

		Autumn	Spring	Summer
Y e a r 7	Topic Key Question	What do different people believe about God?	What does it mean to be a Christian in Britain today?	What can we learn from religions about deciding what is right and wrong?
	Key Knowledge & Understanding	<ul style="list-style-type: none"> • Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God. • Find some examples of how we know about something we have not seen or experienced for ourselves. • Consider the question: What do people believe about God? • Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19). • Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names 	<p>Find out about how Christians show their faith within their families.</p> <p>What objects might you find in a Christian's home and why?</p> <p>Explore what Christians do to show their faith within their church communities.</p> <p>Find out what Christians do to show their faith in how they help their local community.</p> <p>Find out about some ways in which Christians make a difference in the worldwide community.</p>	<p>Think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.</p>

		<p>of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God</p> <ul style="list-style-type: none"> • Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer); • Examine similarities and differences between varied ideas about God. • Explore the influence believing in God has on the lives of believers. • Explore the fact that many people do not believe in God. • Reflect on pupils' own questions and ideas about God in light of their learning. 		
	<p>Key Skills</p>	<p>Identify some similarities and differences between ideas about what God is like in different religion</p> <ul style="list-style-type: none"> • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts <p>Describe and compare the beliefs of different religions and of atheists</p> <p>Identify how and say why it makes a difference in people's lives to believe in God</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</p>	<p>Describe what temptation is and how it can affect people's behaviour.</p> <p>Make links between stories about temptation examples of people being tempted now</p> <p>Understand what rules are followed by religious communities and why.</p> <p>Understand how religious rules affect believers lives</p>

		<p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences</p>	
Assessment	<p>Complete an assessment task – what I have learned about God – have sections for Christianity/ Islam/ Hinduism/ Humanism – fill in beliefs from each belief. Have a section for own thoughts – what I think about God</p>	<p>Create a booklet with the key facts learned over the term about Christianity.</p>	<p>Making a list of the different rules they have learned about from Judaism and Christianity.</p> <p>Identifying how rules can help a believer.</p>
Key Literacy	<p>Vocabulary: God belief atheist christian Hindu Muslim love faith Holy Trinity creator Bible Qu’ran</p>	<p>Vocabulary: Christian church Bible God Jesus Messiah creation worship pray praise hymns Holy communion</p>	<p>Vocabulary: Christianity Judaism temptation sin forgiveness rules commandments grace</p> <p>Speaking & Listening: Discussion</p>

		<p>humanity</p> <p>Speaking & Listening: Class discussions</p> <p>Listen to someone talking about their religion and beliefs Philosophy for children session</p> <p>Reading & Writing Writing about religions/ beliefs about God. Reading and analysing religious texts.</p>	<p>community injustice</p> <p>Speaking & Listening: Listening to people talking about Christianity.</p> <p>Group discussion and negotiation on what to include in the church design Rosa Parks role play</p> <p>Reading & Writing, :Reading church timetables Researching and creating presentations Reading lyrics and listening to and discussing worship songs.</p>	<p>Role play Philosophy for children session</p> <p>Reading & Writing, Writing about rules and their importance Writing own rules Writing about religious rules and how they affect believers' lives. Read and analyse religious texts</p>
	Resources	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>peaceful background music. balloon Bag with a collection of items a parent would use with a baby</p> <p>Bible poem about love from 1 Corinthians 13</p> <p>Lord's Prayer, Pictures of creation.</p> <p>natural items whiteboard photos OF THINGS which are common, but intricate: the underside of a large mushroom, a slice of orange, a rose. Quran and stand</p>	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>Range of Christian family items, including cross, worship cd, Bible etc.</p> <p>Calendar template Communicate in print symbols for activities on the calendar</p> <p>Church window outline</p> <p>Leaflet / website entry from a church about weekly events.</p> <p>Worship music.</p>	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>Game equipment</p> <p>Resources that students may want to use to create things to give away – post cards/ letters/ paper flowers etc.</p> <p>List of 10 commandments.</p> <p>Diamond 9 board.</p> <p>Cards with the Ten Commandments on Scenarios that would test the ten commandment rules.</p> <p>Beatitudes</p>

