

YEAR GROUP/PATHWAY: KS3		SUBJECT AREA: RE		
		Year 7	Year 8	Year 9
Autumn (1)		Christianity	Hinduism (Y8 Unit 1)	Buddhism
Knowledge and Skills	<p>Core:</p> <p><b>What's the Bible's 'big story' – and why is it like treasure for Christians? (SAS LKS2)</b></p> <ul style="list-style-type: none"> <li>• The Bible tells the big story of God and his people – place stories &amp; concepts</li> <li>• At the centre of it is Jesus</li> <li>• Why might the Bible be like 'treasure'?</li> <li>• Using creativity to express ideas / beliefs</li> </ul> <p><i>Extended: How are the stories in the old testament and new testament linked? How do they link to Christian beliefs?</i></p>	<p>Core:</p> <p><b>What helps Hindus (Santanis) to worship? (SAS UKS2)</b></p> <ul style="list-style-type: none"> <li>• 'Sanatana Dharma' as a way of life for Hindus (Sanatanis)</li> <li>• Brahman present in all things &amp; represented in many forms esp. Trimurti</li> <li>• Key deities and avatars of Sanatana Dharma (Hinduism) and their place in Hindu worship</li> </ul> <p><i>Extended: investigate and describe similarities and differences in people's lived experience within Hindu (Sanatana Dharma) and across religions / beliefs</i></p>	<p>Core:</p> <p><b>What is the Buddhist way of life? (SAS KS2 Y6)</b></p> <ul style="list-style-type: none"> <li>• Story of Buddha's enlightenment</li> <li>• Buddhists follow dhamma (teachings) to avoid bad karma &amp; escape cycle of samsara</li> <li>• Eightfold Path as the way to enlightenment esp. meditation</li> </ul> <p><i>Extended: What does it mean for Buddhists to live a good life? How does this compare to your beliefs and those of other religions?</i></p>	
Further Information	<p>To give pupils a big framework across the whole of the Bible, to help them to understand how the Bible is both a collection of many different stories &amp; types of writing, and one 'big story' of God and his relationship with people. Most Christians believe that this 'story' spans all time, from Creation to the Second Coming, at the centre of which is the birth, life, death &amp; resurrection of Jesus.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• That the Bible is made up of different 'books', but all show Christians something about God</li> <li>• that the Bible is a very old book with a long history, and is treasured by Christians all over the world.</li> </ul>	<p>To provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Pupils will use images and stories to draw meaning to support this understanding.</p> <p>To investigate the religious practices of Hindus and how these influence home and family life, linking them with important Hindu beliefs.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• the religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism</li> <li>• that most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that all</li> </ul>	<p>Core:</p> <p>To introduce pupils to the principal beliefs and practices of Buddhism.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• about the story of how Prince Siddhartha Gautama became Buddha</li> <li>• that 'Buddha' means 'awakened' or 'enlightened one'</li> <li>• that there is no supreme deity in Buddhism</li> <li>• that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating</li> <li>• that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon</li> </ul>	

