



Subject Intent Statement

Understanding what humans believe and do today is rooted in re-discovering what humans have believed and done in the past. What it means to be human is shaped by community and experience. Religious Education (RE) is about helping students make sense of human belief and action. Students explore different ways of knowing and perceiving the universe, aiming to develop their own personal knowledge of what it means to be a human being.

We deliver experiential, enactive, and enquiry-led lessons to help students explore the variety of tradition that humans previously and still live within. Students explore the meaning of religious experience by engaging with the beliefs, stories, symbols, texts, teachings, and practices of religious and secular communities. Reflective work develops spirituality, fascination, and imagination. Students generate questions that are meaningful to them as they engage with the ideas and practices of other people.

The priority is to mould communities of discovery with respect for and acceptance of each other. Students learn to express their own spiritual, moral, social, and cultural development as they explore the traditions they study. This involves focusing on the student's "inside bits", engaging their senses, thoughts, experiences, feelings, and fears. Discussion develops moral thinking and helps students learn to express their views to others, collaborating to solve the complex problems which life presents in community. Students learn to consider their own presuppositions and values, developing mutual respect, tolerance, and understanding of others.

Story, myth, and symbol engage the hunger of imagination. The things we do or act out enable us to experience something otherwise inaccessible. We connect the practices of religious believers to their meaning, often arising from different eras of history and cultures quite different to 21st century Britain. From this basis students can understand our descriptions of religious practices and interpret the complex symbolism encoded in each tradition. The study of several religious traditions and a range philosophical thinking opens up an appreciation of human cultural value world-wide.

