sacred text The Torah scroll, what does it contain? History of early Jews. How is a Torah scroll made?</p> <p><i>Identify</i> Places of worship the key features of a synagogue</p> <p><i>Describe</i> Festivals Passover – celebrating the freeing of the Children of Israel by Moses. Rosh Hashanah – Jewish New Year celebrations. Yom Kippur – Day of atonement.</p> <p><i>Recognise</i> Feasts and foods Shabbat, Seder plate, Kosher foods.</p>	<p>Christianity</p> <p><i>Recall</i> Belief there is only one God. The Holy Trinity – God the Father, the Son and Holy spirit.</p> <p><i>Recognise</i> Symbols Crucifix, Dove and fish.</p> <p><i>Describe</i> Sacred text The Bible, Old Testament and New Testament, the story of Mary Jones.</p> <p><i>Identify</i> Places of Worship the key features of a church.</p> <p><i>Describe</i> Festivals Christmas and Easter.</p> <p><i>Recognise</i> Feasts and foods sharing bread and wine, eating fish on a Friday.</p>	<p>Hinduism</p> <p><i>Recall</i> Belief Why are there so many Hindu Gods and deities?</p> <p><i>Recognise</i> Symbols the Aum, Hindu swastika, saffron coloured flag.</p> <p><i>Describe</i> Sacred text the Vedas containing four parts.</p> <p><i>Identify</i> Places of worship key features of a Hindu Mandir. How are they different from other places of worship?</p> <p><i>Describe</i> Festivals Diwali, the story of Rama and Sita, Good beating evil.</p> <p><i>Recognise</i> Feasts and foods vegetarian food, gifting of sweets.</p>	<p>Sikhism</p> <p><i>Recall</i> Belief there is only one God without form or gender. Everyone is equal before God.</p> <p><i>Recognise</i> Symbols the Khanda, the 3 parts and their meanings to believers.</p> <p><i>Describe</i> Sacred texts the Guru Granth Sahib considered to be a living Guru and spiritual authority.</p> <p><i>Identify</i> Places of worship the key features of a Sikh Gurdwara.</p> <p><i>Describe</i> Festivals Vaisakhi Sikh New Year, town processions.</p> <p><i>Recognise</i> Feasts and foods the Langar meal and what it symbolises and encompasses all.</p>	<p>Islam</p> <p><i>Recall</i> Belief Allah is the one true God.</p> <p><i>Recognise</i> Symbols the star and crescent moon. It is also used in the flags of some Muslim countries.</p> <p><i>Describe</i> Sacred texts the Qur'an and should be treated with great respect.</p> <p><i>Identify</i> Places of worship the key features of a Mosque. The importance of cleanliness.</p> <p><i>Describe</i> Festivals Ramadan and the Hajj pilgrimage.</p> <p><i>Recognise</i> Feasts and foods Eid feast. Halal and haram food.</p>	<p>Buddhism</p> <p><i>Recall</i> Belief Buddhists do not acknowledge Gods or deities. Who was the Buddha?</p> <p><i>Recognise</i> Symbols the Dharma wheel and lotus flower.</p> <p><i>Describe</i> Sacred texts the Tipitaka or three baskets contains the teachings of the Buddha.</p> <p><i>Identify</i> Places of worship Temples and Viharas, shrines.</p> <p><i>Describe</i> Festivals Wesak celebrated in May and remembers the birth of the Buddha.</p> <p><i>Recognise</i> Feasts and food Buddhist New Year. Vegetarian diet and fasting.</p>
<p>Golden Opportunities</p>	<p>Cultural Capital</p> <p>Introduction to key subject vocabulary</p> <p>Group analysis and evaluations</p> <p>Pupil presentations</p> <p>Research of alternative careers and college/University courses</p> <p>Trips/visits linked to careers</p> <p>Reading and following texts</p>			<p>CEIAG Opportunities:</p> <p>GB1 - Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through the use of ICT skills and practical opportunities.</p> <p>GB2 – Opportunities to learn about careers and jobs in the labour market such as carpentry and joinery and the use of CAD/CAM in engineering and product design.</p>		

