

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Reflection, Empathy, Analysis, Application, Self-understanding, Synthesis	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding
Knowledge	A-Z of Religion and Beliefs	A-Z of Religion and Beliefs	Understanding Christianity	Understanding Christianity: Life of Jesus	How is religion portrayed in the media?	What is Humanism?
Alive and British Values	A-Z modules look at extremism, fake news and challenging different beliefs. Alive: We value faith, we are questioning	A-Z modules looks at xenophobia, forgiveness, equality Alive: We value faith, we are questioning	We value faith, We value diversity and choice	We value faith, We value diversity and choice	We value faith, We value diversity and choice, We are creative, We can review. We value justice and respect	We value faith, we value diversity and choice, We are interdependent, We value trust and truth
Assessment	Baseline and Part 1 of A-Z of Religion assessment	A-Z of Religion and Beliefs Assessment	Understanding Christianity 30-mark assessment	Life of Jesus assessment	Creative/written reflection on religion in the media	End of unit reflection activity

Year 7 RE Curriculum Overview

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Careers			Census lesson- researching the data from the census and applying research and data skills	Year 7 Life of Jesus– Parable of the Talents. Pupils will study the parables of Jesus and then the parable of the talents could be applied to them– get them to reflect on their talents and produce a creative piece of work such as a poster etc for display purposes. Link to expressing skills and talents in applying for jobs.	Looks at careers in the media and considers the challenges that people of different faiths might find in the way their religion is shown.	

How this builds on learning (knowledge and skills) from Key Stage Two:

Baseline test in term 1 to help reflect on their experiences at KS2 because of the wide variety of RE that would have been experienced due to there being no National Curriculum for RE and that different schools and academies apply and interpret the Locally Agreed Syllabus in different ways.

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding
Knowledge	Judaism	Sikh Beliefs	Understanding Christianity: People of God	How do beliefs lead to actions?	Understanding Christianity: Kingdom of God	What are worldviews?
Alive and British Values	We value faith, We value diversity and choice, tolerance, mutual respect, rule of law	We value faith, We value diversity and choice, tolerance, mutual respect, rule of law	We value faith, We value justice and respect, We are interdependent	We value diversity and choice, We value justice and respect, tolerance, mutual respect, rule of law, democracy	We value faith, We value justice and respect, We are interdependent	We value diversity and choice, We value justice and respect, tolerance, mutual respect, rule of law, democracy
Assessment	Judaism end of unit 30 mark assessment	Sikh beliefs end of unit 30 mark assessment	Written reflection on topic	People of God/Beliefs lead to action combined 30 mark assessment	Written reflection on ethical issues covered in the unit	End of unit reflection task
Careers			Year 8 People of God module– introduction to the topic and look at the idea of heroes in the context of jobs. Get pupils to produce questions that can be asked of a person in that career and then research it.	Year 8 Applying beliefs to actions module in term 4 looking into people who have put their beliefs into action. Considering the different perspectives on individuals and questioning sources and information provided.		

How will studying this subject in Key Stage Three help students to make their unique contribution to the world?:

The RE topics are designed to help pupils engage with philosophy, social science and theology and to consider authority, data and personal experience as sources of evidence. Pupils will have the opportunity to consider big issues and big questions and to have opportunities to develop courageous advocacy for the topics that matter to them.

Year 9 RE Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding	Investigation, Interpretation, Reflection, Empathy, Analysis, Application, Self-understanding
Knowledge	Hindu Beliefs	Buddha Dharma	Understanding Christianity: Fall and Wisdom	Islam	Is religion a source of good in the world?	Diverse World Religions
Alive and British Values	We value faith, We value diversity and choice, tolerance, mutual respect	We value faith, We value diversity and choice, tolerance, mutual respect	Rule of Law, We value diversity and choice, we can review, tolerance, mutual respect	We value faith, We value diversity and choice, tolerance, mutual respect	We value faith, We value diversity and choice, tolerance, mutual respect	We value faith, We value diversity and choice, tolerance, mutual respect
Assessment	Hindu Beliefs 30 mark assessment	Buddha Dharma 30 mark assessment	End of unit project	Islam 30 mark assessment	End of unit project	Research project into one of the world religions studied
Careers				Options Lesson-focus on key skills and careers potential from GCSE RE		Research lesson-looking at careers in research before pupils engage in research themselves