

Curriculum and Skills Mapping Template

Subject : RE Key Stage: 3 Year: 8

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Religious Festivals: Judaism: Passover Islam: Eid ul Fitr Hinduism: Holi Buddhism: Vesak Christianity: Christmas Sikhism: Diwali	<ul style="list-style-type: none"> To describe how a religious believer might partake in a religious festival To understand the significance of religious festivals for believers To compare different religious festivals and note similarities/differences in worship To explain why religious festivals might be important to an individual 	Written assessment to be done in penultimate learning week and gone over as part of DIRT lesson.	Students to be able to: <ul style="list-style-type: none"> Describe Respond Outline Compare Express opinions Question Explain 	Students to be able to: <ul style="list-style-type: none"> Reflect Consider Appreciate

		<ul style="list-style-type: none"> To evaluate the significance of religious festivals 			
Autumn 2	<p>Christianity - Beliefs, Teachings and Practices:</p> <ul style="list-style-type: none"> Introductory lesson What is God? Who was Jesus? Sacraments Holy buildings: The Church Holy scripture: The Bible The Christmas Story 	<ul style="list-style-type: none"> To understand and describe the basic Christian beliefs about God To understand and describe the basic Christian beliefs about Jesus To explain the purpose behind Christian practices To evaluate the significance of religious scripture 	Formative assessment	<p>Students to be able to:</p> <ul style="list-style-type: none"> Describe Respond Outline Explain Evaluate 	<p>Students to be able to:</p> <ul style="list-style-type: none"> Reflect Consider Appreciate
Spring 1	<p>Planet X – What is Religion?</p> <ul style="list-style-type: none"> Introductory lesson Rules in society Human Rights Holy Scripture 	<ul style="list-style-type: none"> To investigate Planet X and understand the problems that it is facing To consider the importance of rules in life and examine religious rules 	Mini written assessment	<p>Students to be able to:</p> <ul style="list-style-type: none"> Describe Respond Outline Compare Express opinions 	<p>Students to be able to:</p> <ul style="list-style-type: none"> Reflect Consider Appreciate

	<ul style="list-style-type: none"> • Big Ideas and Mini Assessment • DIRT lesson 	<p>as a possible solution</p> <ul style="list-style-type: none"> • To understand and explain what our rights are as humans • To explain and evaluate whether or not holy books are useful for the people of Planet X • To consider what we like and don't like about the world and explain what we could do to change the world 			
Spring 2	<p>Hinduism</p> <ul style="list-style-type: none"> • Hinduism Intro • Gods and goddesses • Hindu teachings • Hindu worship • Sacred texts • Hindu festivals: Diwali 	<ul style="list-style-type: none"> • To understand the importance of gods to the religion of Hinduism • To describe the basic Hindu teachings and explain their significance • To identify different types 	Multiple choice assessment	Students to be able to: <ul style="list-style-type: none"> • Describe • Respond • Outline • Compare • Express opinions • Question 	Students to be able to: <ul style="list-style-type: none"> • Reflect • Consider • Appreciate

		<p>of Hindu worship and understand why shrines are important</p> <ul style="list-style-type: none"> • To evaluate the importance of sacred texts • To compare Diwali to other religious festivals and understand its significance 			
Summer 1	<p>Faith in Action</p> <ul style="list-style-type: none"> • Intro lesson: what is faith? • Pentecostal Snake Handlers • Mother Teresa • Martin Luther King Jr • Malcolm X • Summary and DIRT 	<ul style="list-style-type: none"> • To understand what it means for someone to have faith • To describe how a person might put their faith into action • To understand and explain the faith of the Pentecostal Snake Handlers • To analyse whether Mother Teresa was a saint or a sinner 	To be assessed in on their projects	<p>Students to be able to:</p> <ul style="list-style-type: none"> • Describe • Respond • Outline • Compare • Express opinions • Question • Explain 	<p>Students to be able to:</p> <ul style="list-style-type: none"> • Reflect • Consider • Appreciate