	<p>Guest speakers from associated industries/professions</p> <p>Careers week</p> <p>Researching and reading about different religious beliefs.</p> <p>Discussing and listening to different perspectives</p> <p>Broadening cultural knowledge</p> <p>Using school and educational library to research and inspire ideas.</p> <p>Order books to help with research</p> <p>Enrichment opportunities such as improving the school and community environment</p>	<p>GB4- Opportunities for pupils to explore a wide range of religious based careers and also using computing.</p>
--	--	--

Year 8 and 9	Autumn Term	Spring Term	Summer Term
<p>Building knowledge of the main religions of the World.</p> <p>Year A</p>	Recognise, discuss and list		
	<p>Judaism</p> <p><i>Describe Birth rites</i> Brit Malah for boys and Simchat Bat for girls. Circumcision as a sign the baby boy belongs to the Jewish faith. Explaining the choice of name and blessing.</p> <p><i>Rites into adulthood</i> Bar and Bat Mitzvah. Reading from the Torah and Sidur prayers.</p> <p><i>Discuss Marriage</i> Judaism focuses on family life and marriage is central to Jewish life. The chuppah representing the home and the marriage contract.</p> <p><i>Recognise Shabbat</i> the Jewish Sabbath Day. Refraining from work and time for families.</p> <p><i>Recall Jewish stories</i> the story of Hanukkah, Jonah and the Whale.</p> <p><i>Bullet-point The Commandments</i> the Ten Commandments given to Moses. 613 commandments covering aspects of everyday life.</p> <p><i>Outline Jewish leaders</i> the role of a Rabbi. Respected and educated person who has studied the Torah and Jewish traditions.</p> <p><i>Discuss Life after death</i> is not a belief in Judaism, how you live your life on Earth is considered more important than a possible afterlife.</p>	<p>Christianity</p> <p><i>Describe Birth rites</i> Christening and baptism, the role of God parents and traditions. The baptism of Jesus as told in the New Testament.</p> <p><i>Discuss Christian weddings</i> marriage a gift from God. Church weddings and their importance to believers. What happens during a traditional Christian wedding.</p> <p><i>Recognise Sabbath</i> Sunday as the day of rest. Biblical references to seventh day of the week being a day of rest.</p> <p><i>Recall Christian stories</i> as a means of teaching. The Good Samaritan retelling in a modern setting. The parable of the Prodigal Son.</p> <p><i>Bullet-point The Ten Commandments</i> the importance of the Ten Commandments as rules for living a good life. Other guidance on dealing with problems in the Bible.</p> <p><i>Outline Christian Leaders</i> the Pope as head of Catholic faith, the king as head of the Church of England. The role of a vicar, linked to careers – training and salary.</p> <p><i>Discuss Life after death</i> those who believe in Christ and live good lives will be given eternal life in Heaven.</p>	<p>Hinduism</p> <p><i>Describe Birth rites</i> Samskaras, birth and naming ceremony. The sacred thread ceremony.</p> <p><i>Discuss Hindu weddings</i> marriage as one of the rites of passage. Parts of a Hindu marriage ceremony and what they mean. Symbols used and what they represent. Bringing together of two families and two communities. Henna hand painting.</p> <p><i>Recognise Sabbath?</i> There is no day more important than another. The role of fasting.</p> <p><i>Recall Hindu Stories</i> The story of Holi, Hindu Creation story – Brahma, Vishnu and Shiva.</p> <p><i>Bullet-point Hindu rules and guidance</i> attaches great importance to values such as truth, right conduct, love, peace and non-violence.</p> <p><i>Outline Hindu Leaders</i> the role of a Brahmin priest in a Mandir. How do you become a Brahmin?</p> <p><i>Discuss Life after death</i> Hindu belief in reincarnation, all lie goes through the cycle of birth, life, death and reincarnation. The atman and the role of karma in reincarnation.</p>
Year 8 and 9	<p>Sikhism</p> <p><i>Describe Birth rites</i> Naam Karan naming ceremony.</p>	<p>Islam</p> <p><i>Describe Muslim Birth rites</i>, Hear, taste and hair shaven</p>	<p>Buddhism</p> <p><i>Describe Buddhist birth rites</i> Samsara.</p>

