ear 7	HT1	HT2		нт3	HT4	HT5		нт6
TOPIC	Should I study RS if I don't believe in God?	How do people express their different beliefs and identities?	What was so radical about Jesus?	After 2000 years, why haven't people forgotten about Jesus?	What do Hindus believe in? BELIEFS	What is it like to be a teenage Hindu? PRACTICES	How do different beliefs grapple with evil and suffering?	Should we sell religion buildings to support the poor?
Why this and why now?	This is an introduction to KS3 RS unit. Activities are designed to allow the teacher to understand what pupils already know about RS topics, introduce some key vocabulary that will be revisited throughout the key stage and tackle misconceptions about the relevance of RS. Lesson 1 also considers thoughts and feelings linked to KS2/3 transition. In lesson 3 pupils are encouraged to start to identify their own religious beliefs / identity and the factors that might influence these.	Building on the previous unit this topic encourages pupils to reflect on the different aspects that make up a person's identity. Pupils start to articulate a more complex explanation of their own values and beliefs and consider how membership of a religious community may influence identity — as spiritual guidance or physically. Misconceptions around hijab addressed to make clear that it is most often a choice. Case study of Buddhism used to introduce the idea of a constantly changing identity.	Christianity chosen as first theology topic as all will have some familiarity from primary school. To add depth, unit focuses on importance of Jesus within Christianity and for other groups at the time (e.g. Jewish perceptions of Jesus, relationship with the Romans and Pharisees). Topic allows pupils to question traditional representations of Jesus' ethnicity. Exploration of key Christian teachings re forgiveness and pacifism and the ways in which Jesus' actions influenced later Christians.	Unit explores how Jesus has continued to remain relevant for Christians for over 2000 years by exploring methods used for sharing key Christian stories. Unit references oral tradition, the gospels (including why they differ), parables, miracles and the use of the liturgical calendar. Unit starts to explore the ways in which the lives of modern Christians are still influenced by Jesus' teaching (e.g. moral and spiritual lessons, religious practice at holy days of obligation).	Second y7 theology unit - on Hindu beliefs. Chosen as a contrast to Christianity in year 7 as Hinduism is a polytheist religion. Origins of Hinduism and why it is so varied. Common features – beliefs, worship, holy book, food and dress. Provides foundation for next unit on Hindu practice.	Unit explores common Hindu practices related to worship, action/ behaviours, festivals and rights of passage celebration. Builds on the understanding of Hindu belief explored in the previous unit of work. A number of concepts are introduced in this unit that are revisited in a number of later units – e.g. worship, pilgrimage, reincarnation, arranged marriage. This is to allow pupils to later draw comparison /contrast.	Pupils explore a range of difficult life situations which cause suffering and consider how religious people make sense of / reconcile the 'unfairness'. This unit teaches pupils that there are different perspectives on complex moral issues and prepares them to contribute to the debate in the next unit.	Introduction to ethica aspect of RS by consideration of the moral issues linked to the wealth of world religions vs global and local poverty. Pupils texplore arguments fo / against and prepare arguments for a form class debate. Debate used as a methodolog to encourage considered and well prepared argument and to develop empathetic understanding (pupils will be given roles and argue from those positions).
What is the essential knowledge that needs to be remembered? Which substantive concepts are referenced in this unit?	RS is about learning about your own beliefs and about the beliefs and practices of others. Key terms: Monotheism Polytheism Atheist Theist Agnostic Belief Interpretation	Identity is multifaceted and will change. We have choices about the ways in which our identity changes. For religious people their spiritual identity guides their choices. Some religious identities may also change physical appearance (e.g. hijab, circumcision). Intro to wheel of life concept in Buddhism will be revisited in y9. Circumcision revisited in y8. Belief Identity	Concept of a radical Jesus' core teaching on forgiveness Concept of a role model Pacifism Interpretation Sacrifice	Gospels (and why they differ) Parable Miracle Moral lesson Spiritual lesson Liturgical calendar Parable	Brahman Polytheism Trimurti / Om Ramayana Belief Worship Parable	Shrine Murti Mandir Concept of worship Puja Diwali, Holi, Navratri, Kumbh Mela Dharma Reincarnation Karma Moksha Samskara Arranged marriage Ritual Worship Reincarnation Afterlife Identity	Human, natural, emotional and physical suffering. Absolute vs relative poverty Omnipotent Omniscient Suffering Charity Moral dilemma	Understanding of the importance of place of worship for many faiths and the range of uses — will be revisite in later units. Art of discussion prompts that are used in subject areas throughout the school to develop oracy. Moral dilemma Sacrifice
Assessment	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish base knowledge and misconceptions. Reflection questions are planned to develop	Within lessons formative tasks are used to establish bas knowledge and misconceptions. Reflection questions are planned to develo

	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.	pupil's own awareness of values. Termly summative assessment linked to essential knowledge.
End Point	Pupils to understand why they are studying RS in school and start to use some key terminology.	Pupils to understand that religion is a key element of many people's identity and for others it is not. Start to understand how following a religion might impact on everyday life.	Pupils to understand why Jesus is seen as an important figure for Christians. Start to understand that there is both crossover and disagreement between different world religions.	Pupils understand how a religion might be 'passed down' and remembered across thousands of years.	Pupils can articulate core beliefs of a Hindu and why Hinduism may vary across the world – the idea that identity may vary within a religion.	Pupils can articulate some of the practices that unite the Hindu community.	Pupils understand that many people use their faith's teachings to inform or guide their sense of right and wrong.	Pupils consider some of the contradictions that exist between religious teaching and organised religion.
Disciplinary area, religious focus and links with SACRE curriculum?	Human/Social Sciences (practices) Comparative WAYS OF KNOWING PERSONAL KNOWLEDGE	Human/Social Sciences (practices) Comparative WAYS OF KNOWNG PERSONAL KNOWLEDGE	Theology (beliefs) Christianity Unit K53.3 SUBSTANTIVE KNOWLEDGE WAYS OF KNOWNG	Theology (beliefs) Christianity Ways of knowing SUBSTANTIVE KNOWLEDGE WAYS OF KNOWNG	Theology (beliefs) Hinduism Ways of knowing SUBSTANTIVE KNOWLEDGE WAYS OF KNOWNG	Human/Social Sciences (practices) Hinduism SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative Unit KS3.5 SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative Unit KS3.6 WAYS OF KNOWING PERSONAL KNOWLEDGE