	<p>www.bbc.co.uk/religion/religions/islam/holidays/lailatalqadr.shtml http://tinyurl.com/896psjl</p> <p>conker acorn large sheet of paper divided into quarters, with a picture of a Hindu god or goddess in the middle</p> <p>image of Durga</p> <p>www.balagokulam.org/kids/stories/durga.php</p> <p>Heart of Hinduism:</p> <p>http://hinduism.iskcon.org/practice/302.htm</p> <p>Images of Brahma, Vishnu and Shiva (e.g. http://mesosyn.com/hindu-6.html)</p> <ul style="list-style-type: none"> Information about the three gods: www.hinduwebsite.com/hinduism/hindutrinity.asp <p>www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml Glossary of terms (not specifically for children) available at : www.hinduacademy.org/schools/glossary.htm https://iskconeducationalservices.org/HoH/extras/02glossary.htm</p> <p>Story of the blind men and the elephant</p>	<p>Lyrics to a song Different types of bread (check for allergies etc) Church newsletter</p> <p>Bible verses</p> <p>www.bbc.co.uk/education/clips/zq2yg82 Story of Rosa Parks.</p>	<p>Closed box/ bowl</p> <p>Scenarios where people may be tempted Picture The Temptation in the Wilderness by Briton Riviere.</p> <p>Jesus Ministered to by Angels by James Tissot</p> <p>Story of Jesus' three temptations in the desert.</p>
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	http://wordinfo.info/Blind-Men-and-Elephant-crop.html www.youtube.com/watch?v=Vn9BUfUCL4I		
Trips and Visits Opportunities	Visit from Christian / Muslim/ Hindu to discuss faith and belief in God.	Visit a Church	
Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.	<p>Work Related Learning Look at the roles of religious leaders.</p> <p>Spiritual, Moral, Social, Cultural Identify beliefs about God from different religions. Explore own beliefs about God.</p>	<p>History /PHSE- story of Rosa Parks</p> <p>Work Related Learning Identifying job roles within Church Understanding how being a Christian could impact on work life</p> <p>Spiritual, Moral, Social, Cultural Showing respect and tolerance to beliefs that may be different to their own. Identify and share their own beliefs about God/ religion. Recognise the impact that belonging to a religion has on the lives of followers.</p>	<p>Work Related Learning Understand why rules are important in a work environment.</p> <p>Spiritual, Moral, Social, Cultural Understand why rules are important Identify religious rules and how they affect believers' lives.</p>

		Autumn 1	Spring 1	Summer 1
Y e a r 8	Topic Key Question	What does it mean to be a Muslim in Britain today?	What does it mean to be a Hindu in Britain today?	If God is everywhere do we need places of worship?
	Key Knowledge & Understanding	This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque	<ul style="list-style-type: none"> • Find out about how Hindus show their faith within their families. <ul style="list-style-type: none"> • Learn that 'Hinduism' is incredibly diverse as a whole way of life rather than a set of beliefs. • Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; • Learn about an important sacred text; the Bhagavad Gita • Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans). • Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith • Find out about the deities and how they help Hindus achieve moral aims 	Enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places.
	Key Skills	Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad	Describe puja and how it shows Hindu faith (A Describe some ways in which Hindus express their faith through puja, aarti and bhajans .	Name the key features of a Church /synagogue/mandir Describe what places of worship are for

		<p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes .</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences</p>	<p>Give examples of how places of worship are helpful to believers in difficult times</p> <p>Give reasons why places of worship might be considered to be valuable in religious communities</p>
Assessment			<p>Baseline - Write about everything they already know about Hinduism ‘</p> <p>Final assessment - complete questions on what is Puja, what is Hindu belief on life after death, what is a Mandir, who was Gandhi and why was he a hero.</p>	<p>Can pupils talk about a place where people might say or feel God is somehow more ‘present’? Discuss pilgrimage, special religious places, holy sites, etc. If God is everywhere why go to a special place to worship?</p> <ul style="list-style-type: none"> Recap the conclusions pupils arrived at in the first section about the purpose of a place of worship. Can they add any more functions in light of what they have learned in this section? Answer the key question using one, two or three of these religions as well as own experience and other knowledge; what does a place of worship mean to believers?
Key Literacy		<p>Vocabulary:</p> <p>Muslim Islam Qu'ran Mekkah 5 pillars pilgrimage charity prayer mat mosque</p>	<p>Vocabulary:</p> <p>Hindu gods brahman worship deity puja temple aarti</p>	<p>Vocabulary:</p> <p>Church Mandir Synagogue worship praise community</p> <p>Speaking & Listening:</p>

