

## Religious Education

### Curriculum Principles

**By the end of their all-through education, a student of RE at Dixons Trinity Chapeltown will:**

- know the key beliefs and values of world faiths and other beliefs and their influence upon individuals, communities and cultures. Students will know how to interpret, analyse and evaluate religious, philosophical and ethical thinking.
- understand how to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Students will understand and respect the commonality and diversity among world faiths and other beliefs.

**Our unifying 'sentence' is: "The RE department enabled students to respectfully express their ideas and insight about religious, ethical and philosophical concepts because the students understood about the key beliefs of world faiths and other beliefs and their impact upon society."**

**In order to achieve a true understanding of RE topics have been intelligently sequenced based on the following rationale:**

- following the Leeds agreed syllabus, the level of rigour and challenge develops through the key stages and it has been coherently planned and sequenced towards cumulative knowledge. This has been done through careful scheme planning for example, EYFS exposes students to religions through encountering a range of different festivals (religious and non-religious. Y1-2 focuses on the study of Christianity and Islam, adding Judaism and Sikhism at Y3 and Y4 and then Buddhism and Hinduism at Y7. This means that students extend and deepen their knowledge and understanding of a range of religions and other world views throughout the key stages. For example, in Y5 students discuss whether Jesus is the saviour for Christians. This is then developed in Y8 when students discuss why Christians believe that Jesus is God on Earth; in Y9, this understanding is then extended even further when the objective of the scheme is to know the significance and meaning behind the incarnation.
- the RE curriculum is built upon developing religious literacy right from EYFS. Students are introduced to key vocabulary on their knowledge organisers. This knowledge is revisited and reinforced on a daily basis, in every single lesson, through continuous 'low-stakes' flexible quizzing. It is then applied in a variety of different contexts (topics) in order to increase retention and flexibility of application. It is highlighted to students when key vocabulary is relevant in another religion and on later knowledge organisers, connections are highlighted to students in order to prevent common misconceptions occurring. This allows students to produce oral and written responses which use high order thinking skills, such as analysis, evaluation and interpretation.
- we agree with Christine Counsell, who states that 'curriculum is content over time'. Therefore, the main focus in EYFS - Y4 is encountering and then developing knowledge of a range of faiths and worldviews. As the students move into Middle Peak in Y5, they will begin to consider philosophical and ethical thinking in various forms. It is believed students can only begin to reflect critically and responsibly upon philosophical and ethical thinking when they have an excellent understanding of the key beliefs and values of world faiths and other views. Therefore as part of their GCSE study, the students will study the beliefs and practices of Christians and Muslims first before they are introduced to thematic studies, in which personal and religious perspectives of ethical dilemmas are considered.
- furthermore, the middle peak curriculum is centred around three broad themes: belief about god, life after death; influence upon beliefs and actions. Firstly, this is because it is believed that understanding is gained through connecting knowledge and by organising the curriculum in this way this narrative will help to support the development of schema and ultimately, enable the students to retain this knowledge within their long term memory. Secondly, it supports the idea that there is a commonality towards all religions. Finally, there are often common misconceptions surrounding these key ideas. By intelligently sequencing the curriculum in this way, it provides optimum interleaving opportunities and allows the teacher to effectively address any gaps that may appear.

**The RE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- the RE curriculum will expose students from socio-economic disadvantaged backgrounds to religious and non-religious traditions other than their own. By studying a wide range of world faiths and worldviews, it provides students with the knowledge and skills to flourish both within their own community and as members of a diverse and global society. They will also encounter events such as the Holocaust to address any misconceptions that they may have surrounding the events that occurred.
- it recognises that not all students will join DTC at the primary phase. As a consequence, the first unit in Y7 ('why are beliefs and values important to me and others') will address any gaps in the students' knowledge and skills, by exposing the students to the four main religions studied by Y6 and providing them with the core knowledge that is needed in order for them to progress further.
- the RE curriculum will give students a safe space to discuss their own beliefs and values which they may not have at home. This in turn, means that the teacher and other students can address misconceptions through a meaningful and informed dialogue. For example, in base camp, students explore what we can learn from holy books and in upper peak, students explore religious attitudes to relationships, which may be different to their own.



- disadvantaged students and those from identified underrepresented groups, receive priority for extra intervention sessions so that every opportunity to close the advantage gap is capitalised on. For example, students have the opportunity to receive extra guidance and tutoring which closes their specific gaps in understanding during 'Morning Mastery' and 'Prep' sessions.

**We fully believe RE can contribute to the personal development of students at DTC:**

- it provides opportunities for students within each scheme of work to discuss and critically reflect upon key questions of meaning and truth such as the origins of the universe, life after death and beliefs about God. This can be done through 'turn and talk' activities or through written responses. It is believed that this can only be done effectively through a knowledge rich curriculum.
- it will allow students to consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices in Chapeltown and the wider community. The teacher will always make the class aware of the diversity as well as sensitivity to the questions and challenges that different views and cultures can present. By learning about a wide range of world faiths and world views, this will promote racial and interfaith harmony and respect for all; combat prejudice and discrimination and promote awareness of how interfaith cooperation can support the pursuit of the common good.
- it will provide opportunities for social development. The RE curriculum allows students to investigate social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions. For example, when Y7 study Hinduism, they will consider how Hindus from all over the world may view the caste system; connections will be made on what other religions may believe.
- it will allow students to consider what is important to them through studying key religious and philosophical beliefs about values and ethical codes of practice. For example, in Y4, they will study the topic: what can we learn from religions when deciding what is right and wrong? This in turn prepares them for life in the future, in employment and lifelong learning.