Key Concepts

Key Language/Terminology

Key Stage 3		Key Stage 4	Key Stage 3	Key Stage 4
Material and Spiritual Worldviews	The Five Pillars (Faith, Prayer, Charity, Fasting, Pilgrimage)	Orthodox view of Death	Spirituality, story, pre-civilisation, pre-industrial, community, birth, celebration, rite of passage, symbolism, code of law, festival, holy book, founder, myth, diary, journal, identity, God, Goddess, divine, myth, spirit, afterlife, cause-and-effect, prehistoric, anthropomorphic, animism, burial, cave painting, temple, Neanderthal, Cro-Magnon, worship, place of worship, tribe, nomad, Paganism, Body, pantheon, Heavenly Realm, Council of the Gods, The Most High God, Sons of God, Angels, Demons, The Devil, The Satan, The Fall, worship, idol, priest, God-King, sacrifice, incense, burnt offering, altar, Temple, Israel, Judea, Jewish, Torah, Hebrew, Greek, Roman, Empire, Jesus of Nazareth, fact, belief, opinion, Christian, eyewitness, Gospel, corroboration, archaeology, rebuttal, sources, truth claims, Second Temple, Wahuguru, Guru, teacher, Sikh, disciple, equality, community, Sewa (service to humanity), worship, Gurdwara, Guru Granth Sahib, Guru Nanak, unity, sharing, purity, Mul Mantir, caste system, reincarnation, Hindu, Muslim, Nam Simran, liberation, SKs, Philosophy; Self; Justice; Friendship; Goodwill; Moral Goodness; Duty; Charity; Categorical Imperative; Truth; Virtue, Incarnation, sin, evil, judgement, advocacy, ideal society, rules, teaching, sacred space, prayer, Lord's Prayer, forgiveness, petition/supplication, thanksgiving, symbolism, Eucharist, Allah, prayer, Mosque, The Holy City, Kaaba, Qur'an, Hadith, Sunna, Ayah, Hafiz, Prophet, Holy Book, symbolism, traditional dress, body language, monotheism, Allah, Prophet, Shadadah, Salah, Zakah, Sawm, Hajj, Five Pillars, Ibadah, Akhlaq, Qur'an, Jihad, Destiny, myth, Buddha, suffering, attachment, truth, Enlightenment, Four Noble Truths, Noble Eightfold Path, meditation, mindfulness, visualisation, monk, monastery, Sangha, Tao, Zen, Jesus of Nazareth, Nativity, Baptism, Resurrection, Ascension, miracle, parable, fact, belief, Christian, eyewitness, Gospels, evidence, sources, truth claims, festival, crucifixion, Judea, God, Devil, Pre-scientific, universe, anthropomorphic, Holy	Death, Afterlife, Heaven, Hell, Hades, Gehenna, Abraham's Bosom, Purgatory, Orthodox, Roman Catholic, Protestant, Sanctity of Life, Quality of Life, Abortion, Pro-Life, Pro-Choice, Embryo, Foetus, Marriage, Secular, Family, Nuclear Family, Extended Family, Single Parent Family, Same-Sex Family, Divorce, Re-marriage, Sexual Relationships, violence, conflict, peace, peace-making, absolute pacifism, contingent pacifism, Just War Theory, Holy War, WMD, God, revelation, miracle, religious experience, nature, special revelation, general revelation Justice, Good, Evil, Suffering, Punishment, Forgiveness, Capital Punishment, Equality, Social Justice, religious freedom, prejudice, discrimination, wealth, poverty, absolute poverty, relative poverty, exploitation
Pre-Industrial Community	Hajj (pilgrimage)	Roman Catholic view of Death / Purgatory		
Pre-industrial survival	Ibadah (submission to Allah)	Protestant view of 'disembodied' Heaven		
Symbolism	Akhlaq (character and conduct)	Materialist view of the finality of death		
Story and Identity	Jihad (struggle, inner and exterior)	Concept of "Sanctity of Life"		
Story as Experience	Destiny	Humanist and Christian views of the sanctity of life		
Celebration as Remembering	Eastern and Western Religion	Concept of "Quality of Life"		
Collected Texts (Holy Books)	Siddhartha Gautama	Abortion and Pro-Life vs Pro-Choice viewpoints		
Pre-historical Burial	The Four Noble Truths	Purpose of marriage		
Belief in Afterlife	Attachment	Nature of families (types)		
Belief in Spirit / Soul	The Noble Eightfold Path	Religious teachings about marriage		
Prehistoric Cave Paintings	Meditation	Secular marriage		
Invocation / Ritual as Memory	Monks and the Sangha (community)	Change to UK marital laws		
Animism	Tao and Zen	Divorce and remarriage		
Animistic Magic	John the Baptist (the Forerunner)	Purpose of sexual relationships		
Myth	Nativity of Jesus	Meaning and nature of violence		
Classical Paganism	Baptism of Jesus	Secular and Muslim attitudes towards peace and peacemaking		
Council of the Gods	Miracles	Pacifism		
The Most High God	Parables	Just War Theory		
Angels (Sons of God)	Holy Week	Holy War		
Pagan Worship and Sacrifice	Last Supper of Jesus	Weapons of Mass Destruction		
Priesthood	Crucifixion of Jesus	Issues around conflict		
God-King	Resurrection of Jesus	Existence of God		
Idols	Ascension of Jesus	Revelation		
Body	Materialist Misunderstanding of God	Miracles		
The Heavenly Realm	Anthropomorphic View of God	Religious Experience		
Hades / Gehenna	Analogy	Book of Nature		
Pagan Temples	God as Spirit	Special Revelation		
Second Temple Judaism	God as Infinite and Eternal	General Revelation		
Israel and Judea	God as a Creative/Designing Power	Crime and justice		
Sources of Wisdom	God as Personal			
Sources of Authority	Prayer as communion with God			
Messiah				