<p>Building knowledge of the main religions of the World.</p> <p>Year B</p>	<p><i>Rites into adulthood</i> Amrit</p> <p><i>Discuss</i> Sikh weddings What does Sikhism teach about marriage?</p> <p><i>Outline</i> Sikh leaders how did the gurus shape Sikhist teachings? Why is a book now the symbolic leader?</p> <p><i>Discuss</i> Life after death Cremation not burial, importance of sacred rivers – River Ganges.</p>	<p><i>Discuss</i> Muslim marriage and guidance. What does the Quran teach about marriage?</p> <p><i>Bullet-point</i> The Five Pillars of Islam Faith, daily prayers, giving of alms, pilgrimage, fasting.</p> <p><i>Outline</i> Muslim leaders The role of an Imam. What qualifications does someone need to be an Imam?</p> <p><i>Discuss</i> Life after death Cremation banned.</p>	<p><i>Discuss</i> Buddhist weddings How does a Buddhist wedding differ from a Christian wedding?</p> <p><i>Recall</i> Buddhist stories Siddhartha rescuing the hurt swan. The monkey king.</p> <p><i>Outline</i> Buddhist leaders Monks as respected teachers, sending your child to the monastery.</p> <p><i>Discuss</i> Life after death Cycle of death and rebirth.</p>
<p>Golden Opportunities</p>	<p>Cultural Capital</p> <p>Introduction to key subject vocabulary</p> <p>Group analysis and evaluations</p> <p>Pupil presentations</p> <p>Research of alternative careers and college/University courses</p> <p>Trips/visits linked to careers</p> <p>Reading and following texts</p> <p>Guest speakers from associated industries/professions</p> <p>Careers week</p> <p>Researching and reading about different religious beliefs.</p> <p>Discussing and listening to different perspectives</p> <p>Broadening cultural knowledge</p> <p>Using school and educational library to research and inspire ideas.</p> <p>Order books to help with research</p> <p>Enrichment opportunities such as improving the school and community environment</p>		<p>CEIAG Opportunities:</p> <p>GB1 - Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through the use of ICT skills and practical opportunities.</p> <p>GB2 – Opportunities to learn about careers and jobs in the labour market such as carpentry and joinery and the use of CAD/CAM in engineering and product design.</p> <p>GB4- Opportunities for pupils to explore a wide range of religious based careers and also using computing.</p>

Year 10 and 11	Autumn Term	Spring Term	Summer Term
<p>Recalling and applying knowledge of the main religions of the World.</p> <p>Year A</p>	<p>Non-Religious View Points</p> <p><i>Explain</i> What does a Humanist believe in or think? Humanists are non-religious people who strive to lead fulfilling, meaningful and ethical lives, using reason and empathy to guide their decisions and actions.</p> <p>Humanists base their understanding of the world on reason and science, rejecting supernatural or divine beliefs.</p> <p><i>Bullet-point</i> Beliefs on equality Humanists reject all forms of racism and prejudice, and believe in living in harmony with one another, respecting</p>	<p>Persecution</p> <p><i>Explain</i> What do we mean by persecution? How is persecution different to discrimination?</p> <p><i>Bullet-point</i> What are the main causes of persecution – education, upbringing, the press, pressure groups, politics.</p> <p><i>Detail</i> Historical examples –</p> <p>The Roman Persecution of early Christians</p> <p>Fear of a new religion taking over, Emperor Nero's role in the persecution.</p> <p>The Nazi persecution of Jews and others. The Holocaust and Hitler's Final solution</p>	<p>The World's Best Seller</p> <p><i>Give reasons</i> How has the Bible become the World's Best-selling book for so long?</p> <p><i>Explain</i> What is the Bible and why is it so important to believers?</p> <p><i>Discuss</i> The Bible as a mini library of smaller books. How is the bible laid out?</p> <p><i>Reason</i> Work of fiction vs historically accurate record. How did the bible come to be written, who wrote it and who decided what was going into it.</p>