		<p>Speaking & Listening:</p> <p>Reading & Writing, Text types:</p>	<p>'dharma' Moksha karma</p> <p>Speaking & Listening: Speaking and listening, Role play. Discussions.</p> <p>Reading & Writing Writing about Hindu beliefs and practices</p>	<p>Class discussions on worship/places of worship. Listening to people speaking about impact of places of worship on their spiritual life. Presenting research.</p> <p>Reading & Writing, Text types: Reading -Researching places of worship</p> <p>Writing – recording research – independent writing projects on places of worship</p>
Resources	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>Photos / diagrams of Mosques/ features of Mosques/ prayer mat Qur'an</p>	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>www.bbc.co.uk/programmes/p02n5v2q</p> <p>www.bbc.co.uk/programmes/p02n5v2q</p> <p>www.bbc.co.uk/programmes/p0114x86</p> <p>www.bbc.co.uk/programmes/p0115j0s</p> <p>www.bbc.co.uk/programmes/p0114rp3</p> <p>Pictures of Gandhi</p> <p>Map of religions in Britain</p> <p>Photos of Mandir visit/ photos of a Mandir</p> <p>www.bbc.co.uk/education/clips/zw92tyc</p> <p>www.bbc.co.uk/education/clips/z8476fr</p>	<p>Bexley Agreed syllabus scheme for more info - on shared drive.</p> <p>Pictures of different places of worship and different features</p> <p>pictures and videos of Anglican and Baptist churches.</p> <p>www.truetube.co.uk/film/holy-cribs-mandir</p> <p>www.bbc.co.uk/education/clips/zh2hyrd</p> <p>www.bbc.co.uk/religion/religions/judaism/worship/synagogue_1.shtml</p> <p>images of a Reform and Orthodox synagogue</p> <p>Corinthians 12:27</p> <p>large outline of a body</p> <p>https://www.jesuit.org.uk/ignatian-way-pray https://webarchive.nationalarchives.gov.uk/20160107112352/</p>	

				http://www.brin.ac.uk/religious-census-2011-england-and-wales/ http://www.ons.gov.uk/ons/dcp171776_290510.pdf www.bbc.co.uk/education/clips/zw92tyc www.bbc.co.uk/education/clips/z8476fr https://freshexpressions.org.uk/story-archive/vocation-at-the-cafe-church-march-2015 www.bbc.co.uk/education/clips/zq2yg82 images of the Kumbh Mela www.bbc.co.uk/programmes/p02n5tks www.bbc.co.uk/programmes/p02mxbli www.bbc.co.uk/education/clips/zwkq6sg images of synagogues, Torah scrolls and aspects of a Jewish home (such as a mezuzah or Kiddush cup). Venn diagram pre drawn
Trips and Visits Opportunities	mosque	Hindu Mandir	Synagogue	Local community to research how many places of worship there are.
Cross Curricular Links, SMSC, British Values,	Work Related Learning Investigate which job roles would fit in with the 5 pillars.	Skills builder Listening and presenting, Team work	Work Related Learning Understanding key roles of responsibility in places of worship and the impact of these	

	<p>Careers, Skill builder, etc.</p>	<p>Spiritual, Moral, Social, Cultural</p> <p>Understanding Islamic beliefs Showing respect and tolerance towards Islamic beliefs.</p>	<p>SMSC</p> <p>Awe and wonder- exploring Hindu artefacts Developing respect and tolerance towards other people’s beliefs. Developing understanding of how Hinduism impacts believers lives</p>	<p>roles in the upkeep of the buildings/ and on worshippers.</p> <p>Skills builder – team work – understanding that a congregation in a place of worship often work as a team. Staying positive – identify how worship can help members of a religion stay positive.</p> <p>Geography - the local community/ uses of buildings SMSC Identifying places of worship, and understanding what happens in them/ any rules associated with them. Understanding what worship is and why it is an important part of religious life. Identifying places that are special to them , and sharing with the class.</p>
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		Autumn	Spring	Summer
Y e a r 9	Topic Key Question	What is good and what is challenging about being a teenage Sikh /Buddhist /Muslim in Britain today?	Why do some people think that life is a journey? What significant experiences mark this?	What would Jesus do?
	Key Knowledge & Understanding	Pupils learn in depth from Buddhists, Muslims and / or Sikhs and their ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils' own thinking.	Understand and describe what makes a place special. Know where and why some religions carry out pilgrimages. Know how pilgrimage expresses religious beliefs. Know the symbolism of the places visited. Explore special journeys students have taken	Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community.
	Key Skills	Examine and evaluate British society's treatment of immigrant religious groups. Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views. Explain how ancient spiritual practices still sustain believers. Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involve	To understand and explain what a pilgrimage is, and why it is different to a holiday. To know where Christians, Hindus and Muslims go on Pilgrimage. To describe the key events of the 3 pilgrimages. To understand the significance of the 3 pilgrimage places.	Make connections between some of Jesus' teachings and the way Christians live today Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today