<p>Roman Empire The Second Temple (Jerusalem) Jesus of Nazareth Truth Claim Gospel The Bible (Old and New Testament) How Worldview shapes Assumptions Ideals The Ideal Community Guru Nanak The Ten Gurus Guru Gobind Singh Khalsa and the Five Ks Guru Granth Sahib Sewa (Service to Humanity) Equality (of Persons) Udasi stories Plato's justice Aristotle's friendship Confucius' effort in learning Marcus Aurelius' Stoic Duty Maimonides' charity Kant's truth (no lying) Incarnation (of Jesus) Sin and evil Judgement and Advocacy The value of the Human species Kingdom of Heaven Church Sermon on The Mount (Jesus' core teachings) Elements of Christian Prayer The Lord's Prayer Eucharist Allah ("The God") Monotheism The Prophet and his importance The Message of Allah The Holy City and Kaaba Mosque Body language (how movement affects emotion) Muslim Prayer Muslim traditional dress Symbolism of Muslim Prayer Treatment of the Qur'an Hafiz</p>	<p>Religious Experience Descartes' theory of knowledge about reality (doubt) The limits of sense knowledge Reality as an illusion Conservation of energy Unity of substance Cathedrals and their symbolism Purpose of religious sacred spaces Orthodox Iconography and its meaning Structure of an Orthodox Church Sense engagement during worship Marriage (Church of England's ceremony) Baptism and Confirmation Liturgical worship Society of Friends meeting Evangelical / Gospel worship Papal Authority and Roman Catholic hierarchy Apostolic Succession United Reformed Church leadership Protestant The Conflict Myth ("religion vs science") The limits of scientific knowledge The nature of truth as varied (scientific, personal, religious, mathematical, moral) Argument from Causation Cosmology, Origins of the Universe, and Multiverse theory Theistic and atheistic responses to scientific evidence: Young Earth Creationism, Intelligent Design, Theistic Evolution, Atheistic Evolution The Problem of Evil and Suffering Freewill and Determinism Religious persecution Anti-Semitism Holocaust (Sho'ah) Islamophobia Religious Freedom Pluralism</p>	<p>Action to end cause of crime Good, Evil, and Suffering Punishment Aims of punishment Forgiveness Treatment of prisoners Capital Punishment Equality Social justice Religious freedom Prejudice and discrimination Christian teachings about wealth Poverty and its causes Exploitation of the poor</p>	<p>Books, metaphor, analogy, spirit, creation, origin, infinite, eternal, design, designer, good, evil, personal, prayer, personality, personal experience, religious experience, Cartesian, doubt, sense knowledge, reality, illusion, conservation of energy, unity of substance, cathedral, symbolism, Orthodox, icon, church, marriage, baptism, confirmation, initiation, sacrament, Church of England, Roman Catholic, Protestant, Evangelical, Quaker (Society of Friends), gospel, worship, liturgy, rite of passage, ceremony, leadership, Divine Authority, Conflict Myth, the Sciences, knowledge, truth, revelation, nature, cosmology, God-of-the-gaps, universe, multiverse, theism, atheism, Creationism, Intelligent Design, evolution, Problem of Evil, freewill, determinism, religious persecution, religious freedom, antisemitism, Islamophobia, Holocaust, propaganda, pluralism, secular, atheist, tolerance.</p>	
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<h1>Year 7</h1>	Curriculum Coherence					
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Bridging Primary knowledge and laying foundations for study of the major world religions. Students follow the story of human belief and religious responses to the spiritual world through the ancient period until the dawn of Christianity. The main theme is community and how religious practice unites people through shared meaning. Establishing core concepts that will be developed through KS3, as well as creating communities of enquiry which will develop over time. Students learn to deal with meaning, symbolism, and how action connects to experience.

Medium Term Plan Title/Topic	RE Key Themes (SACRE)	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Introducing RE & Spirituality (Intro Lesson)	Belief, Truth, Identity, Meaning, Expressing Meaning, Diversity	Material vs Spiritual Worldview	Reflecting on Worldview	Materialism, Spirituality, Worldview	n/a	n/a