	<p>everyone's human rights, including the right to freedom of religion and belief. Humanists believe we have a responsibility to respect and care for one another, and to protect the natural world.</p> <p><i>Compare</i> Rites Humanist naming ceremony, humanist wedding ceremonies and humanist funerals.</p> <p><i>Reason</i> Creation Scientific evidence of how the universe was created. Humanists believe that human beings were not created, but instead evolved naturally. They believe that humans go on evolving, along with the rest of the species on our planet today.</p> <p><i>Explain</i> Some non-religious people and humanists think that that we should focus on living life well. They find ways to live happy lives and try to look after the world for everyone. Some ways they do this is by tidying litter in the community, volunteering or helping people in need. Some non-religious people follow the Golden Rule - treat others as you would like to be treated.</p> <p><i>Identify</i> Religious conflicts</p>	<p><i>Discuss</i> What is Islamophobia? What caused the widespread Islamophobia following the Manchester Arena bombing? Sensational writing vs accurate reporting of facts</p> <p><i>Impact</i> Malala Yousafzai What is her background and story? What impact has Malala had on the plight of girls not accessing education?</p> <p><i>Identify</i> Discrimination and persecution LGBTQ+ Community, Romani and traveller Community</p>	<p><i>Detail</i> Different translations and interpretations. Why is the Jehovah Witness version different?</p> <p><i>Compare</i> How does the Bible compare to religious texts from other religions?</p> <p><i>Group</i> Do the stories in the Bible appear in any other religious texts? If so why do they appear in different religions?</p>
<p>Year 10 and 11</p> <p>Recalling and applying knowledge of the main religions of the World.</p> <p>Year B</p>	<p>Creation</p> <p><i>Reason</i> How can creation stories help people to understand the World around them?</p> <p><i>Bullet-point</i> Christian and Jewish story of creation. <i>Discuss</i> why Christianity adopted the Jewish story of creation and Adam and Eve.</p> <p><i>Compare</i> Islamic creation stories with Christian stories. Are they similar or widely different?</p> <p><i>Discuss</i> The Hindu creation story and what Hinduism teaches about Vishnu the preserver and Shiva the destroyer of the universe.</p> <p><i>Explain</i> Big bang theory and the scientific reasoning for how the Universe began. If the evidence is available why do people still believe the religious version?</p> <p><i>Give reasons</i> What evidence is there for how the universe and the World was created?</p>	<p>Other World Religions</p> <p><i>Understand</i> Pagan – Paganism is one of the oldest religions in the World and focuses on respecting nature.</p> <p><i>Discuss</i> Baha'i Faith – relatively new religion formed in 1863, but growing in popularity in the UK.</p> <p><i>Identify</i> Rastafari – the main beliefs in Rastafari. Formed in 1930's. Bob Marley role in making Rastafari popular.</p> <p><i>Discuss</i> Spiritualism – what do spiritualists believe they can do? Is there any evidence of this?</p> <p><i>Understand</i> Shinto – Shinto is a Japanese religion based on the idea of spirits which can intervene in our lives in a positive way. It teaches important ethical principles.</p> <p><i>Understand</i> Taoism – Taoism is an ancient tradition of philosophy and religious belief that is deeply rooted in Chinese customs and world views.</p>	<p>Big Questions</p> <p><i>Explain</i> What does it mean when someone has a calling?</p> <p><i>Detail</i> What is it like living as a monk or nun. What everyday rules do they follow? Could you live without your games console or computer?</p> <p><i>Reason</i> What are the potential reasons for the reducing number of people attending church regularly?</p> <p><i>Discuss</i> How can we work together to build a just and fair World? Is religion the cause of conflicts?</p>

		<i>Bullet-point</i> Non-religious views. What is the difference between Agnostic and Atheist?	
