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| **Year 7:** Who am I? Who are you?Learning the essentials of RE. |
|  **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1**  |
| My identity, my values, my community | It is an opportunity for the students to think about what makes up their own identity and also all the different identities around them. How many of the things that they think are important to them also matter to other people? Gain an overview of the different religious identities in our Community. |  | Religious beliefs and values. | Know and understand what makes up a person’s own unique identity.Why people have different beliefs and values.Why studying RE is important. | The local geographical area | **CULTURAL DIVERSITY** |
| **Autumn 2**  |
| Who is Jesus and why celebrate his birth? | Jesus is seen as inspirational to some people by exploring key aspects of Jesus’ life and teachings students will be able to gain an insight into the importance of Jesus for Christians today. | In the previous unit students explored a range of religious beliefs including Christian beliefs. | Lent and Easter | Know and understand the importance of Jesus and his teachings. | The holy landsBritish calendarSecularisation | **CULTURAL DIVERSITY** |
| **Spring 1**  |
| Islamic art and artefacts | Islamic art is significant as is enables students to understand Muslims think it is wrong to try to represent Allah’s work. For this reason, Muslims do not believe in drawing pictures of humans or animals. Religious beliefs can be expressed through Art and Artefacts. |  | Eid and Ramadan | Examines the meaning and character of art in Islamic culture and explores its main decorative forms-floral, geometrical, and calligraphic. | The Middle EastCore Islamic teachings | **ARTISTIC CREATIVITY****CULTURAL DIVERSITY** |
| **Spring 2 – Summer 1** |
| What happened in Holy Week and the years afterwards? | Holy week is an important event in the Christian calendar. Students will understand the significance of this week. It marks the final week of Jesus’ life, from Palm Sunday (when Jesus entered Israel’s capital city, Jerusalem, looking like a king), through Maundy Thursday when Jesus ate his last supper with his disciples, to his arrest, trial and eventual execution on Good Friday. The belief that Jesus died on the cross to cancel out the bad things of the world is one of the most important beliefs in all of Christianity. | Jesus’ Birth | Christianity is explored throughout the RE Curriculum. | Identify the key events in the last week of Jesus’ life and why these are events are important for Christians. | Core Christian teachingsBritish calendarSecularisation | **CULTURAL DIVERSITY** |
| **Summer 2** |
| Exploring Places of Worship | Students should know that places of worship are important to many religious followers. We live in a Multi religious society and there are many different places of Worship in the UK. | Religions in the CommunityThe ChurchIslamic art and the Mosque. | The Mosque will be linked to work completed in the next unit on Eid and Ramadan. | To understand the importance of different places of worship for religious believers.Identify similarities and differences between places of worship. | Famous religious sites e.g. The Vatican | **CULTURAL DIVERSITY** |
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| **Year 8:** Beginning to be philosophicalUsing our mind in a different way |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1-2** Thinking philosophically…without even knowing! |
| Bruce Almighty | To introduce the students to philosophy without them being aware and to introduce a new style of RS; film study. |  | A grounding for P4C. | Beginning to think outside the box.Concepts of good, evil and suffering. | American cultureReferences to Christian teaching via ‘Easter eggs’ in the film. | **CIVIC RESPONSIBILITY** |
| **Autumn 2** **– Spring 1** Training our brains to be philosophical thinkers |
| Philosophy for Children(P4C) | To train our brains to become philosophical thinkers and to begin considering belief systems outside of organised religion. | Thinking outside of the box. | Philosophical questioning will appear as planned activities in all units from this point onwards. | The 7 philosophical skills of ‘Phil and Sophie’Critical thinkingOral communication skills | This is wide ranging and dependant on what the themes within the philosophical questions developed by the students are. | **CIVIC RESPONSIBILITY** |
| **Spring 1 – Spring 2** |
| Buddhism | To learn about a lesser explored (in primary) major world faith that is very different to the others. | Philosophical thinking skillsPhilosophy – belief without God | GCSE RE - pacifism | Oral communication skillsCritical thinking skills | India, Tibet, Sri Lanka, China | **CULTURAL DIVERSITY** |
| **Spring 2 – Summer 2** What does it really mean to be labelled a Christian? |
