

1	Term	1	2	3	4	5	6
1 s t F o r m	Title	How Christianity Began	Core beliefs of Judaism	Jesus' Life and Ministry	Core beliefs of Islam	Core beliefs of Hinduism	Sacraments
	Prior Knowledge	Jesus is very important	NA	Who Jesus was How Jesus died Some of the miracles Jesus performed	Prophet Muhammad is important Qur'an is the holy book	Reincarnation is when you are reborn	Holy communion is taking the bread and wine
	Core Knowledge	<p>A look at how Israel was largely Jewish and under Roman occupation before Christianity was born out of Judaism after the death and resurrection of Jesus.</p> <p>This unit will also look at the early church and what the disciples did after Jesus died influencing the spread of Christianity throughout the world.</p>	<p>The unit will focus on how Judaism started with the covenant between God and Abraham and carries on through the line of Isaac.</p> <p>Pupils will know the books of the Torah and what they are about as well as knowing the Tenakh consists of another 34 books</p> <p>The four main festivals and their purpose</p> <p>The importance and main features of Jerusalem</p>	<p>Christmas celebrates Jesus birth who is seen as the greatest gift to humankind</p> <p>Baptism symbolises the washing away of sins and some believe receiving the Holy Spirit</p> <p>Jesus taught his most important messages through parables</p> <p>Jesus had to die so peoples sins could be forgiven</p> <p>Jesus had to be resurrected to show God had power over death</p>	<p>Pre-Islamic Arabia, Life of the prophet Muhammad, Islamic core doctrines, 5 pillars, 99 names of Allah</p> <p>The Qur'an as the word of God and how it came to exist through divine revelation</p> <p>as a place of worship and the key features such as minarets</p>	<p>Hinduism began in India</p> <p>There are many deities but only one unchanging reality Brahman</p> <p>Hindus believe in the Atman (soul) will continue to reincarnate through samsara depending on karma.</p> <p>The ultimate goal for a Hindu is moksha.</p> <p>The Trimurti; Brahma (the creator, Vishnu (the preserver) and Shiva (the destroyer)</p>	<p>Catholics have 7 sacraments whereas Protestants only have 2</p> <p>The sacraments are baptism, confirmation, reconciliation, anointing of the sick, marriage, holy orders and the eucharist</p> <p>The importance of each sacrament</p>
Key takeaways for future learning	Christians believe Jesus is their Messiah who saved them from sins	Judaism is a monotheistic religion which exists because of God's covenant with Abraham	Christianity is founded upon Jesus' death and resurrection	Islam begins with the revealing of the Qur'an to Prophet Muhammad who creates the foundations of faith including the 5 pillars.	Hinduism is based on 'eternal truths' a natural order to the world. Our actions either in step with or against the natural	A ceremony that Jesus introduced, continued by the church as a sign of grace.	

		Disciples and other followers start to spread the message		Jesus was God incarnate and died to reconcile God and humanity		order create karma which has consequences.	
2 n d F o r m	Term	1	2	3	4	5	6
	Title	Core beliefs of Sikhism	Core beliefs of Buddhism	The Global Christian Community	Foundations of Faith	Introduction to Philosophy	Minority Faiths and New Religious Movements
	Prior Knowledge	NA	Buddhists meditate	Churches are the Christian place of worship There are different streams of Christianity The Bible is the Christian holy book	Prophet Muhammad is the last prophet The Qur'an was revealed to Prophet Muhammad Prophet Muhammad founds Islam with the 5 pillars as core beliefs	Pupils will have asked themselves existential questions	Some knowledge of Shinto and Taoism from anime Reincarnation based on karma
	Core Knowledge	Guru Nanak is the founder of Sikhism There are 10 human Gurus Guru Granth Sahib is the eleventh and final everlasting Guru Gurdwara is the Sikh place of worship and all have a langar which serves three free meals a day to anyone Langar demonstrates key teachings of service for others and equality	Buddha was the first person to be enlightened (free his mind) Buddhism has no God Buddha was formerly known as Siddhartha Gautama who was born under miraculous circumstances The four sights; old age, sickness, death, ascetic The four noble truths; suffering, craving, extinguishing craving, eightfold path	The Church is the body of Christ (all Christians). The church (building and different denominations) worship in different ways The bible is the word of God and shows Christians how to live their life Church denominations may believe some different things but the core beliefs such as Apostles Creed are the same The reformation was a movement to change and improve the Roman Catholic Church resulting	There are two main Islamic branches; Sunni and Shia Sunni and Shi'a were formed because the two groups disagreed on who should succeed Prophet Muahmmad after his death The five pillars are: Shahadah – declaration of faith Salah – prayer 5 times a day Sawm – fasting during Ramadan	Theology – Greek for study of God, trying to make sense about what has been written about God Philosophy – Greek for love of wisdom, using human thoughts about life and the universe Different worldviews; Theistic, Secular, Postmodernism and where they find truth Inductive reasoning – drawing conclusions from particular examples, using sensory experiences to make rules	Shinto means 'way of the spirits' Repatriation – Rasta's believe all black people will return to Africa Jains believe there are no Gods but do believe we will be reincarnated based on karma Jehovah's witness base beliefs on their version of the bible and believe the world is in its last days The Tao is the ultimate creative principle in the universe