The Island (Religious Concepts)	Belief, Wisdom, Ways of Living, Expressing Meaning, Identity, Diversity, Belonging, Meaning, Values, Commitments.	Pre-Industrial Community Pre-industrial survival Symbolism Story and Identity Story as Experience Celebration as Remembering Collected Texts (Holy Books)	Listening and oracy skills (working in circle). Collaborating in small groups to consider challenges. Gathering and evaluating written resources. Keeping an in-character diary of events / experiences; collating into a book.	Spirituality, story, pre-civilisation, pre-industrial, community, birth, celebration, rite of passage, symbolism, code of law, festival, holy book, founder, myth, diary, journal, identity.	Diary self-assessment Peer-assessment of 2+ diary entries	Writing 2+ diary entries from the Island
The Cave (Ancient Religion)	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Meaning, Purpose, Truth, Values, Commitments.	Pre-historical Burial Belief in Afterlife Belief in Spirit / Soul Prehistoric Cave Paintings Invocation / Ritual as Memory Animism Animistic Magic Myth	Examine evidence and speculate about why early humans buried their dead Interpret the meaning of cave paintings, artefacts, and mythological stories Design a place of worship to express symbolic meaning Interpret images of ancient places of worship for their meaning	God, divine, myth, spirit, afterlife, cause-and-effect, prehistoric, anthropomorphic, animism, burial, cave painting, temple, Neanderthal, Cro-Magnon, worship, place of worship, tribe.	Knowledge check. Written assessment.	Write a story about a rite of passage to adulthood. Research an ancient temple.
Classical Paganism	Belief, Teachings, Wisdom, Ways of Living, Expressing Meaning, Identity, Diversity, Belonging, Meaning, Purpose, Truth, Values, Commitments.	Classical Paganism Council of the Gods The Most High God Angels (Sons of God) Pagan Worship and Sacrifice Priesthood God-King Idols Body The Heavenly Realm Hades / Gehenna Pagan Temples Second Temple Judaism Israel and Judea		Nomad, Paganism, Body, pantheon, Heavenly Realm, Council of the Gods, The Most High God, Sons of God, Angels, Demons, The Devil, The Satan, The Fall, worship, idol, priest, God-King, sacrifice, incense, burnt offering, altar, Temple, Israel, Judea, Jewish, Torah, Hebrew, Greek, Roman, Empire.	Knowledge check. Questions on written assessment in HT6.	Research Greek or Roman deities. Create a diagram of the Second Temple in Jerusalem.
Jesus of Nazareth	Belief, Teachings, Wisdom, Expressing meaning, Identity, Meaning, Purpose, Truth, Values.	Sources of Wisdom Sources of Authority Messiah Roman Empire The Second Temple (Jerusalem) Jesus of Nazareth Truth Claim Gospel The Bible (Old and New Testament) How Worldview shapes Assumptions	Examine evidence for the historical figure of Jesus of Nazareth Drawing conclusions that are balanced and related to evidence, dialogue, and experience Distinguish between fact, belief, and opinion Articulate your own reactions to religious questions	Jesus of Nazareth, fact, belief, opinion, Christian, eyewitness, Gospel, corroboration, archaeology, rebuttal, sources, truth claims.	Knowledge check Questions on written assessment in HT6.	Read Luke 2 and identify key points about the birth and early life of Jesus of Nazareth. Write a short report on Jesus of Nazareth, evaluating the facts about him and the key beliefs that Christians claim. How important is Jesus of Nazareth today?
Sikhism: The Ideal Community	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Meaning, Values, Commitments.	Ideals The Ideal Community Guru Nanak The Ten Gurus	Visualise a perfect world and propose ideals that might help to achieve it Design an initiation ceremony for the ideal community and evaluate how it expresses the best of humanity Interpret the meaning of artefacts, stories, and actions which are experienced in the Sikh community	Wahuguru, Guru, teacher, Sikh, disciple, equality, community, service, worship, Gurdwara, Guru Granth Sahib, Guru Nanak, unity, sharing, purity, Mul Mantir, caste system.	Knowledge check Questions on written assessment in HT6	Write or story-board the story of the 10 Gurus. Research a Sikh Udasi story.
The World Through Sikhism	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Purpose, Truth, Values, Commitments.	Guru Gobind Singh Khalsa and the Five Ks Guru Granth Sahib Sewa (Service to Humanity)	Interpret the meaning of artefacts, stories, and actions which are experienced in the Sikh community	Wahuguru, Guru, teacher, Sikh, disciple, equality, community, Sewa, service, worship, Gurdwara, Guru Granth Sahib, Guru Gobind Singh,	Summative Written Assessment	Create a leaflet to help 12-year olds to prepare to visit a Gurdwara.

