

Year Group	Autumn term		Spring term		Summer term	
<p><b>7</b></p> <p>Resource book: RE2, Judaism in Words and Pictures</p>	<p><b>Baseline assessment</b></p> <p><b>What is Religious Studies? Guidance.</b> Course starts with an introduction to Religious Studies with baseline assessment test. A sequence of lessons investigating what is the best form of guidance within: <b>Christianity, Islam, Judaism, Rules, Media, Leaders - including secular.</b> <b>Second Assessment - Strand 1/2</b> Write a report on best form of guidance based on unit work</p>	<p><b>Assessment - Strand 2/5</b></p> <p><b>Going on a Journey - tourist or pilgrim?</b> Unit looks at why people go on pilgrimages, the differences between a tourist and a pilgrim, reflect and evaluate the experiences people have on pilgrimage. <b>Within Christianity, Hinduism and Judaism.</b> Assessment- Design a brochure for a company that offers pilgrim and tourist tours to Varanasi, Lourdes or Jerusalem</p>	<p><b>Assessment - Strand 2/4</b></p> <p><b>Inspirational Leaders: MLK, Gandhi, Mother Teresa?</b> Unit looks at why these are famous and understand their main beliefs. Ties in with the MLK day to plan a citizenship activity. <b>Christianity.</b>  Assessment - Plan how you would apply MLKs teachings in how you could serve your community</p>	<p><b>Assessment - Strand 1/3</b></p> <p><b>Sikhism - what makes a Gurdwara special?</b> Unit looks at what you can find in a Gurdwara and what it tells you about Sikh beliefs and how they affect the way they live. Explains why the Gurdwara is important to Sikhs and why pupils might see it as special. <b>Sikhism</b> Assessment - Write a guidebook for year 6 pupils who are going to visit a Gurdwara to help them understand more about the Sikh faith</p>	<p><b>Assessment - Strand 5</b></p> <p><b>Judaism</b> In this unit study what are the main beliefs and practices of this monotheistic religion. What are the main festivals and ceremonies and how they might affect a believer's way of life? <b>Judaism</b> Assessment - Imagine you a Jewish child. Explain to a friend what happens at Passover, and the reasons why.</p>	<p><b>Assessment - Strand 5/4</b></p> <p><b>What would a Church for all Christians be like?</b> In this unit to understand the meaning of the word denomination and why they might worship in different ways. Evaluate what is needed to satisfy the needs of all in one church? Assessment - design a church building to be used by Christians from five different denominations.</p>
<p><b>8</b></p> <p>Resource books: RE3. Hinduism in words and pictures</p>	<p><b>Assessment - Strand 3/4</b></p> <p><b>Who am I? Identity as well as Islam.</b> In this unit to understand how and why identity is complicated, to evaluate ways in which you can make choices and explain how religion gives some people identity and helps them make choices, <b>Islam/ Christianity.</b> Assessment - Express yourself as a concept map, a self-portrait, a poem or a wheel of life</p>	<p><b>Assessment - Strand 1/2</b></p> <p><b>Suffering and God</b> This unit looks at the different types of suffering and their causes. Identify own questions about suffering. Evaluate religious beliefs about it and give your opinion about God and suffering. <b>Buddhism, Judaism and Christianity</b> Assessment - a personal response to the statement 'Suffering makes it too hard to believe in God'</p>	<p><b>Assessment - Strand 2/5</b></p> <p><b>Hinduism</b> In this unit study what are the main beliefs and practices of this polytheistic religion. What are the main festivals and ceremonies and how they might affect a believer's way of life? <b>Hinduism</b> Assessment - Make a Diwali mask based on one of the main characters in the Ramayana</p>	<p><b>Assessment - Strand 1/3</b></p> <p><b>Ethics</b> Pupils in this unit choose their own ethical issue from a list of topics. Contents should show an ethical point of view as well as a religious view(s). There should also be interviews and opinion polls whose results are seen in a pie/bar chart. <b>Christianity and two other religions</b> Assessment- produce a project on the ethical issue and present it to the class including taking questions.</p>	<p><b>Assessment - Strand 5</b></p> <p><b>Parables and Miracles</b> Pupils in this unit study some of the main teachings of Jesus through Parables and His use of miracles. What did they mean and the symbolism behind them. Are they applicable today. <b>Christianity</b> Assessment: Evaluate whether Jesus' teachings are applicable in the Modern world.</p>	<p><b>Assessment - Strand 1/5</b></p> <p><b>From Life to Death- where are we going?</b> In this unit pupils to know the similarities, differences in religious beliefs about life after death, to understand how people show what they believe. Evaluate those beliefs and express their own. <b>Christianity, Hinduism, Judaism.</b> Assessment: write an essay to compare different religious beliefs about LaD</p>
<p><b>9</b></p> <p>GCSE: Religious Studies A</p>	<p><b>AUTUMN TERM GCSE AQA</b></p> <p><b>Christianity: Beliefs</b> Pupils in this unit study the first component looking at: the nature and attributes of God and the Trinity, Creation, Jesus, Judgement, Heaven and Hell and role of Christ in Salvation. <b>Christianity</b> Assessment- during the term there will be numerous 12 mark questions etc culminating in Unit Paper questions</p>		<p><b>SPRING TERM GCSE</b></p> <p><b>Crime and Punishment</b> This is the first Thematic study. Pupils to study: the reasons for crime, aims of punishment. Christian attitudes to suffering, treatment of criminals...</p>		<p><b>SUMMER TERM GCSE AQA</b></p> <p><b>Christianity: Practices</b> Pupils to study Christian: worship, prayer, the sacraments, pilgrimage, festivals, the role of the Church in the local community and the worldwide Church, Church growth and persecution. <b>Christianity</b> Assessment: same format as in Term one</p>	