		Guru Gobind Singh created the khalsa a group for dedicated Sikhs which have the 5K's as uniform		in the establishment of the Protestant Church	Zakat – giving 2.5% of savings Hajj – Pilgrimage to Mecca	Deductive reasoning – when premises of an argument are true, then the conclusion must also be true	Ying and Yang – the world is filled with complimentary forces
	Key takeaways for future learning	Sikhism has a strong emphasis on equality and helping others – this is clearly demonstrated in the way they practice their faith	Enlightenment is achievable through freeing the mind which is done by extinguishing craving via following the eightfold path.	The Church can look very different but all the different strands have the same core beliefs and aims	The five pillars are the core practices that uphold the Islamic faith, they are all equal and all interdependent.	There are different ways of seeing the world and what we believe is down to how we argue and decide what is real or not	Religion no matter how small influences many areas of our culture more than we might realise
3 r d F o r m	Term	1	2	3	4	5	6
	Title	Holocaust	Holocaust – Good and evil ethics	Christian Beliefs, Teachings and Practices		Muslim Beliefs, Teachings and Practices	
	Prior Knowledge	Holocaust happened during WW2	Holocaust was the mass extermination of Jewish people	Death and resurrection of Jesus Jesus as God incarnate The Trinity Christian actions to help the community Some miracles Jesus performed		The Night of Power Main differences and similarities between Sunni and Shi'a Muslims The five pillars of Islam Mosque as a place of worship Qur'an is the word of God	
	Core Knowledge	This unit explores what the holocaust was, what ideology did the Nazi's have that saw the holocaust come to be along with a historical timeline of how anti-	Following on from the holocaust this unit uses the holocaust as an example to philosophically discuss the existence of good and evil.	Atheist – someone who does not believe in God Agnostic – Someone who is not sure about God Theist – Someone who believes in God Society has changed their view from believing atheists are immoral and threaten civilization		Allah is the one, eternal and absolute God. Muslims reject the belief that Jesus is the son of God God will judge all people justly on the last day. Muslims believe that at stewards it is their duty to ensure people are treated fairly and the world is governed in a just way.	

