

YEAR 7 CURRICULUM INFORMATION – Religious Education

	Spring I	Spring II
What will students be learning?	Abrahamic Religions	Hinduism
How will students be assessed?	Milestone – Knowledge retrieval and extended writing questions	Milestone – Knowledge retrieval and extended writing questions
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> 1. Abrahamic 2. Covenant 3. Prophet 4. Genesis 5. Torah 6. Abraham 7. Noah 8. Moses 9. Persecution 10. Decalogue 11. Omnibenevolent 12. Omnipotent 13. Omnipresent 14. Omniscient 	<ol style="list-style-type: none"> 1. Om 2. Hindu 3. River Indus 4. Sanatana Dharma 5. Monotheism 6. Polytheism 7. Deity 8. Murti 9. Trimurti 10. Brahman 11. Brahma 12. Vishnu 13. Shiva 14. Atman 15. Samsara 16. Moksha 17. Jati 18. Dalits 19. Mandir 20. Puja 21. Hanuman 22. Ganesha
What employability skills are being developed?	Building understanding of diverse beliefs particularly Jewish, Muslim and Christian people. Cultural capital Fact checking Formal writing	Building understanding of diverse beliefs particularly within Indian culture in the UK and in India itself, the worlds most popular country. Cultural capital Fact checking Formal writing

Wider Curriculum Links?	Examines Jewish, Christians and Islamic belief through analysis of key events found in the Old Testament. Strong links to History; understanding chronological timelines and fundamental religious narratives found in classic English literature such as Shakespeare.	Links to Geography via the river systems and mountains of India and population examination via graphs, diagrams and data checking.
What useful websites are there for this topic?	https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p https://www.bbc.co.uk/bitesize/guies/zmp6pbk/revision/2	https://www.bbc.co.uk/bitesize/articles/zmpp92p
What wider reading could be done for this topic?	The Action Bible; David C Cook. ISBN 978-07814-4499-6	Asha & the Spirit Bird: winner of the Costa Children's Book Award 2019 by Jasbinder Bilan ISBN 978-1911490197
What else can students be doing independently to develop their understanding of this topic?	Consider visiting local places of worship or finding films on streaming sites that are based upon scriptures.	Visit your local Hindu Mandir (Temple); investigate the celebration of Diwali

YEAR 8 CURRICULUM INFORMATION – Religious education

	Spring 1	Spring 2
What will students be learning?	Hinduism.	Let us suffer no more.
How will students be assessed?	Milestone – Knowledge retrieval and extended writing questions	Milestone – Knowledge retrieval and extended writing questions
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> 1. Om 2. Hindu 3. River Indus 4. Sanatana Dharma 5. Monotheism 6. Polytheism 7. Deity 8. Murti 9. Trimurti 10. Brahman 11. Brahma 12. Vishnu 13. Shiva 14. Atman 	<ol style="list-style-type: none"> 1. Omnipotent 2. Omnibenevolent 3. Omniscient 4. Humanist 5. Theodicy 6. Greater Jihad 7. Capital punishment 8. Retribution 9. Deterrence 10. Morality 11. Reconciliation 12. Forgiveness 13. Scripture from John 8:7

	15. Samsara 16. Moksha 17. Jati 18. Dalits 19. Mandir 20. Puja 21. Hanuman 22. Ganesha	
What employability skills are being developed?	Building understanding of diverse beliefs particularly within Indian culture in the UK and in India itself, the worlds most populist country. Cultural capital Fact checking Formal writing	Formal writing Formulating a critical argument Understanding the perspectives of others (soft skills)
Wider Curriculum Links?	Links to Geography via the river systems and mountains of India and population examination via graphs, diagrams and data checking.	History and English - formal writing skills and English Literature themes of tragedy and morality.
What useful websites are there for this topic?	https://www.bbc.co.uk/bitesize/articles/zmpp92p	https://www.bbc.co.uk/bitesize/articles/z6twrj6
What wider reading could be done for this topic?	Asha & the Spirit Bird: winner of the Costa Children's Book Award 2019 by Jasbinder Bilan ISBN 978-1911490197	TBC
What else can students be doing independently to develop their understanding of this topic?	Visit your local Hindu Mandir (Temple); investigate the celebration of Diwali	Investigate different online sources for theodicies (reasons why God allows suffering to exist) and counter arguments by humanists (atheists') such as by contemporary philosopher Richard Hawkins

YEAR 9 CURRICULUM INFORMATION – Religious Education

	Spring 1	Spring 2
What will students be learning?	Christian Beliefs	Muslim Beliefs
How will students be assessed?	Milestone – Knowledge retrieval and extended writing questions.	Milestone – Knowledge retrieval and extended writing questions.

Literacy – What keywords will be taught?	<ol style="list-style-type: none"> 1. Incarnation 2. Crucifixion 3. Atonement 4. Resurrection 5. Ascension 6. Trinity 7. Salvation 8. omnibenevolent 9. omniscient 10. omnipotent 11. transcendent 12. eternal 13. Church 14. church 15. denomination 16. Catholic 17. Protestant 18. Apostle / Disciple 19. Creed 20. Prophecy 21. Old Testament 22. New Testament 23. liberal 24. Conservative 25. Immanent 26. Sacraments 27. Evangelism 	<ol style="list-style-type: none"> 1. Islam 2. Tawhid 3. Risalah 4. Qur'an 5. Hadith 6. Halal 7. Haram 8. Jihad 9. Mosque / Masjid 10. Shari'ah 11. Ummah 12. Caliph 13. Sunni 14. 6 Articles of faith 15. Abu Bakr 16. Shi'a 17. Usal Ad Din 18. Ali 19. Malaikah 20. Akhirah 21. Al Qadr 22. Adam 23. Ibrahim 24. Isa 25. Muhammad
What employability skills are being developed?	Building understanding of the changing nature of belief within Birmingham, the UK and the wider world to be able to integrate with others within the workforce.	Building understanding of the changing nature of belief within Birmingham, the UK and the wider world to be able to integrate with others within the workforce.
Wider Curriculum Links?	This knowledge applies throughout the RE GCSE syllabus. Knowledge of Key Christian beliefs such as the fall of man in Genesis 3 will be very advantageous when studying English literature.	This knowledge applies throughout the RE GCSE syllabus. Knowledge of Islam is important in a broad range of the wider curriculum as Islam has had a major influence on science, technology, language and literature.