		<ul style="list-style-type: none"> To understand the importance of MLK & Malcolm X and analyse the reasons for their actions 			
Summer 2	<p>Faith in Action: Project</p> <ul style="list-style-type: none"> Students are to use the 6 lessons to work in groups and tick off the project checklist Students need to research a famous religious person and create an informative presentation/project 	<ul style="list-style-type: none"> To describe how a person might put their faith into action To explain how a person's faith might influence their career To evaluate how far a person's faith helps them to shape who they are To evaluate how far a person's faith can empower them 	Assessed on presentation of project and project as a whole – peer and teacher	<p>Students to be able to:</p> <ul style="list-style-type: none"> Describe Respond Outline Compare Express opinions Question Explain using key terminology 	<p>Students to be able to:</p> <ul style="list-style-type: none"> Reflect Consider Appreciate

Curriculum and Skills Mapping Template

Subject : RE Key Stage: 3 Year: 9

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Near Death Experiences: <ul style="list-style-type: none"> • Introduction • Religious views on life after death • The Soul • Miracles from Heaven Film & Review 	<ul style="list-style-type: none"> • To philosophically formulate ideas/opinions and develop a question for discussion • To understand and explain Christian and Muslim beliefs about Life after Death and analyse the impact this has on their lives • To describe and understand religious beliefs about the soul 	To be assessed on their project work	<ul style="list-style-type: none"> • Respond • Outline • Compare • Express opinions • Question 	<ul style="list-style-type: none"> • Reflect • Understand • Relate
Autumn 2	Near Death Experience Project:	<ul style="list-style-type: none"> • To identify a project topic 	Peer and teacher assessment on project presentation	<ul style="list-style-type: none"> • Research • Outline 	<ul style="list-style-type: none"> • Work together as a team

	<ul style="list-style-type: none"> • Students are to use the 6 lessons to work in groups and tick off the project checklist • Students need to research near death experiences and be able to relay in the information and their judgements in the form of a presentation or project 	and research this		<ul style="list-style-type: none"> • Compare • Express opinions • 	
Spring 1	<p>Buddhism:</p> <ul style="list-style-type: none"> • Buddhism Introduction • The Life of the Buddha • Buddhist Teachings • Buddhist Worship • Buddhist monks and nuns • Assessment 	<ul style="list-style-type: none"> • To introduce some basic Buddhist beliefs • To understand the importance of what Siddhartha Gautama experienced and create your own interpretation of the story 	Written assessment	<ul style="list-style-type: none"> • Respond • Outline • Compare • Express opinions • Question • Analyse • Evaluate 	

	<ul style="list-style-type: none"> Assessment DIRT Time 	<ul style="list-style-type: none"> To analyse each of the different Buddhist teachings and to understand their importance to Buddhists in the world To analyse different forms of Buddhist worship and understand why Buddhists worship in this particular way To analyse the life a Buddhist monk lives and to understand why he may live this way. 			
Spring 2	<p>Prophets, Founders and Leaders:</p> <ul style="list-style-type: none"> Introductory lesson Moses Jesus Muhammad Siddharta Gautama 	<ul style="list-style-type: none"> To understand what a prophet, founder and leader are question what makes a good leader To describe the Story of Moses 	Multiple choice assessment	<ul style="list-style-type: none"> Respond Outline Compare Express opinions Question Analyse Evaluate 	

	<ul style="list-style-type: none"> • Guru Nanak • Assessment 	<ul style="list-style-type: none"> • To understand the significance of Jesus for Christians • To explain why Muhammad's significance for Muslims • To describe Siddharta's search for enlightenment 			
Summer 1	<p>Islam:</p> <ul style="list-style-type: none"> • Islam introduction • Prophet Muhammad • Spread of Islam • The Five Pillars • The Mosque • Religious uniform • Modern Islam – UK and in the media 	<ul style="list-style-type: none"> • To understand the story of Prophet Muhammad and analyse his importance for Islam • To understand how Islam spread throughout the world and to create a timeline of the key events • To explain the significance of the Five Pillars • To describe the inside of a Mosque and 	Formative assessment	<ul style="list-style-type: none"> • Respond • Outline • Compare • Express opinions • Question • Analyse • Evaluate 	