| The Blind Side | To think in a more philosophical way, now that we have developed our skills about the religions Christianity and what it means to be a believer. | Year 7 topics on ChristianityPhilosophical thinking skills | Year 9 - persecutionGCSE RE Christian beliefs and practices | Critical thinkingOral communication skillsPersuasive writing | American cultureCelebrity culture | **CIVIC RESPONSIBILITY****CULTURAL DIVERSITY** |
| **Summer 1** Creativity in RS |
| The Spirited Arts competition with NATRE | To create a piece of spiritual artwork to enter into the national spirited arts RE competition. | Will allow students to build on all RS knowledge gained from primary school and in KS3 so far. | The themes for the artwork all feed into the content of the GCSE course e.g. God’s good earth? – Stewardship. | CreativityImaginationDisciplineCollaboration | World view – culture, religion, societySpiritualityWorld issuesFamous figures | **CIVIC RESPONSIBILITY****CULTURAL DIVERSITY****CREATIVE ARTISTRY****PRECIOUS PLANET** |
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| **Year 9:** Introducing….ethicsThe final piece of the puzzle before GCSE |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1**  |
| Ethics | Ethics is part of the GCSE RS course, so this is where students will be introduced to the concept of it and how it can be applied to different issues. |  The students have explored within their previous topics whether certain situations are right or wrong (but not in the context of ethics). | AQA GCSE Course:Theme A – Human relationshipsTheme B – Religion and lifeTheme D – Religion, peace and conflictTheme E – Religion, crime and punishmentAndA-Level RS – Component 3 Ethics | Critical thinking skillsEmpathyProblem solvingCommunication skills | Historical examples of persecution e.g. Jews i.e. Holocaust and early ChristiansContemporary and historical Issues in the media | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
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| **Autumn 2 – Spring 1**  |
| Perceptions of religion | To explore controversial religious issues in society, both contemporary and historical and what responses are to them. This unit is taught now as it allows the students to begin critically examining religions through key questions e.g. Is it ok that people make fun of religion? Tackling these issues now will help prepare students for beginning their GCSE course after Easter. | The students will be building on their existing knowledge of Christianity and Islam but this time looking at them through a critical lens. | AQA GCSE Course:Theme A – Human relationshipsTheme B – Religion and lifeTheme D – Religion, peace and conflictTheme E – Religion, crime and punishmentAndA-Level RS – Component 3 Ethics | Critical thinking skillsEmpathyCommunication skillsCollaboration | The Vatican, RomePop culture – The Simpsons, The Life of Brian. | **CIVIC RESPONSIBILITY****CULTURAL DIVERSITY** |
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| What can Jewish scripture tell us about belief? | To learn about the key beliefs of a people who students are aware of from History, but as people rather than a statistic. | Year 7 – My IdentityPerceptions of religion | Theme E- Religion, crime and punishment – Concepts of good and evil. | Oral communication skillsCritical thinking skillsWriting with empathy | The holy landsConflictHolocaustJewish diasporaJewish scripture | **CULTURAL DIVERSITY****SOCIAL JUSTICE** |
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| **Summer 1 and Summer 2** | Beginning the course – 1 to 5 mark exam questions focus. |  |  |  |  |  |
| AQA GCSE Theme A – Relationships and Families | The students will begin their GCSE early in Year 9 as all students will be studying core RS. This course aims to build upon the foundation skills acquired at Key Stage 3 (including those from Life Skills) and develop these further to allow students to think critically and evaluate their own views and those of other. Starting the GCSE now will enable specialist RS staff to teach students exam question technique before moving into Year 10 and progressing through the course at a faster pace to enable ample revision time prior to their external examinations. | KS3 Christianity | Synoptic links can be made between this and all future themes in the GCSE course | Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life. | Family planning – One child policy, ChinaContraception/relationships – life skillsPop culture/the media e.g. Love Island, soaps | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |

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| **Year 10:** Philosophical and ethical themesTying together religion, philosophy and ethics |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1** Developing exam technique - SONIC/PEREL |
| AQA GCSE RS Theme E – Religion, crime and punishment | To explore many ideas that the students always find fascinating to do to with religion, crime and punishment. As the first theme to study in Year 10, it tends to motivate the students who always seem eager to study this topic after the summer break. | Synoptic links can be made between this and all future themes in the GCSE course. |  |  Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. | Halden prison, Norway Key scholars – John HickThe Jamie Bulger caseDeath row, USAElizabeth Fry and prison reform | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