		Equality (of Persons) Udasi stories	Investigate Sikh beliefs, rituals, and practices and reflect on how these affect feelings, relationships, and experience Reflect on your own commitment to service in the community and the impact on others	Nam Simran, liberation, 5Ks, marriage, rites of passage.		Write a reflection on the Sikh idea of community.
Year 8	Curriculum Coherence					
	Reflecting on their own identity, students engage in a journey through moral philosophical questions before considering the vision of identity offered by Christianity, Islam, and Buddhism. Ethical action and ways of knowing what is right or wrong are explored through several different philosophers. Ways of living are explored with a view to their meaning for each community of faith encountered: Christianity's expectation of God's coming Kingdom; Islam's expectation of God's divine judgement; Buddhism's denial of the physical world and focus on spiritual perfection. The year rounds off with an exploration of the identity of Jesus of Nazareth through interacting with the Gospel stories directly, asking students to consider the reasons why he was executed.					
Medium Term Plan Title/Topic	RE Key Themes (SACRE)	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Who Are You? (Moral Philosophy)	Teachings, Wisdom, Ways of Living, Identify, Belonging, Meaning, Purpose, Values, Truth, Commitments.	Plato's justice Aristotle's friendship Confucius' effort in learning Marcus Aurelius' Stoic Duty Maimonides' charity Kant's truth (no lying)	Apply philosophical ideas to real-world situations through considering scenarios. Examining own assumptions and questioning them discursively. Expressing personal views with reasons in written form on whiteboard.	Philosophy; Self; Justice; Friendship; Goodwill; Moral Goodness; Duty; Charity; Categorical Imperative; Truth; Virtue.	Knowledge check (from Y7) Written assessment	"Should you ever tell a lie?" Birth story of any one of: Jesus of Nazareth; Moses; Siddhartha Gautama.
The People of The Kingdom (Christianity)	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Belonging, Meaning, Truth, Values, Commitments.	Incarnation (of Jesus) Sin and evil Judgement and Advocacy The value of the Human species Kingdom of Heaven Church Sermon on The Mount (Jesus' core teachings) Elements of Christian Prayer The Lord's Prayer Eucharist	Argue your judgement of the Human species, both positive and negative Propose six rules for the ideal society and argue why Share experiences of special places and explain the significance of them Examine the symbolic meaning of Christian practices through religion-neutral simulation	Incarnation, sin, evil, judgement, advocacy, ideal society, rules, teaching, Jesus of Nazareth, sacred space, prayer, Lord's Prayer, worship, forgiveness, petition/supplication, thanksgiving, symbolism, Eucharist, altar, sacrifice.	Knowledge check Questions on written assessment in HT4.	Read and reflect on the Parable of the Good Samaritan. Find out about the Eucharist and explain why Christians share this ritual.
Introducing Islam	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Meaning, Truth, Values.	Body language (how movement affects emotion) Muslim Prayer Muslim traditional dress Symbolism of Muslim Prayer Treatment of the Qur'an Hafiz Allah ("The God") Monotheism The Prophet and his importance The Message of Allah The Holy City and Kaaba Mosque	Experiment with body language and reflect on the relationship with mood Investigate the actions of Muslim prayer and the treatment of the Qur'an, decoding the symbolism Interpret the symbolism of Muslim art and architecture to decode the Muslim idea of Allah	Allah, prayer, Mosque, The Holy City, Kaaba, Qur'an, Hadith, Sunna, Ayah, Hafiz, Prophet, Holy Book, symbolism, traditional dress, body language, monotheism.	Knowledge check Questions on written assessment in HT4.	Bring in a book that is special to you or a member of the family. The Message Creative Writing Task: finish the story of Elenon.
Islamic Life	Belief, Teachings, Ways of living, Identity, Diversity, Belonging, Truth, Values, Commitments.	The Five Pillars (Faith, Prayer, Charity, Fasting, Pilgrimage) Hajj (pilgrimage) Ibadah (submission to Allah) Akhlq (character and conduct) Jihad (struggle, inner and exterior)	Investigate the goal of Islam and the key teachings of the Prophet to discern his importance Explore the role of women in Islam and associations between community and national life.	Allah, Prophet, Shadadah, Salah, Zakah, Sawm, Hajj, Five Pillars, Ibadah, Akhlaq, Qur'an, Jihad, equality.	Written assessment Questions on written assessment in HT5.	Research a Muslim charity. Write a reflection on the character qualities that Muslims value.