		<p>explain how it is used</p> <ul style="list-style-type: none"> • To compare the difference types of Muslim religious uniform and explain their functions • To evaluate how difficult it could be to live in the UK as a British Muslim 			
Summer 2	<p>Pilgrimage:</p> <ul style="list-style-type: none"> • Introduction to Pilgrimage • Hinduism – Kumbh Mela and the Ganges • Christianity – Lourdes • Sikhism – The Golden Temple • Buddhism – Bodh Gaya • Research lesson – research a religious pilgrimage of your choice 	<ul style="list-style-type: none"> • To understand why religious people make spiritual journeys • To understand the importance of Kumbh Mela for Hindus and to evaluate the significance of visiting the Ganges • To understand the reasons why Christians go to Lourdes and to apply these concepts 	Written evaluative assessment	<ul style="list-style-type: none"> • Respond • Outline • Compare • Express opinions • Question • Analyse • Evaluate 	

		<p>when considering their own views</p> <ul style="list-style-type: none">• To understand the significance of the Golden Temple for Sikhs• To evaluate the significance of Bodh Gaya for Buddhists			

Curriculum and Skills Mapping Template

Subject : RE Key Stage: 4 Year: 10 GCSE

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Christianity: Beliefs and Teachings	<ul style="list-style-type: none"> Describe key Christian beliefs and teachings such as Attributes of God Explain the significance of the Creation story and its different interpretations Describe the nature of humanity Understand the three aspects of The Trinity Explain how Jesus came to be incarnate 	Written assessment – with revision materials	<ul style="list-style-type: none"> Critical thinking skills Philosophical, deep-thinking skills Evaluative skills Analysis skills 	<ul style="list-style-type: none"> Reflective skills Considering others' views Relating and understanding impact

		<p>and the meaning behind this for Christians</p> <ul style="list-style-type: none"> • Evaluate the significance of Jesus' resurrection 			
Autumn 2	Christianity: Practices	<ul style="list-style-type: none"> • To examine different Christian approaches to ethical decision making • To understand the significance of the teachings of Jesus • To explain the role of the Church • To describe different features of church buildings • To analyse different worship practices 	Quiz assessment	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact

		<ul style="list-style-type: none"> • To understand the significance of the Sacraments • To explain how Christian groups work for social justice • To understand the persecution Christians face in the modern world 			
Spring 1	Islam: Beliefs and Teachings	<ul style="list-style-type: none"> • To describe how Islam has been growing in Britain • To understand Tawhid and the nature of God • To explain how Muslims show submission to God • To understand the significance of the Qur'an and explain how it is used 	Written assessment without notes	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact

		<ul style="list-style-type: none"> To explain the what Sunnah and Hadith are and how they are used 			
Spring 2	Islam: Practices	<ul style="list-style-type: none"> To understand, explain and evaluate the significance of each of the five pillars 	Timed assessment	<ul style="list-style-type: none"> Critical thinking skills Philosophical, deep-thinking skills Evaluative skills Analysis skills 	<ul style="list-style-type: none"> Reflective skills Considering others' views Relating and understanding impact
Summer 1	Issues of Life and Death	<ul style="list-style-type: none"> To describe different theories on how the universe came to exist (Christian, Muslim, Scientific) To explain humanity's role in the world according to Christianity and Islam To explain the concepts of sanctity of life 	Part (d) assessment	<ul style="list-style-type: none"> Critical thinking skills Philosophical, deep-thinking skills Evaluative skills Analysis skills 	<ul style="list-style-type: none"> Reflective skills Considering others' views Relating and understanding impact Debating skills

		<p>and quality of life</p> <ul style="list-style-type: none">• To evaluate different views on abortion from Christianity, Islam and Humanism• To evaluate different views on euthanasia from Christianity, Islam and Humanism• To explain different views on the soul from Christianity and Islam• To describe what Christians, Muslims and Humanists believe happen after death			
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<p>Summer 2</p>	<p>Issues of Good and Evil</p>	<ul style="list-style-type: none"> • To describe the different types of morality and give examples • To explain the causes of crime • To explain the aims of punishment • To evaluate religious teachings (Christian and Muslim) on punishment and justice • To describe the work of a prison chaplain • To evaluate different views from Christianity and Islam on capital punishment • To analyse non-religious arguments for and against 	<p>Mock exam</p>	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Debating skills
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		<p>capital punishment</p> <ul style="list-style-type: none">• To describe religious views on peace and conflict• To explain Christian and Muslim views on forgiveness• To describe religious teachings on what it means to be good• To describe religious teachings on evil• To explain religious teachings surrounding suffering• To describe what happened to Jewish people in the Holocaust			
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		<ul style="list-style-type: none">• To describe the Problem of Evil and explain religious attitudes			