Golden Opportunities	Cultural Capital Introduction to key subject vocabulary Group analysis and evaluations Pupil presentations Research of alternative careers and college/University courses Trips/visits linked to careers Reading and following texts Guest speakers from associated industries/professions Careers week Researching and reading about different religious beliefs. Discussing and listening to different perspectives Broadening cultural knowledge Using school and educational library to research and inspire ideas. Order books to help with research Enrichment opportunities such as improving the school and community environment	CEIAG Opportunities: GB1 - Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through the use of ICT skills and practical opportunities. GB2 – Opportunities to learn about careers and jobs in the labour market such as carpentry and joinery and the use of CAD/CAM in engineering and product design. GB4 - Opportunities for pupils to explore a wide range of religious based careers and also using computing.	

	Autumn Term	Spring Term	Summer Term
Year 12 and 13 Discussion and reflective thinking about religious themes. Year A	Secular and non-religious viewpoints. <i>Discuss</i> Atheist – someone who disbelieves or lacks belief in the existence in a God or Gods <i>Discuss</i> Agnostic – someone who does not know or does not have an opinion on whether a God exists. <i>Compare and reflect</i> What is the difference between Atheist and Agnostic? <i>Debate</i> Humanist – what does it mean to be a humanist? <i>Explore</i> Humanist ceremonies and how they differ from their religious counter parts. <i>Debate</i> The arguments for belief and science. <i>Reason</i> Is religion still relevant in today’s World? <i>Discuss</i> Non-religious marriage and partnerships.	Religion and Equality <i>Evaluate</i> What does equality look like in the modern World? <i>Research and discuss</i> Are men and women treated equally? <i>Impact</i> Developing tolerance towards other people’s beliefs. <i>Analyse</i> The Sikh example of equality – the significance and meaning of Langar meals. Could this be seen as a model for equality in action? <i>Discuss</i> Malala Yousafzai. What has she achieved?	Marriage <i>Compare</i> Different religious viewpoints on marriage. <i>Discuss</i> Why is marriage seen as a rite of passage? Which religions promote marriage the most? <i>Debate</i> Is a wedding just tradition or does it really matter? <i>Explore</i> Divorce – are there different religious ideas on divorce? Is there a historical context to divorce? <i>Compare</i> Arranged -v- Forced marriage. <i>Research</i> What are the alternatives to marriage?
Year 12 and 13	Looking after the environment <i>Discuss</i> What is meant by “Stewardship?”	Prejudice and Persecution <i>Explain</i> What is prejudice? <i>Explain</i> What is persecution?	Big Questions <i>Reflect</i> Why do people believe? Why do people need something to believe in? <i>Discuss and Evaluate</i> Creation – The Big bang

<p>Discussion and reflective thinking about religious themes.</p> <p>Year B</p>	<p>Analyse Religious teachings about looking after the World. Why is it humans who are responsible for looking after the World around us?</p> <p>Debate Why should we care for the environment?</p> <p>Analyse Potential consequences if we don not take responsibility for stewardship of the World.</p> <p>Discuss Does it matter to us what happens beyond our lifetime?</p>	<p>Compare What is the difference between prejudice behaviour and persecution?</p> <p>Analyse What can cause prejudice behaviour?</p> <p>Describe Islamophobia what is it and research examples -Manchester Arena bombing.</p> <p>Question and evaluate The role of the media in the spread of Islamophobia.</p> <p>Discuss Examples of Religious persecution both historical and current.</p>	<p>Darwin and evolution</p> <p>Discuss The danger of religious cults. How do they attract and recruit people?</p> <p>Reflect Does God really exist? What are the arguments for and against? Is there any evidence?</p>