<p>Assessment</p>	<p>Recap work covered on 3 religions. Make list for each religion challenging / good things for teenagers.</p> <p>Write a short piece answering question ? Is it easier or harder to be a teenager with a religious faith?</p>	<p>Baseline assessment What journey of life ceremonies do the pupils know from each of these religions? Record which ceremonies pupils know of. Collect information that the pupils know about these ceremonies. Note any questions they have.</p> <p>Final assessment - pupils to create a journey bag for either a Christian, a Jewish person or a Hindu. In the bag must be props that relate to what the pupils have learnt about the journey of life and death for the chosen religion. Once completed evaluate together in small groups, what is in the bag? Why is it in the bag? Is there anything missing? In speaking and listening, pupils move from description to understanding and explanation</p>	<p>Recap work completed on Jesus and his teachings. Complete a piece of work on how this impacts Christians today? How do they show Jesus' love?</p>
<p>Key Literacy</p>	<p>Vocabulary: teenager rites of passage multicultural challenging positive belief values</p> <p>Speaking & Listening: Class and group discussions Philosophy for children sessions</p> <p>Reading & Writing, Text types:</p>	<p>Vocabulary: ceremonies life journey rites of passage milestones marriage bar / bat mitzvah Pilgrimage, special, Makkah baptism</p> <p>Speaking & Listening: Listen to people talking about Pilgrimage to Holy places. Discuss places that are special to themselves.</p>	<p>Vocabulary: Jesus messiah redemption grace crucifixion resurrection miracles disciples</p> <p>Speaking & Listening: Role play Class discussion</p> <p>Reading & Writing, Text types: Reading about Jesus' life and stories he told.</p>

		<p>Reading and researching about different religions. Writing about religions and own beliefs and feelings.</p>	<p>Discuss own life journey and the key / pivotal moments. Discussion on why these journeys are important.</p> <p>Reading & Writing: Read about people's life journeys Discuss and record individual journey's pictorially, share with the class. Record where are now and what they will achieve in the future, their hopes and dreams Write metaphors and similes to describe life</p>	
Resources		<p>Set of 40 words to describe teenagers (staff to create own set before lesson, to fit with class identity)</p> <p>Collage materials – magazines/ newspapers etc http://old.natre.org.uk/db soundfile of the Adhan (call to prayer) Scenarios</p> <p>Mosque. A new mosque has opened in town. A few weeks after the celebrations, widely supported, there are several incidents where groups of young white teenagers throw stones at the mosque, and break windows, before running off. What should be done, and who by? Dress. Several Muslim women who wear the Hijab, covering their faces,</p>	<p>Google maps to look at routes</p> <p>Growing tree picture</p> <p>Tree templates Selection of stones and rocks from tiny to large</p> <p>Metaphor and simile sheets.</p> <p>Life “bricks” templates for the similes and metaphors for a wall of life. Infant baptism http://request.org.uk/life/rites-of-passage/infant-baptism/ www.bbc.co.uk/programmes/p02mwy4d - Confirmation http://request.org.uk/life/rites-of-passage/confirmation-video/</p>	<p>Luke 4:18-19</p> <p>Mission statements from well known characters.</p> <p>Bible quotations “Where your treasure is, there will your heart be also.’ “Greater love has no one than this, that they lay down their life for their friends’ “The last enemy that shall be destroyed is death.” And 1 Corinthians 13:4-7.</p> <p>Heart shaped paper</p> <p>Pictures of Jim Dine’s heart art.</p> <p>Parables - Parable of the Two Debtors, Luke 7:36–50</p>