Curriculum and Skills Mapping Template

Subject : RE Key Stage: 4 Year: 10 MEP

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Intro to Philosophy and Ethics: <ul style="list-style-type: none"> • Intro to Philosophy – what is deep-thinking? • Plato’s Cave • God of Classical Theism and the Problem of Evil • Suffering • Intro to Ethics – what is morality? • Utilitarianism • Situation Ethics • The Trolley Problem 	<ul style="list-style-type: none"> • To understand what it is to think deeply • To analyse belief in God and think critically about the reason for evil and suffering • To explain why it is difficult to prove God’s existence and to match up some Platonic and materialistic ideas • To describe the different ways of classifying Ethics and 	Formative Assessment	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others’ views • Relating and understanding impact

		<p>evaluate different Ethical arguments</p> <ul style="list-style-type: none"> To apply Ethical frameworks to real-life issues 			
Autumn 2	<p>Medical Ethics:</p> <ul style="list-style-type: none"> Intro to Medical Ethics IVF Surrogacy Abortion Euthanasia/Assisted dying Animal testing 	<ul style="list-style-type: none"> To understand the importance of Medical Ethics To evaluate the different (religious and non-religious) arguments for and against IVF and formulate an opinion To evaluate the different (religious and non-religious) arguments for and against surrogacy and formulate an opinion To evaluate the different (religious and non-religious) arguments for and against 	Quiz assessment	<ul style="list-style-type: none"> Critical thinking skills Ethical, deep-thinking skills Evaluative skills Analysis skills 	<ul style="list-style-type: none"> Reflective skills Considering others' views Relating and understanding impact

		<p>abortion and formulate an opinion</p> <ul style="list-style-type: none"> • To evaluate the different (religious and non-religious) arguments for and against assisted dying and formulate an opinion • To evaluate the different (religious and non-religious) arguments for and against animal testing and formulate an opinion 			
Spring 1	<p>Media Ethics</p> <ul style="list-style-type: none"> • The news • Where to source information • Social media • Newspapers • Television 	<ul style="list-style-type: none"> • To understand the meaning of bias • To describe how to find a reputable news source • To explain why 'fake news' is damaging 	Formative assessment	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills • Debating skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Dealing with complex emotion • Self-awareness

		<ul style="list-style-type: none"> • To analyse the impact of social media on our religious and political views • To evaluate the effectiveness of ethicists in attempting to ensure social media is ethically sound 			
Spring 2	Just War Theory	<ul style="list-style-type: none"> • To describe different types of conflict • To explain how different de-escalation methods might work • To explain Just War Theory from two religions of their choice • To evaluate Just War Theory • To analyse whether or not they believe past conflicts to be Just Wars 	Group presentation in Summer 1	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills • Debating skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Dealing with complex emotion • Self-awareness

Summer 1	Conflict Research Project	<ul style="list-style-type: none"> • To research an ongoing conflict • To explain why this conflict is happening • To analyse the steps leading up to the conflict • To explain ways in which they think the conflict could have been prevented • To evaluate whether or not Just War Theory applies 	Presentation	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills • Debating skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Dealing with complex emotion • Self-awareness
Summer 2	The Equality Act	<ul style="list-style-type: none"> • To describe the Equality Act • To explain why the Equality Act was brought in • To understand the terms prejudice and discrimination • To explain why each protected characteristic is outlined in the Act and the 	Formative	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills • Debating skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Dealing with complex emotion • Self-awareness

		history behind them <ul style="list-style-type: none">• To explain the religious views on the Equality Act from at least two religions			