			Investigate how Muslims express their faith through worship and action.			
Introducing Buddhism	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Meaning, Purpose, Truth, Values, Commitments.	Destiny Eastern and Western Religion Siddhartha Gautama The Four Noble Truths Attachment The Noble Eightfold Path Meditation Monks and the Sangha (community) Tao and Zen	Apply the idea of attachment to your own life experience Experience the use of silence, visualisation, and mindfulness Articulate your own reactions to the ideas of Buddhism Weigh up the value of Buddhist practice, relating it to your own life	Destiny, myth, Buddha, suffering, attachment, truth, Enlightenment, Four Noble Truths, Noble Eightfold Path, meditation, mindfulness, visualisation, monk, monastery, Sangha, Tao, Zen.	Written assessment	Write an ending to “The Secret Empire” story using the structured questions as a guide. Noble Eightfold Path: Reflect on what doing this might look like for a Buddhist student at our school.
The Life of Jesus	Belief, Teachings, Wisdom, Expressing meaning, Identity, Meaning, Purpose, Truth, Values.	John the Baptist (the Forerunner) Nativity of Jesus Baptism of Jesus Miracles Parables Holy Week Last Supper of Jesus Crucifixion of Jesus Resurrection of Jesus Ascension of Jesus	Examine New Testament extracts and interpret their meaning Examine Jesus’ use of parables in teaching and evaluate their effectiveness Investigate the claims of Christianity about Jesus’ death, resurrection, and ascension	Jesus of Nazareth, Nativity, Baptism, Resurrection, Ascension, miracle, parable, fact, belief, Christian, eyewitness, Gospels, evidence, sources, truth claims, festival, crucifixion, Judea, Roman Empire.	Reflective Written Response	Research a parable of Jesus and explain its meaning. Write a reflection on the person Jesus: who is he?

<h1>Year 9</h1>	Curriculum Coherence
	Deeper exploration of religious themes begins with the question of who God is identified as being and using the tools of the philosophy of religion. Questions of the nature of reality and sacredness in space-time are explored with an examination of Descartes, Hindu/Buddhist belief, quantum physics, and the consequences of Materialism. Returning to the Christian West, we then explore the sacredness of experience through contact with Baptism, Marriage, and other key practices. The year ends with a look at the relationship between religious belief and modern science before looking at the consequences of secularism and the rise of Humanism.

Medium Term Plan Title/Topic	RE Key Themes (SACRE)	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Looking for God (Philosophy of Religion)	Belief, Teachings, Expressing meaning, Diversity, Meaning, Purpose, Truth, Values, Commitments.	Materialist Misunderstanding of God Anthropomorphic View of God Analogy God as Spirit God as Infinite and Eternal God as a Creative/Designing Power God as Personal Prayer as communion with God Religious Experience	Investigate beliefs about God, human origins, evil, and religious experience. Reflect upon the nature of religious belief and how it affects feelings, relationships, and experience. Compare differing conceptions of God and evaluate their usefulness.	God, The Devil, Pre-scientific, universe, anthropomorphic, Holy Books, metaphor, analogy, spirit, creation, origin, infinite, eternal, design, designer, good, evil, personal, prayer, personality, personal experience, religious experience.	Knowledge check (from Y8)	Reflection on your own beliefs about God. Summary of the Genesis creation story
Reality & Sacred Space	Belief, Wisdom, Ways of living, Expressing meaning, Meaning, Belonging, Purpose, Truth.	Descartes’ theory of knowledge about reality (doubt) The limits of sense knowledge Reality as an illusion Conservation of energy Unity of substance Cathedrals and their symbolism Purpose of religious sacred spaces Orthodox Iconography and its meaning Structure of an Orthodox Church Sense engagement during worship	Experiment with what can be known through the senses and the limits of human knowledge Examine and compare statements about the nature of reality Interpret the symbolism of Christian sacred spaces and imagery	Cartesian, doubt, sense knowledge, reality, illusion, conservation of energy, unity of substance, cathedral, symbolism, Orthodox, icon, church, worship.	Written assessment. Knowledge check.	Prove something beyond a shadow of a doubt and email your teacher with your evidence. Research task on Orthodox Christian Icons.