What useful websites are there for this topic?	https://www.bbc.co.uk/bitesize/subjects/zh3rkqt	https://www.bbc.co.uk/bitesize/articles/zjirscw
What wider reading could be done for this topic?	The Action Bible; David C Cook. ISBN 978-07814-4499-6	Amazing Muslims Who Changed the World; Burhana Islam ISBN-13978-0241520680 Growing Up Muslim: Understanding the Beliefs and Practices of Islam; Sumbal Ali-Karamali. ISBN-13978-0385740968
What else can students be doing independently to develop their understanding of this topic?	Find out which denominations of Christian Churches are near you and research what are the differences and similarities between them.	Arrange to visit a mosque. enquiries@centralmosque.org.uk

YEAR 10 CURRICULUM INFORMATION – Religious education

	Spring 1	Spring 2
What will students be learning?	Relationships from a Christian and Muslim perspective	Matters of Life and Death from a Christian and Muslim perspective
How will students be assessed?	Milestone – Knowledge retrieval and extended writing questions and Mock exam for the Short course GCSE in Religious Studies (Exam board – Eduqas)	Milestone – Knowledge retrieval and extended writing questions.
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> 1. adultery 2. annulment 3. celibacy 4. cohabitation 5. commitment 6. contraception 7. discrimination 8. divorce 9. gender equality 10. Nikah 11. secular 12. traditional marriage 13. reconstituted 14. responsibilities 	<ol style="list-style-type: none"> 1. Afterlife 2. Environmental sustainability 3. Euthanasia 4. Evolution 5. Abortion 6. Quality of life 7. Sanctity of life 8. soul 9. Creation 10. karma 11. Liberal 12. Literalist 13. Young earth creationism 14. Old Earth creationism

	15. roles	15. Medical ethics 16. Situation ethics 17. Ensoulment 18. Fitrah
What employability skills are being developed?	Formal writing Formulating a critical argument Understanding the perspectives of others (soft skills) Knowing the law on social rights	Formal writing Formulating a critical argument Understanding the perspectives of others (soft skills) Advocacy
Wider Curriculum Links?	Clear links with the PSHE curriculum in addition to Health and social care / Childcare	Strong link with Biology and medical ethics.
What useful websites are there for this topic?	https://www.eduqas.co.uk/media/v1cn0hta/eduqas-gcse-rs-spec-short-from-2016-e-14-05-2020.pdf	https://www.eduqas.co.uk/media/v1cn0hta/eduqas-gcse-rs-spec-short-from-2016-e-14-05-2020.pdf https://www.bbc.co.uk/bitesize/topics/zps9cj6
What wider reading could be done for this topic?	Eduqas revision guides	Eduqas revision guides
What else can students be doing independently to develop their understanding of this topic?	Students should be continually constructing revision resources based on the guidance for cue cards and mind-maps in lessons. These should be used for testing knowledge.	Students should be continually constructing revision resources based on the guidance for cue cards and mind-maps in lessons. These should be used for testing knowledge.

YEAR 11 CURRICULUM INFORMATION – Religious Studies (Philosophy and Ethics) GCSE Option		
	Spring 1	Spring 2
What will students be learning?	Human Rights	Revision and reteach
How will students be assessed?	Milestone – Knowledge retrieval and extended writing questions and Mock exam for the Short course GCSE in Religious Studies (Exam board – Eduqas)	Using exemplary questions and past-papers to master application of content taught.
Literacy – What keywords will be taught?	1. censorship 2. discrimination 3. extremism 4. Human Rights	

	<ul style="list-style-type: none"> 5. personal conviction 6. prejudice 7. relative poverty 8. absolute poverty 9. social justice 10. liberation theology 11. Ummah 12. Zakah 13. Apartheid 14. Muezzin 15. Sadaqah 	
What employability skills are being developed?	<p>Formal writing</p> <p>Formulating a critical argument</p> <p>Understanding the perspectives of others (soft skills)</p> <p>Knowing the law on human rights in the workplace</p>	
Wider Curriculum Links?	Clear links to History and the civil right movement in USA	
What useful websites are there for this topic?	<p>https://www.edugas.co.uk/media/v1cn0hta/edugas-gcse-rs-spec-short-from-2016-e-14-05-2020.pdf</p> <p>https://www.bbc.co.uk/bitesize/guides/z8m24qt/revision/5</p>	
What wider reading could be done for this topic?	<p>I am Malala. Malala Yousafzai and Christiana Lamb ISBN-13 978-0316286633</p> <p>We Are All Born Free: The Universal Declaration of Human Rights in Pictures – Amnesty International ISBN-13 978-1847806663</p>	
What else can students be doing independently to develop their understanding of this topic?	<p>Make yourself familiar with human rights in the UK and investigate if your rights are protected by law. See for more information:</p> <p>https://www.bbc.co.uk/bitesize/guides/z93ck7h/revision/2</p>	