Curriculum and Skills Mapping Template

Subject : RE Key Stage: 4 Year: 10 GCSE

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Christianity: Beliefs and Teachings	<ul style="list-style-type: none"> • Describe key Christian beliefs around the Bible • Explain the significance of the Bible and how it is used • Explain Christian teachings on Judgement • Describe Christian beliefs about heaven and hell • Evaluate the impact of these beliefs on how Christians 	Written assessment – with revision materials	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact

		choose to live their lives			
Autumn 2	Christianity: Practices	<ul style="list-style-type: none"> • To explain what happens in each of the Sacraments • To describe the historical belief behind each of the Sacraments • To evaluate the significance of each Sacrament in the lives of Christians 	Quiz assessment	<ul style="list-style-type: none"> • Critical thinking skills • Ethical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact
Spring 1	Islam: Beliefs and Teachings	<ul style="list-style-type: none"> • To describe Muslim beliefs regarding Prophethood (Risalah) • To describe the history behind the beliefs about each of the key prophets in Islam • To explain why each of the key 	Written assessment without notes	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact

		<p>prophets are important for Islam</p> <ul style="list-style-type: none"> • To describe Muhammad's journey (Hajj) • To explain Muslim beliefs about the afterlife 			
Spring 2	Islam: Practices	<ul style="list-style-type: none"> • To understand the significance of the Ummah • To describe the building of a Mosque and explain its functions • To describe Hajj in its entirety • To explain the significance behind each of the points within Hajj • To evaluate the significance of Hajj for Muslims • To describe different types 	Timed assessment	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact

		<p>of Muslim uniform and analyse the conflict this has caused in some European countries</p> <ul style="list-style-type: none"> • To explain Jihad • To describe what happens in two different Muslim festivals • To explain the significance of two different Muslim festivals 			
Summer 1	<p>Issues of Relationships</p> <p>Issues of Human Rights</p>	<ul style="list-style-type: none"> • To describe different religious beliefs about family • To describe different types of family • To analyse gender roles within a family • To explain different religious 	Practise exam	<ul style="list-style-type: none"> • Critical thinking skills • Philosophical, deep-thinking skills • Evaluative skills • Analysis skills 	<ul style="list-style-type: none"> • Reflective skills • Considering others' views • Relating and understanding impact • Debating skills

		<p>attitudes to gender roles</p> <ul style="list-style-type: none">• To explain the nature and purpose of marriage according to Christianity and Islam• To explain to different religious views surrounding divorce and remarriage• To describe the different religious views around sexual relationships• To explain why contraception is used• To describe the different religious attitudes to contraception• To analyse religious			
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		<p>attitudes towards same-sex relationships</p> <ul style="list-style-type: none">• To analyse the issue of gender prejudice in religious organisations• To explain the importance of human rights• To describe ways in which people fight for social justice• To explain religious views on human rights• To describe how religions work for social justice			
Summer 2					

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Curriculum and Skills Mapping Template

Subject : RE Key Stage: 4 Year: 11

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Human Rights	<ul style="list-style-type: none"> To describe what Human Rights are according to the United Nations To explain why legislation around human rights is important To describe the impact of breaching human rights To evaluate the effectiveness of Britain and the Isle of Man in ensuring people's human rights are met 	Formative	<ul style="list-style-type: none"> Critical thinking skills Philosophical, deep-thinking skills Evaluative skills Analysis skills 	<ul style="list-style-type: none"> Reflective skills Considering others' views Relating and understanding impact Dealing with complex emotions Self-awareness
Autumn 2	Wealth and Poverty	<ul style="list-style-type: none"> To describe the wealth disparity in Britain and other countries 	Formative		

		<ul style="list-style-type: none"> • To explain some possible solutions to wealth disparity • To analyse the reasons behind wealth disparity • To explain religious teachings on greed • To explain religious teachings on heaven and hell 			
Spring 1	Religion and Politics	<ul style="list-style-type: none"> • To understand the relationship between religion and politics • To describe in a summarised way how the British political system works • To understand the political spectrum from right to left and analyse where the British parties lie 	Project Spring 2		

		<ul style="list-style-type: none"> • To explain how religion has influenced British politics throughout history 			
Spring 2	Religion and Politics Project	<ul style="list-style-type: none"> • To create their own political party in groups • To understand what ought to be in a manifesto • To create a campaign programme • To outline their policies • To present their campaign programme 			
Summer 1					
Summer 2					