| **Autumn 2** Developing Key terminology and 12 mark exam questions |
| AQA GCSE RS Theme D – Religion, peace and conflict | The content of this unit builds upon that of Theme E, with several synoptic links being forged. | Synoptic links can be made between this and all future themes in the GCSE course. | All of the contents studies in the themes units can be use synoptically e.g. the sanctity of life. | Develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. | WW2 – Japan (Hiroshima and Nagasaki)Holy LandsPacifism/Conscientious objectorsQuakers | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
| **Spring 1** A focus on ethics |
| AQA GCSE RSTheme B – Religion and life | This is the final theme of study, left intentionally until now to allow the students to build up their examination skills and to have matured as students in order to tackle a study of controversial issues that require students to have sensitivity and maturity when approaching them (e.g. abortion and euthanasia). | Year 9 - EthicsSynoptic links can be made between this and all future themes in the GCSE course. | All of the contents studied in the themes units can be use synoptically e.g. the sanctity of life. | Reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life.Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. | Pro-life/Pro-ChoiceDignitas, SwitzerlandConspiracy Road Trip in USA – documentaryEvolution and DarwinThe Big Bang theory | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
| **Spring 2** An in depth study of Christianity begins… |
| Christianity - Beliefs | This unit marks the start of the second exam paper to be studied. Many of the beliefs the student’s study will build on their prior knowledge from the themes unit which they have already acquired. The students also need to understand what Christians believe before they can understand how they put the beliefs into practice. | This unit builds upon existing knowledge from the themes unit which they have already acquired and previous KS3 studies.  | The content from this unit underpins the following topic, ‘Christian practices’.  | Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. | The Holy LandsDenominationsThe Reformation | **CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
| **Summer 1 and Summer 2** Digging deep into key religious beliefs and applying them to exam questions  |
| Christianity - Practices | This unit builds upon the previous unit, allowing students to examine how Christian beliefs are put into practice. It is the last focus of study on Christianity before moving onto Sikhism. | This unit builds upon existing knowledge from the themes unit which they have already acquired and previous KS3 studies. | This unit will be revisited when revision for the end of course examinations begins.  | Develop their knowledge and understanding of religious traditions, teachings and practices that are instrumental to the faith. | SacramentsSecular societyCommunity cohesion | **PRECIOUS PLANET****CULTURAL DIVERSITY****SOCIAL JUSTICE****CIVIC RESPONSIBILITY** |
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| **Year 11:** Religious belief and practice  Deepening our understanding of religious belief and practice  |
| **Topics** | **Why we teach this** | **Links to last topic** | **Links to future topics** | **Key skills developed** | **Cultural capital opportunities** | **Links to whole school curriculum** |
| **Autumn 1 and 2** Paper 1 - Digging deep into key religious practices and applying them to exam questions |
| Sikhism - Beliefs | Students need to be aware that Sikhism is one of the diverse religious traditions and beliefs in Great Britain today. Students need to study the beliefs and teachings of Sikhism their basis in Sikh sources of wisdom and authority. By this point, all the necessary knowledge on Christianity has been completed and they now have developed the skills required to study a new religion in depth.  | This unit builds upon existing knowledge from the themes unit which they have already acquired and previous KS3 studies. | Sikh Practices | Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. | Sikhism in the UK - WolverhamptonImpact of Secularisation on the Sikh religion.Contribution of Sikhism to society in the UK. | **CULTURAL DIVERSITY** |
| **Autumn 2 and Spring 1** Paper 1 - Digging deep into key religious practices and applying them to exam questions  |
| Sikhism - Practices | Students to examine how Sikh beliefs are put into practice. | This unit builds upon existing knowledge from the Sikhism Beliefs Unit. | This unit will be revisited when revision for the end of course examinations begins. | Develop their knowledge and understanding of religious traditions, teachings and practices that are instrumental to the Sikh faith. | Impact of Sikh lifestyle on the UK. | **CULTURAL DIVERSITY** |
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**Wolverhampton Locally Agreed Syllabus 2021 requirements**

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