

Term/Focus	Autumn 1 Environment	Autumn 2 Christianity	Spring 1 Hinduism	Spring 2 Justice and Equality	Summer 2 Islam	Summer 2 Baha'i Faith
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p>	<p>Foundation / Developing What are some different problems that the environment faces? What are some of the causes of these problems? What are some of the solutions to these problems? How would religious and secular people respond to these problems (state two different approaches)</p> <p>Skills: Students will develop group work during this unit. They will develop peer teaching skills and extracting information. They will develop their verbal communication skills too in these tasks.</p>	<p>Foundation / Developing What is the central theme in Christianity? Who was Jesus? What is meant by Original Sin? What is meant by sacrifice? How does the story of Narnia link to the central theme in Christianity?</p> <p>Skills: Students will be investigating the themes of sacrifice and Original Sin within Christianity They will be analysing a story (Narnia) and comparing it to the story of Christianity and some of these students will start to evaluate and reflect on these stories.</p>	<p>Foundation / Developing What is the soul? Does every living thing have a soul? What do these mean in Hinduism: Atman, karma, reincarnation, trimurti and the caste system?</p> <p>Skills: students will be investigating and interpreting abstract concepts. They will start to do more reflection and consider their own beliefs.</p>	<p>Foundation / Developing What is meant by the rich/poor divide? What does it mean to be poor? What does prejudice and discrimination mean? How have some people been treated and responded to discrimination (Martin Luther King, Rosa Parkes, Malcolm X) What is meant by the BLM? What do religions think about justice and inequality?</p> <p>Skills: Students will develop empathy in understanding how people have been treated unfairly. Students will investigate how different people respond to inequality.</p>	<p>Foundation / Developing Who is Allah and Prophet Muhammad? What are the 5 Pillars? What is the Qur'an and how was it made? What might a Muslim's life be like?</p> <p>Skills: This unit is about investigating Islam and comparing it to students' own lives and beliefs. Students will learn how to analyse information about Islam and give their own view (evaluate).</p>	<p>Foundation / Developing How do Bahá'í beliefs originate from the same God from multiple religions? What is meant by a Manifestation of God.?" What is the story of Mulla Hussayn's search for the Promised One and his meeting with the young Ali-Muhammad in Shiraz? What is meant by The revelation of Bahá'u'lláh? What is the symbol for Bahi'as?</p> <p>Skills: Students will be comparing the Baha'I faith with other religions. Students will be creating a news paper article and interpreting Baha'I faith into their world view. Students will compare the Baha'I faith with other religions.</p>
	<p>Good / Exceptional What are the effects of these problems and how will these problems effect people? What are multiple solutions to these problems?</p>	<p>Good / Exceptional What is the central theme in Christianity? Who was Jesus? What is meant by Original Sin? How does Stanley Milgram's experiment</p>	<p>Good / Exceptional What is the soul? Does every living thing have a soul? What do these mean in Hinduism: Atman, karma, reincarnation, trimurt and the caste system?</p>	<p>Good / Exceptional What is meant by the rich/poor divide? What does it mean to be poor? What does prejudice and discrimination mean? How have some people been treated and</p>	<p>Good / Exceptional Who is Allah and Prophet Muhammad and why should they not be drawn? What are the Five Pillars and would does this</p>	<p>Good / Exceptional How do Bahá'í beliefs originate from the same God from multiple religions? What is meant by a Manifestation of God.?"</p>

	<p>How do religious and non religious people respond to these issues? State and compare multiple views using quotes and teachings. Skills: As above but also students will start to learn the skill of understanding and using religious quotes when applied to the environment. Students will be evaluating different views and giving there own view</p>	<p>show evidence for Original Sin? What is meant by sacrifice and how does the concept of sacrifice work in Christianity? How does the story of Narnia link to the central theme in Christianity? Skills: As above but students will also be evaluating the two stories and reflecting on their view compared to these stories.</p>	<p>How is the Hindu God compared to the Christian God? How is Hinduism different to other religions you have studied? How does Hinduism make Hindus a better person? Skills: students will be investigating and interpreting abstract concepts. They will start to do more reflection and consider their own belief compared to Hindu and Christian beliefs. Students will be applying Hindu concepts to life.</p>	<p>responded to discrimination (Martin Luther King, Rosa Parkes, Malcolm X) What is meant by the BLM? What is the best way to deal with prejudice and discrimination? How do religions respond to justice and inequality? As above but students will also self reflect in depth and evaluate inequality. Students will interpret and compare religious views on inequality.</p>	<p>mean a Mulsim's life would be like? What is the Qur'an? How was it made and why was it important at that time? How do these beliefs impact on a Muslims life and what would be more challenging for a Muslim? How does a Muslim's belief compare with a Christian, Hindu and Humanist belief? Skills: As above but students will also develop empathy some more about what a Muslim's life is like, They will also evaluate the beliefs of Islam and compare to other religions and non religions.</p>	<p>What is the story of Mulla Hussayn's search for the Promised One and his meeting with the young Ali-Muhammad in Shiraz? What is meant by The revelation of Bahá'u'lláh? What is the symbol for Bahi'as? How does the Baha'I faith compare to other religions? Skills: As above but students will also be investigating the Baha'I faith in greater depth.</p>
<p>Links to GCSE</p>	<p>Students will study Christian and Muslim approaches to the environment at GCSE and the skills in this unit are essential to GCSE where students will apply religious beliefs to a life</p>	<p>All students need to have an understanding of the story of Christianity and the concept of sacrifice and Original Sin to understand GCSE level RS. This is a stepping stone for GCSE RS.</p>	<p>Students need to be able to apply religious beliefs to how people life their life and this unit expands students' skills on this.</p>	<p>Students will study Human Rights and Social Justice in year 11 and this unit is a stepping stone to the GCSE unit in year 11.</p>	<p>GCSE RS students study Islam in depth so this is a foundation stage to GCSE level understanding of Islam.</p>	<p>For a 12 mark answer at GCSE, students need to show an understanding of other religions and this will help with that.</p>

	issue. The use of applying quotes to a topic is a central skill at GCSE.					
Homework – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	<p>Students will have fortnightly ‘knowledge checks’, once a peer assessed knowledge task and once with a teacher assessed (using highlighters) task developing their evaluative language in RE.</p> <p>Students will be regularly assessed doing a 12 mark essay answer, this will help prepare them for GCSE and it also allows students to show greater depth to their knowledge.</p>					
Termly assessment content – what content will be covered in your termly assessments (the two-week assessment window)?	Environment Christianity		Environment Christianity Hinduism Justice and Equality		Environment Christianity Hinduism Justice and Equality Islam Baha’i faith	