	<p>that most Christians believe that:</p> <ul style="list-style-type: none"> <li>• the Bible tells one big (unfinished!) story</li> <li>• there are links between events in Genesis and the events of Christmas &amp; Easter</li> <li>• the stories of Jesus’ birth, life, death and resurrection are the most important in this big story</li> <li>• the Bible is a source of guidance, comfort &amp; encouragement</li> </ul>	<p>other deities are an incarnation/manifestation of Brahman to help them to focus on worship</p> <ul style="list-style-type: none"> <li>• that most Hindus (Sanatanis) believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature</li> <li>• how to recognise a range of deities/avatars/manifestations of Brahman, their consorts and their attributes</li> <li>• how religious beliefs are expressed through features and practices of worship, including puja</li> <li>• some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus (Sanatanis)</li> <li>• that festivals and pilgrimage are ways in which some Hindus (Sanatanis) show their devotion to Brahman</li> </ul>	<ul style="list-style-type: none"> <li>• that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4th of the Four Noble Truths)</li> <li>• the Eightfold Path is the means by which dukkha (suffering) can be ended</li> <li>• that meditation helps the mind to develop ‘Right Concentration’ and that there are artefacts that help many Buddhists to meditate</li> <li>• that worship and meditation are different</li> </ul>
Vocabulary	Bible (Genesis, New Testament) Christian God Jesus Creation resurrection	Hinduism Hindu Brahman (supreme god) puja Reincarnation, Karma Mandir (Hindu temple)	Siddhartha Gautama Nirvana Buddha Buddhism Four Noble Truths Enlightenment
Outdoor Learning suggestions	Visit a church	Visit to a Hindu temple	Visit a Buddhist temple
Spring (2)	<b>Judaism</b>	<b>Christianity (Y8 Unit 2)</b>	<b>Islam</b>
Knowledge and Skills	<p>Core: <b>What are important times for Jewish People? (SAS LKS2)</b></p> <ul style="list-style-type: none"> <li>• Importance of ‘remembering’ in Judaism</li> <li>• Key ‘foot’ festivals: Passover &amp; Sukkot, links to stories &amp; practices</li> </ul>	<p>Core: <b>How did Jesus change Lives – and how is it ‘good news’? (SAS LKS2)</b></p> <ul style="list-style-type: none"> <li>• Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>• ‘Gospel’ as ‘good news’</li> <li>• Forgiveness &amp; restoration</li> </ul>	<p>Core: <b>What helps Muslims to live a good life? (SAS UKS2)</b></p> <ul style="list-style-type: none"> <li>• Five pillars as duties for living a good life</li> <li>• Fasting and celebrating contribute to a good life</li> <li>• Hadith &amp; sunnah as guidance to follow</li> </ul>

	<ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot &amp; ketubah as marriage promises</li> <li>• Celebrating Shabbat for different Jewish people</li> </ul> <p><i>Extended: identify similarities and differences in the ways that different Jewish people celebrate important times; identify the impact of different beliefs on the way Jewish people live</i></p>	<p><i>Extended: consider their own beliefs and values and those of others in the light of their learning.</i></p>	<p><i>Extended: explain and make connections between Islam and other religions they have studied.</i></p>
Further Detail:	<p>Core: To investigate some of the major Jewish festivals, to explore their links with Jewish history. To reflect on the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and consider how they express Jewish beliefs.</p> <p>Students will be taught that most Jews believe that:</p> <ul style="list-style-type: none"> <li>• that covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants)</li> <li>• that the Ten Commandments formed the basis of God’s covenant with Moses</li> <li>• that mitzvot are Jewish laws, which guide Jewish people on how to live a good life</li> <li>• that Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings</li> <li>• that the Shema contains very important words from the Torah and helps Jewish people know how to live</li> </ul>	<p>Core: To explore some of the most important miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God’s Son – and is still changing lives today.</p> <p>During this unit, they will also explore what the Bible has to say about identity, friendships and relationships and forgiveness, reflecting on how Jesus’ example and Peter’s experiences might help Christians when they experience relationship difficulties.</p> <p>Students will be taught: By the end of this unit most students should know that (most) Christians believe:</p> <ul style="list-style-type: none"> <li>• encountering Jesus changed the lives of people who met him</li> <li>• Jesus befriended ordinary people e.g. fishermen, and the ‘outcasts’ of society e.g. tax collectors, lepers, women.</li> <li>• Jesus showed he was God’s Son by performing miracles</li> </ul>	<p>Core: To explore the key beliefs and practices of Islam through investigating the five ‘pillars’. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that many Muslims live their lives, and also to make connections between Islam and the other religions they have studied.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• that Islam is a monotheistic religion</li> <li>• that Allah is eternal, omniscient and omnipotent</li> <li>• that a believer can approach Allah by praying, and by reciting the Qur’an</li> <li>• that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live</li> <li>• what the pillars (or duties) of Islam are and how they help many Muslims to have a good life</li> <li>• the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person</li> <li>• that times of celebrations also help Muslims to live a good life (Eid-ul-Fitr &amp; Eid-ul-Adha)</li> </ul>