<p>Golden Opportunities</p>	<p>Cultural Capital</p> <p>Introduction to key subject vocabulary</p> <p>Group analysis and evaluations</p> <p>Pupil presentations</p> <p>Research of alternative careers and college/University courses</p> <p>Trips/visits linked to careers</p> <p>Reading and following texts</p> <p>Guest speakers from associated industries/professions</p> <p>Careers week</p> <p>Researching and reading about different religious beliefs.</p> <p>Discussing and listening to different perspectives</p> <p>Broadening cultural knowledge</p> <p>Using school and educational library to research and inspire ideas.</p> <p>Order books to help with research</p> <p>Enrichment opportunities such as improving the school and community environment</p>	<p>CEIAG Opportunities:</p> <p>GB1 - Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through the use of ICT skills and practical opportunities.</p> <p>GB2 – Opportunities to learn about careers and jobs in the labour market such as carpentry and joinery and the use of CAD/CAM in engineering and product design.</p> <p>GB4- Opportunities for pupils to explore a wide range of religious based careers and also using computing.</p>	

<p>Year 12 and 13 Lower ability</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Discussion and reflective thinking about religious themes.</p> <p>Year A</p>	<p>The Island – experiential learning experience</p> <p>Ship-wrecked.</p> <p>Birth rites reflecting on religious birth rites and applying to the Island story.</p> <p>Laws and values, discuss religious rules and guidelines. Design a set of rules for the Island community.</p> <p>Special books and special places. The roles of sacred texts and preserving stories and history.</p> <p>What makes a place special?</p> <p>Understanding sects and pilgrimage.</p>	<p>Investigating places of Worship</p> <p>Cathedrals and churches. Historical role of churches in the community.</p> <p>The Sikh Langar and its role in promoting equality.</p> <p>The Buddhist temple. Why are monks seen as important people and why would you send your child to live in a monastery?</p> <p>The Jewish synagogue. The difference between a traditional synagogue and a modern synagogue.</p>	<p>Return to the Island</p> <p>An outsider joining the community. What problems or prejudices need to be overcome?</p> <p>Funeral rites from different viewpoints. How should the community react to a member of the community dying. What ceremony could be used?</p> <p>Non-religious views. What is an atheist and an agnostic. Does it matter if someone chooses to be a non-believer.</p>

	Marriage, understand why people might want to get married.	The Muslim Mosque. Why are there rules about cleanliness and what are they?	
Year 12 and 13 Lower ability Discussion and reflective thinking about religious themes. Year B	The Escape – experiential learning experience (the story of refugees and injustice) Developing an understanding of what it means to be a refugee. The boat journey. What is persecution and how does it affect South Africa and Apartheid. The Holocaust. Is killing someone ever right and justified. Refugee camps. Moses and the exodus.	Looking after our World Should we bother to look after the World? What do we mean by stewardship? Do religions tell us to look after the World? Conservation charities and their projects. Making the World a better place to live. What would happen if we ignored conservation work and just kept on doing what we do.	Cardboard box city – experiential learning experience. Examining the issues of homelessness.
Golden Opportunities	Cultural Capital Introduction to key subject vocabulary Group analysis and evaluations Pupil presentations Research of alternative careers and college/University courses Trips/visits linked to careers Reading and following texts Guest speakers from associated industries/professions Careers week Researching and reading about different religious beliefs. Discussing and listening to different perspectives Broadening cultural knowledge Using school and educational library to research and inspire ideas. Order books to help with research Enrichment opportunities such as improving the school and community environment	CEIAG Opportunities: GB1 - Opportunities across the curriculum to develop transferable life and social skills that support careers, employability and enterprise through the use of ICT skills and practical opportunities. GB2 – Opportunities to learn about careers and jobs in the labour market such as carpentry and joinery and the use of CAD/CAM in engineering and product design. GB4 - Opportunities for pupils to explore a wide range of religious based careers and also using computing.	