Christian Experience Part 1	Belief, Wisdom, Ways of Living, Expressing Meaning, Identity, Diversity, Belonging, Meaning, Values, Commitments.	Marriage (Church of England's ceremony) Baptism and Confirmation Protestant	Examine Christian ceremonies and explain the meaning of rituals and practices Re-enact elements of ritual and explore the relationship between movement, emotion, and meaning	Marriage, baptism, confirmation, initiation, sacrament, Church of England, Roman Catholic, Protestant, Orthodox, Evangelical, rite of passage, ceremony.	Knowledge check Questions on written assessment in HT5.	Prepare for re-enactment of Christian Marriage. Write a reflection on the value of rites of passage.
Christian Experience Part 2	Belief, Wisdom, Ways of Living, Expressing Meaning, Identity, Diversity, Belonging, Meaning, Values, Commitments.	Liturgical worship Society of Friends meeting Evangelical / Gospel worship Papal Authority and Roman Catholic hierarchy Apostolic Succession United Reformed Church leadership	Re-enact elements of ritual and explore the relationship between movement, emotion, and meaning Investigate the hierarchy of Christian communities and determine the reasons for wide diversity of experience	Church of England, Roman Catholic, Protestant, Orthodox, Evangelical, Quaker (Society of Friends), gospel, worship, liturgy, rite of passage, ceremony, leadership, Divine Authority.	Knowledge check Questions on written assessment in HT5.	Research the Christian Apostles' Creed. Write a reflection on the value of diversity in the Christian Church.
Religion and Science	Belief, Teachings, Wisdom, Diversity, Belonging, Meaning, Purpose, Truth, Values, Commitments.	The Conflict Myth ("religion vs science") The limits of scientific knowledge The nature of truth as varied (scientific, personal, religious, mathematical, moral) Argument from Causation Cosmology, Origins of the Universe, and Multiverse theory Theistic and atheistic responses to scientific evidence: Young Earth Creationism, Intelligent Design, Theistic Evolution, Atheistic Evolution The Problem of Evil and Suffering Freewill and Determinism	Investigating the limits of human knowledge and the different ways of knowing that we experience Identifying the connections between secular and religious interpretations of scientific evidence Exploring your own reactions to facts, opinions, examples, and experiences as you seek to justify your viewpoint	Conflict Myth, the Sciences, knowledge, truth, revelation, nature, cosmology, God-of-the-gaps, universe, multiverse, theism, atheism, Creationism, Intelligent Design, evolution, Problem of Evil, freewill, determinism.	Written assessment	Research William Paley's "Divine Watchmaker" (Argument from Design). Write a reflection on the "Conflict Myth": Are religion and science opposites or allies?
Religion in a Secular Age	Belief, Ways of living, Identity, Diversity, Belonging, Truth, Values, Commitments.	Religious persecution Anti-Semitism Holocaust (Sho'ah) Islamophobia Religious Freedom Pluralism	Examination of the historical realities of religious persecution and the impact on communities Investigation into the methods used to convince populations to hate religious minorities Reflecting on modern challenges to religious groups, e.g., Islamophobia and Antisemitism	Religious persecution, religious freedom, antisemitism, Islamophobia, Holocaust, propaganda, pluralism, secular, atheist, tolerance, community.	Written assessment Reflective Written Response	Write a reflection on the UNDHR: which are the most valuable Human Rights? What responsibilities do we all share in a pluralistic secular society?

Curriculum Coherence

Year 10
(Statutory)

Students who do not opt for RE GCSE will receive provision during Development Time over approximately 11x 30 minute sessions throughout the year. Building on their knowledge from KS3, the KS4 offer picks up on key topics which are drawn from the Edexcel GCSE Religious Studies B course. Because students who do take the GCSE will also have these sessions, the topics chosen compliment the core curriculum offer from the full GCSE in addition to providing challenge to non-optional students. Matters of life and death are critical to the human condition and provide controversial viewpoints to consider. Because everyone has a family and marriage is a key social experience, the unit on those topics provides insight into their purpose. Peace and conflict is another universal human experience which is worthy of the students' exploration.