	<ul style="list-style-type: none"> <li>• that Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people</li> <li>• about the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules</li> </ul>	<ul style="list-style-type: none"> <li>• relationships can be damaged, but can also be mended through forgiveness</li> <li>• that Jesus continues to change lives today</li> <li>• that Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever</li> <li>• that Jesus modelled how to have good relationships with others</li> </ul>	
Vocabulary	<p>Judaism, Jew, synagogue</p> <p>Torah</p> <p>Shabbat</p> <p>Bar / Bat Matzvah</p> <p>Pesach (Passover)</p> <p>Rosh Hashanah (New Year), Yom Kippur (Day of Atonement)</p>	<p>Christians</p> <p>Jesus</p> <p>Miracle</p> <p>Bible</p>	<p>Islam</p> <p>Muslim</p> <p>mosque</p> <p>Qur'an</p> <p>The Five Pillars (or duties)</p> <p>Allah</p>
Outdoor Learning suggestions	Visit a synagogue	Visit a local Christian place of worship / arrange a visit (or refer to church visit at Christmas if this is occurring).	Visit a Mosque
Summer (3)	<b>Sikhism</b>	<b>Christianity/Thematic (Y8 Unit 3)</b>	<b>Thematic/Humanism</b>
Knowledge and Skills	<p>Core:</p> <p><b>What do Sikhs value? (SAS LKS2)</b></p> <ul style="list-style-type: none"> <li>• Duties of Sikhs to pray, work and give</li> <li>• Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> <li>• Gurus as teachers &amp; leaders</li> </ul> <p>Extended: Why is equality important in Sikhi (SAS KS3 Sikhi 1)</p>	<p>Core:</p> <p><b>How do people use creative ways to express their beliefs? (Is Christian worship the same all around the world?) (SAS LKS2)</b></p> <p>- - -</p> <p>Extended:</p> <p><b>How do Humanists (non-religious people) celebrate new life?</b></p>	<p>Core:</p> <p><b>Comparative ASU: How did it all begin?</b> (include response of non-religious groups including Humanism), (SAS ASU UKS2)</p> <ul style="list-style-type: none"> <li>• What are the different beliefs about what happened?</li> <li>• Are there common threads across religions?</li> <li>• Can you believe in both God and science?</li> <li>• Is it important to know how the world began?</li> </ul> <p>Extended: What is it reasonable to believe? (SAS KS3 Humanism 1)</p>
Further Information	Core:	Core:	Core:

	<p>To explore the key beliefs of Sikhism, in particular introducing the importance of equality.</p> <p>Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• that Guru Nanak Ji* was the founder of Sikhi &amp; that he is not worshipped as a god</li> <li>• that 'guru' means 'teacher' and that there are ten gurus of Sikhi</li> </ul> <p>That most Sikhs believe:</p> <ul style="list-style-type: none"> <li>• that God is one (il Onkar) and can be found in all living things (Naam)</li> <li>• that equality is very important in Sikhi society</li> <li>• that Sikhs have special symbols which reflect Sikh identity, including the Five Ks</li> <li>• that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book</li> <li>• that the Gurdwara is the home to the Guru Granth Sahib Ji</li> <li>• that many Sikhs worship at home and at the Gurdwara</li> <li>• that the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred</li> <li>• that the three main duties of a Sikh are to 'Pray, Work and Give'</li> </ul> <p><i>Extended:</i></p>	<p>To explore the many different ways in which people use their creativity to express the things that they believe.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• that the 'creative arts' can be used to express beliefs, deep feelings and emotions</li> <li>• that art forms used by people to express ideas and beliefs include music, art, poetry, dance and drama</li> <li>• why some people from different religions and people with non-religious beliefs express themselves through the arts in different ways</li> <li>• that symbols are used to convey deep meanings without words</li> </ul> <p>That different cultures may express their religious ideas in different ways</p> <p>Extended:</p> <p>To explore and understand how welcoming a new life is important for many people, but focusing specifically on Humanism as an example of non-religious worldviews. Pupils will also draw on their own experiences of milestones and events in their own lives.</p> <ul style="list-style-type: none"> <li>• Celebrating new life is important to religious &amp; non-religious people</li> <li>• We have one life to live &amp; it's worth celebrating</li> <li>• Key principles of Humanism through baby welcoming ceremonies</li> <li>• The importance of the freedom to choose how to live and what to believe</li> </ul>	<p>to reflect on different understandings of how / why the world began and to explore their own ideas about the question. Pupils will explore diverse creation accounts, as well as revisiting the Genesis narratives and also considering what non-religious people may believe about how the world began. Children will search for common threads and express their own developing worldviews.</p> <p>Students will be taught:</p> <ul style="list-style-type: none"> <li>• the desire to understand how &amp; why the world began is common to many worldviews</li> <li>• there are a wide range of beliefs about how &amp; why the world began but also common threads within these beliefs [*NB include Buddhist beliefs if needed]</li> <li>• that some people will look to science to explain how &amp; why life in the universe began</li> <li>• these different understandings may or may not include a belief in a divine origin for the world</li> <li>• different beliefs about how the world began can help to shape people's worldviews and actions</li> </ul> <p><i>Extended:</i></p> <p><i>What is humanism? • Empiricism and rationalism as sources of knowledge • Should we take a sceptical approach to knowledge? • Being comfortable with not knowing something • Scientific understanding of the origins of the universe • Why humanists do not believe in God/gods and whether or not that is 'reasonable' • History of Humanist thinking • Core values for Humanism compared with religious values • Humanism vs atheism, agnosticism, secularism</i></p>
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	• <i>Can we ever be truly equal?</i> • <i>Is an equal society truly possible?</i> • <i>Why is Sewa important?</i>		
Vocabulary	Sikh Sikhism Equality Guru five Ks	Festival Symbol/symbolic culture	Religious Non-religious Creation Evolution Humanist
Outdoor Learning suggestions	Visit a Sikh temple		

Note that due to timetabling, students in year 7 will receive 3 units of RE but these will not necessarily be taught in their designated terms.

Students in year 8 will receive 4 units of RE, these will not necessarily be taught in their designated terms.

A unit is a block of 6 – 8 lessons (equivalent to a half-term).

### Extra Topic Year 8

	Year 8
Extra Unit (4)	Thematic (Y8 Unit 4)
Knowledge and Skills	Core: <b>How do People Try to Make the World a Fairer Place? (SAS LKS2)</b> <ul style="list-style-type: none"> <li>• That we are all members of communities and that our actions affect others</li> <li>• that we are all human beings with the same needs, which is reflected in international laws such as UN Rights of the Child</li> </ul>

	<ul style="list-style-type: none"> <li>• that seeing the world from another person's point of view can help make us better global citizens</li> <li>• that there are situations of social and economic unfairness in the world</li> <li>• that many religions and beliefs teach that it is important to share and give to those who are in need, and make a difference in the world, which includes environmental action</li> <li>• that <i>they</i> can make a difference in the world</li> </ul> <p><i>Extended: To explore what different religions say about fairness and equality.</i></p>
Further Information	<p>It is the intention of this unit to consider how understanding the things that people from different faith and belief backgrounds do to try to tackle injustice and make the world a better place. During this unit, pupils should also develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. It is also an opportunity to allow pupils to understand that they too can make a difference in the world.</p>
Vocabulary	<p>Equality Fair Moral influence</p>