		<p>semitism and ant-jewish laws made it possible.</p> <p>The unit will also have pupils looking specifically at ghettos and concentration camps and who would be classed as a perpetrator and who was a bystander.</p> <p>Holocaust refers to the specific historical event: the murder of approximately six million Jews by Nazi Germany</p> <p>Jews of Germany were subjected to years of sustained persecution before the Holocaust from 1933 onwards</p> <p>Ghettos were created to hold Jews temporarily prior to their deportation to extermination camps or murder locally</p> <p>The 'Final Solution' was the Nazi euphemism for what we commonly see as the Holocaust, i.e. the systematic attempt to</p>	<p>Augustine believed God couldn't have created evil and therefore evil was not a thing, it is the absence of good.</p> <p>Aristotle believed to acts morally good is to find the mean between deficiency and excess</p> <p>Kant believed that morality came to us as a result of being ration beings and created the 'categorical imperative'</p> <p>Bentham believed in Utilitarianism which favours actions that produce the greatest happiness.</p> <p>It will also seek to question whether the existence of suffering proves there is no God, linking to Epicurus and the inconsistent triad.</p>	<p>Paley's design argument – the world is too complex to just exist, it must have a designer and that is God</p> <p>There are several different beliefs about life after death: and hell Nothing Reincarnation Soul – the spiritual aspect of a being</p> <p>Dualism – the belief that we are made from two separate parts, a physical body and a spiritual soul</p> <p>Materialism – nothing else exists apart from matter</p> <p>Sanctity of life – life is precious or sacred</p> <p>There is value in human life; some believe it is given by God. Others believe it is because this is our only life and therefore hold special importance.</p> <p>The Trinity – God the father, God the son and God the Holy Spirit</p> <p>Pilgrimage to Lourdes is seen as a holy place imbued with special powers of healing.</p>	<p>Prophets are important because they received special revelation from God.</p> <p>Prophets are role models of how to live life.</p> <p>Prophets brought truth from Allah to help people reach paradise.</p> <p>Qur'an means to recite. Someone who memorises the Qur'an is a hafiz.</p> <p>Hadith – saying of Prophet Muhammad and other prophets</p> <p>The Qur'an and hadith are kept separate to not get confused between sayings of God and sayings of man</p> <p>Sunnah – way of the prophet</p> <p>Shari'ah – the straight path, law taken from the Qur'an.</p>
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		murder every Jewish man, woman and child in Europe					
	Key takeaways for future learning	antisemitism across Europe was taken to a new extreme because of fanatical ideology. It resulted in the murder of six million Jews.	There is no one-way to decide what is right or wrong in the world.	Philosophy for different worldviews, theist, agnostic, atheist. Scientific arguments for the existence of the world Different beliefs about life after death and how heaven and hell are interpreted Christianity is a monotheistic religion, The Trinity is one God in three forms. Death is essential for salvation		The oneness of Allah (tawhid) is one of the main differences between Islam and Christianity The importance of the Prophets The different sources of authority and scripture including the Qur'an, kutub and hadiths	
By the end of Key Stage 3, pupils are able to:			Communicate the core beliefs of the six major religions and distinguish between each, this includes identifying places of worship, knowing key people within the religion and why they are important. Pupils should also know that different worldviews exist and be able to categorise them. Pupils will know what the Holocaust is and different philosophers views about good and evil.				
4 t h F o r m	Term	1	2	3	4	5	6
	Title	C1. Theme 1: Issues of Relationships	C1. Theme 2: Issues of Life and Death	C1. Theme 3: Issues of Good and Evil	C1. Theme 4: Issues of Human Rights	C2. Christianity: Beliefs	C2. Christianity: Practices
	Prior Knowledge	Importance of the Ummah Church community and how it impacts daily life Religious beliefs about equality	Sanctity of life is sacred Religious beliefs about the creation of the world Paley's teleological argument Christian and Islamic beliefs about heaven and hell	Philosophical views on what is morally right and wrong including Epicurus Good as a thing Evil as both a thing and the absence of good	Martin Luther King as a civil rights advocate. Christian and Muslim beliefs about promoting a fair society which includes challenging injustice	Trinity Apostles Creed Creation story Jesus' death and resurrection Traditional beliefs about heaven and hell	The 7 sacraments and their importance Pilgrimage to Lourdes Celebration of Christmas and Easter Role of the church in the local community
Core Knowledge	This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will	This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.	This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards	This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty,	This component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian. The areas of study are as follows:	This component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian. The areas of study are as follows:	

		be considered, including same sex relationships and gender		the aims of punishment and treatment of criminals will be considered.	racial prejudice and discrimination.	The nature of God – the characteristics of God, the beliefs and teachings about the Trinity Creation – different interpretations, the role and nature of humans Jesus Christ – who he claimed to be and why he is important Salvation – what sin is and why salvation is needed, how it is achieved The afterlife – traditional and contemporary beliefs about heaven and hell.	Forms of worship – the nature, significance and different forms of worship Sacraments – the role and meaning of different sacraments Pilgrimage and celebrations Christianity in Britain, Church in the local community – the history of the church and how it has influenced the nation e.g laws. The worldwide church – the importance of mission, evangelism and church growth
	Key takeaways for future learning	Human relationships are at the heart of human existence. Family is the basic building block of society. Christian, Muslim and humanist attitudes and beliefs to families, marriage, divorce, sex and gender equality	Christian Muslim and Humanist beliefs about how the world came to exist, the value of life, death and the afterlife, sanctity of life and medical ethics	Christian, Muslim and Humanist teachings, beliefs and attitudes to suffering, crime, punishment and forgiveness	Christian, Muslim and Humanist beliefs concerning practices to promote human rights, social justice, censorship, prejudice and discrimination and wealth and poverty	Christians believe in the Trinity as one God. Jesus is their saviour and enables others to go to heaven. Jesus is a role model for all Christians and his teachings are a moral guide on how to live.	Christians believe worship is essential to develop a relationship with God. Practices of sacraments, pilgrimage, celebrations, festivals, mission, charities and Christian persecution.
5 t h F o	Term	1	2	3	4	5	6
	Title	C3. Islamic Beliefs	C3. Islamic Practices	Revise C1	Revise C2 and C3		
	Prior Knowledge	Sources of authority Why the prophets are important	5 pillars of Islam				

r m		Main similarities and differences between Sunni and Shi'a Nature of Allah					
	Core Knowledge	This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.	This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life.				
	Key takeaways for future learning						
By the end of Key Stage 4, pupils are able to:		<p>Know the core beliefs and practices of both Christianity and Islam</p> <p>Detailed knowledge of religious teaching and moral reasoning to formulate judgments</p> <p>Understanding of how belief influences individuals, communities and societies</p> <p>Use and interpret sources of wisdom and authority accurately and appropriately</p> <p>Analyse and evaluate different points of view</p>					