Medium Term Plan Title/Topic	RE Key Themes (SACRE)	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Matters of Life and Death	Belief, Teachings, Wisdom, Expressing Meaning, Identity, Diversity, Meaning, Purpose, Truth, Values, Commitments.	Orthodox view of Death Roman Catholic view of Death / Purgatory Protestant view of 'disembodied' Heaven	Expressing personal viewpoints and discussing the value of human life in philosophy circle.	Death, Afterlife, Heaven, Hell, Hades, Gehenna, Abraham's Bosom, Purgatory, Orthodox, Roman Catholic, Protestant, Sanctity of Life,	n/a	n/a

		Materialist view of the finality of death Concept of "Sanctity of Life" Humanist and Christian views of the sanctity of life Concept of "Quality of Life" Abortion and Pro-Life vs Pro-Choice viewpoints	Working with other students to formulate responses to philosophical questions.	Quality of Life, Abortion, Pro-Life, Pro-Choice, Embryo, Foetus		
Marriage and the Family	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Purpose, Values, Commitments.	Purpose of marriage Nature of families (types) Religious teachings about marriage Secular marriage Change to UK marital laws Divorce and remarriage Purpose of sexual relationships	Expressing personal viewpoints and discussing the value of human life in philosophy circle. Working with other students to formulate responses to philosophical questions.	Marriage, Secular, Family, Nuclear Family, Extended Family, Single Parent Family, Same-Sex Family, Divorce, Re-marriage, Sexual Relationships,	n/a	n/a
Peace and Conflict	Belief, Teachings, Wisdom, Meaning, Purpose, Truth, Values, Commitments.	Meaning and nature of violence Secular and Muslim attitudes towards peace and peacemaking Pacifism Just War Theory Holy War Weapons of Mass Destruction Issues around conflict	Expressing personal viewpoints and discussing the value of human life in philosophy circle. Working with other students to formulate responses to philosophical questions.	Violence, conflict, peace, peace-making, absolute pacifism, contingent pacifism, Just War Theory, Holy War, WMD	n/a	n/a

Curriculum Coherence

Year 11 (Statutory)

Students who do not opt for RE GCSE will receive provision during Development Time over approximately 11x 30 minute sessions throughout the year. Building on their knowledge from KS3, the KS4 offer picks up on key topics which are drawn from the Edexcel GCSE Religious Studies B course. Because students who do take the GCSE will also have these sessions, the topics chosen compliment the core curriculum offer from the full GCSE in addition to providing challenge to non-optioned students. Questions of revelation and experience, crime and punishment, and equality are central to the human experience and provide students with an opportunity to explore them in a safe and thoughtful environment. The development of students' discursive skills and ability to interact with others' viewpoints will complement their development in other curriculum areas.

Medium Term Plan Title/Topic	RE Key Themes (SACRE)	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Revelation and Experience	Belief, Teachings, Wisdom, Ways of living, Expressing meaning, Identity, Diversity, Belonging, Meaning, Purpose, Truth, Values.	Existence of God Revelation Miracles Religious Experience Book of Nature Special Revelation General Revelation	Expressing personal viewpoints and discussing the value of human life in philosophy circle. Working with other students to formulate responses to philosophical questions.	God, revelation, miracle, religious experience, nature, special revelation, general revelation	n/a	n/a
Crime and Punishment	Belief, Teachings, Wisdom, Diversity, Purpose, Truth, Values, Commitments.	Crime and justice Action to end cause of crime Good, Evil, and Suffering Punishment Aims of punishment Forgiveness Treatment of prisoners Capital Punishment	Expressing personal viewpoints and discussing the value of human life in philosophy circle. Working with other students to formulate responses to philosophical questions.	Justice, Good, Evil, Suffering, Punishment, Forgiveness, Capital Punishment	n/a	n/a
Equality	Belief, Teachings, Wisdom, Ways of living, Identity, Diversity, Belonging, Truth, Values.	Equality Social justice Religious freedom Prejudice and discrimination Christian teachings about wealth	Expressing personal viewpoints and discussing the value of human life in philosophy circle.	Equality, Social Justice, religious freedom, prejudice, discrimination, wealth, poverty, absolute poverty, relative poverty, exploitation	n/a	n/a

		Poverty and its causes Exploitation of the poor	Working with other students to formulate responses to philosophical questions.			
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