	<p>have had insults and some threats shouted at them in the streets of the town, usually by people who run away. It's upsetting, so they arrange a meeting with the local police to see if anything can be done. What are the possible responses?</p> <p>Food. A butcher opens a new shop in a town near you, where many Muslim people live. It doesn't do very well, because no Muslims use the shop. The butcher realises it's because he doesn't sell Halal meat. How would you advise him?</p> <p>Buddha's teaching of Five Precepts. Be harmless / don't kill Live with what you have / don't take what is not given Love, and be content / don't have sex with different people. Speak compassionately / don't use wrong speech Be aware / don't take drugs or alcoholic drink</p> <p>Examples of TV adverts and magazines</p> <p>http://londonbuddhistvihara.org/</p> <p>photographs, books or video about the Vihara. Story of Kisagotami and the mustard seed</p> <p>4 noble truths of Buddhism</p>	<p>- Believers baptism http://request.org.uk/life/rites-of-passage/believers-baptism/ www.bbc.co.uk/programmes/p02mwy4d</p> <p>words of a baptismal service</p> <p>passages John the Baptist (Luke 1:5 – 25), Jesus is baptised (Matthew 3: 13 – 17), Saul/Paul is baptised (Acts 9:10 – 19), an Ethiopian is baptised (Acts 8: 26 – 40), the Jailor's family is baptised (Acts 16: 16 – 34)</p> <p>Diary template www.bbc.co.uk/programmes/p02n2kgx</p> <p>Circle template www.reonline.org.uk/specials/jwol</p> <p>information and pictures about Bar /Bat Mitzvah</p> <p>www.bbc.co.uk/programmes/p02n5v2q</p> <p>https://iskconeducationalservices.org/HoH/practice/rites-of-passage/initiation-the-sacred-thread-ceremony/ 4 statements</p> <p>Bible verse on marriage 1 Corinthians 13</p> <p>http://request.org.uk/life/rites-of-passage/marriage/</p>	<p>Parable of the Unforgiving Servant, Matthew 18:21–35</p> <p>Mother Teresa's sayings</p> <p>Pictures and videos of Mother Teresa . Story of her life.</p> <p>Story of the widow and her money.</p> <p>Generosity scenarios to rank.</p> <p>Images and resources about Christian charities.</p> <p>Large coin picture</p>
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Trips and Visits Opportunities	Gurdwara/ Vihara	Visitor from different faiths to talk about life journeys/ milestones etc.	Visit from Christian to discuss how Jesus' teachings impact on their life
Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.	<p>Work Related Learning Identify what jobs people from religious backgrounds may want to do based on their beliefs</p> <p>Spiritual, Moral, Social, Cultural To understand how prejudice can be reduced. To think through a range of ideas for prejudice reduction. To apply values beliefs and religious teachings to situations of prejudice or injustice.</p>	<p>Work Related Learning Skills builder Aiming high- reaching life goals</p> <p>Life Skills – identifying which luggage would need to be taken on a special journey/ how they would get to each place. Literacy Skills</p> <p>Spiritual, Moral, Social, Cultural</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p>	<p>Work Related Learning How could Christians use Jesus' teachings to help them in work place?</p> <p>Spiritual, Moral, Social, Cultural Understanding who Jesus was/is and why he is important to Christians. Listen and show respect to Christian teachings.</p>

		Autumn	Spring	Summer
Year 10	Topic Key Question	Why are festivals important?	Does religion help people to be good?	How can people express the spiritual through music & art?
	Key Knowledge & Understanding	<p>Unit will enable pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration with a focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam.</p> <p>This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments.</p> <p>Suggest ideas about what is worth celebrating and remembering in religious communities and in their lives</p>	Learn in depth from different religious and spiritual ways of life about being good and living well in society.	This investigation enables students to learn in depth from different religious and spiritual ways of life about the concepts of worship, meditation and celebration.
	Key Skills	<p>Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals</p> <p>Identify similarities and differences between the celebration of two festivals</p>	<p>Analyse examples of religious and non-religious principles and come to a view of what is 'good'</p> <p>Describe religious teachings which encourage loving actions</p> <p>Compare religious moral rules with non-religious moral principles.</p>	<p>Outline the features of one religious art form and say why it is important to members of that faith</p> <p>Explain the impact of music and art in helping people to express ideas beyond words, including beliefs</p> <p>Present a variety of interpretations of the 'spiritual' and explain how these are expressed</p> <p>Consider how far music and art help believers understand big ideas in their tradition</p>

	Make links between things that are important in our community and celebrations that are held or could be held		
Assessment	Completing a piece of work detailing the festivals covered- story behind each one/ how it is celebrated, and comparing and contrasting the different festivals.	Recap work done over the term. Go back to baseline assessment – read through it and discuss what they think now. Rewrite it underneath with new ideas, and linking to what they have learned in the term about religions/ codes of living etc.	Make a piece of creative work to express your own spirituality
Key Literacy	<p>Vocabulary: festival celebration Easter Diwali Eid moral</p> <p>Speaking & Listening: Speaking about own experiences of festivals and celebrations. Working with pairs/ small groups to give opinions on plans for school celebration.</p> <p>Reading & Writing, Text types: Reading and researching about festivals. Listening to and retelling key events from stories behind festivals.</p>	<p>Vocabulary:</p> <p>Speaking & Listening: Reading & Writing, Text types:</p>	<p>Vocabulary: spirituality creative worship meditation celebration. interpretations</p> <p>Speaking & Listening: Speaking and listening activities. Listening to religious or spiritual music Discussing art. Philosophy for children Listen to music and respond in a piece of art/ a written piece of work. Discuss the emotions music draws out.</p> <p>Giving presentation</p> <p>Reading & Writing Writing own psalm Identify what a psalm is and read as a class - discussing the text. List of different feelings that students think worshippers might have Researching, planning and making presentation. Write about music clips heard.</p>

<p>Resources</p>		<p>Video on Buddhist community A3 piece of paper with concentric circles pack of cards pre-cut ready for use from the Make the world a better place sheet. (on Bexley Agreed syllabus scheme) Dart board – 5 concentric circles- and 8 small cards (on each one is written in the eightfold path),</p> <p>www.youtube.com/watch?v=sz7cpV7ERsM</p> <p>Copy of the A4 code of living sheets for each religion and world view found as a pdfs from RE Today Developing Secondary RE 'Codes of living'</p>	<p>www.youtube.com/watch?v=T0GXIIElY60 Giora Feidman Plays Klezmer www.klezmerfusionband.com/what_we_offer / A Wedding and Bar Mitzvah band. www.youtube.com/watch?v=O1K5jYaihk4&t=0s Hasidic Songs www.youtube.com/watch?v=q1oG32lrNP4 Kaschauer Klezmer Band www.bbc.co.uk/religion/religions/buddhism/customs/mandala.shtml</p> <p>multi-coloured card to make into 'mosaic' patterns or rice, lentils, pasta or similar substances</p> <p>www.dalailamanola.com/resources/mandala</p> <p>Drawing resources</p> <p>Examples of Buddhist sand mandalas www.aliomarermes.co.uk</p> <p>www.fenoon.com/artist/artist.html</p> <p>http://ahmedmater.com/artwork</p> <p>www.ulhaqbrothers.com</p> <p>http://ykartist.com/gallery Psalms 13, 23, 40 and 98</p> <p>photos of Christian people worshipping,</p>
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			<p>www.methodist.org.uk/static/artcollection/image1.htm</p> <p>collection of photos and postcards, of the natural world and its wonders,</p> <p>www.natre.org.uk/spiritedarts. 6 images from Website Judging form/ evaluation form.</p>
Trips and Visits Opportunities	Visit local shops to purchase items for end of term celebration		Visit Art gallery
Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.	<p>Work Related Learning/ Skills builder Team builder / positivity/ aiming high/ problem solving</p> <p>Plan an end of school year celebration – think about what needs to happen/ what roles people will have/ resources needed to buy in or make- work to a budget.</p> <p>Spiritual, Moral, Social, Cultural Developing an understanding and respect for beliefs of other people that may differ from their own. Sharing own experiences of festivals and celebrations. Planning own celebration for the end of the school year- discussing what needs to be celebrated and how.</p>		<p>Work Related Learning Learning about religious artists and their careers</p> <p>Spiritual, Moral, Social, Cultural Awe and wonder - exploring religious art Develop their own understanding of the term spirituality and what it means to them.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1	Topic Key Question						
	Key Knowledge & Understanding						
	Key Skills						
	Assessment						
	Key Literacy	Vocabulary: Speaking & Listening: Reading & Writing, Text types:					
	Resources						
	Trips and Visits Opportunities						
	Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1 2	Topic Key Question						
	Key Knowledge & Understanding						
	Key Skills						
	Assessment						
	Key Literacy	Vocabulary: Speaking & Listening: Reading & Writing, Text types:					
	Resources						
	Trips and Visits Opportunities						
	Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.						

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1 3	Topic Key Question						
	Key Knowledge & Understanding						
	Key Skills						
	Assessment						
	Key Literacy	Vocabulary: Speaking & Listening: Reading & Writing, Text types:					
	Resources						
	Trips and Visits Opportunities						
	Cross Curricular Links, SMSC, British Values, Careers, Skill Builder, etc.						