**At DTC, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- students will understand how we should treat everyone respectfully e.g. in Y7, they explore religious teachings on equality in the introductory unit: Beliefs and Values. Staff will make it clear to students that by showing respect to all, we are preparing them for the world of work.
- students will understand the purpose behind why they learn about a range of religions and philosophical concepts in middle peak. For example, they will be informed that there is a need for writers, journalists, people working in public service e.g. police officers, doctors, nurses to have a good understanding of the religious beliefs of the communities they serve. This is explicitly made clear to students during careers week, in which their teacher will explain to them how studying RE could help them in their future careers.
- as part of their RE curriculum, students will acquire cross curricular skills such as the ability to analyse, problem solve, write and speak eloquently. These skills run throughout the primary and secondary phase. By giving students the opportunity to practise such skills it supports their pursuit of getting to university, thriving in a top job and having a great life.
- every cycle at middle and upper peak, there will be a 'careers spotlight', where students will explore a profession that is linked to that unit of work. For example, when students study the Y8 topic what do we do when life gets hard, they will learn about careers in publishing.

**A true love of RE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- the GCSE RE specification is centred around two religions: Christianity and Islam. Therefore, it is important that the curriculum provides the building blocks for the students to be successful in their GCSE. This is done through not only revisiting key concepts of the religion i.e. the concept of the Trinity but also allowing students to learn outside of the GCSE specification requirements for example, they explore how the belief in Jesus is represented through art in Christianity. This allows students to see each religion as a living, diverse faith.
- according to the RE commission in 2018, RE 'should explore the important role that religious and non-religious worldviews play in all human life'. RE is designed to nurture SMSC development. Therefore, students at Dixons Trinity Chapeltown will learn about a wide range of faiths and other worldviews. By the end of Y8, all students will have learnt about the six world religions in some form and they will reflect upon ethical and philosophical views. By doing so, the RE curriculum is also following the requirements of the Leeds Agreed Syllabus. In addition, students will study philosophy in middle peak. This is important because they will not have the opportunity to do this as part of their GCSE. By doing so, it means that students will be able to articulate reasoned and critical responses to the wider issues in society.
- one of the key roles of RE in schools is to support community cohesion and the development of SMSC and Fundamental British Values. This is evidenced in the schemes of work as each lesson is connected to encouraging the development of at least one aspect of SMSC, for example in Y7, so they fully understand that for many, religion is an integral part of their identity and culture, they explore the British values under the context of how religious teachings support and uphold them.



## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	<b>Know and Remember</b>	Engaging with religious festivals (Divali), learning where in the world they originate and how they are celebrated	Engaging with religious and non-religious festivals (Christmas and Chinese New Year), learning where in the world they originate and how they are celebrated	Engaging with religious festivals (Eid and Easter), learning where in the world they originate and how they are celebrated
	<b>Do</b>	Different religions and traditions reflected in resources and activities, books and role play reflect a variety of cultures; discussion about own identities and experiences – children show photographs of special events in their lives e.g. weddings, new babies		
YEAR 1	<b>Study of religion</b>	<b>Christianity as a Community</b> Belonging to a community (religious and non-religious): families, traditions, relationships, school community, local community  Christian beliefs: God, Jesus, Christian symbols, Bible stories	<b>God and Christianity</b> <ul style="list-style-type: none"> <li>Loving</li> <li>Powerful</li> <li>Knowledgeable</li> <li>Bible stories</li> </ul>	<b>Christian Places of Worship</b> <ul style="list-style-type: none"> <li>Church</li> <li>What Christians do in a Church</li> <li>Objects and symbols in a Church</li> <li>Community</li> </ul>
	<b>Expeditions</b>			Visit a church
	<b>Vertical and horizontal interleaving</b>	PDS (Y1 C2)	(Y1 C1)	(Y1 C1) (Y1 C2)
YEAR 2	<b>Study of religion</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>Origins of Islam</li> <li>99 names of Allah</li> <li>Five pillars</li> </ul>	<b>Islamic Places of Worship</b> <ul style="list-style-type: none"> <li>Mosque</li> <li>What Muslims do in a Mosque</li> <li>Objects and symbols in a mosque</li> <li>Mecca</li> </ul>	<b>Christian and Islamic Holy Texts</b> <ul style="list-style-type: none"> <li>Qur'an</li> <li>Bible</li> <li>Stories and teachings from both holy texts and what we can learn</li> </ul>
	<b>Expeditions</b>		Visit a mosque	
	<b>Vertical and horizontal interleaving</b>	(Y1 C2) (Y3 C3) - PDS	(Y1 C1) (Y1 C2) (Y2 C1)	(Y1 C1) (Y1 C2) (Y2 C1)
YEAR 3	<b>Study of religion</b>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>Waheguru</li> <li>Guru Granth Sahib</li> <li>Five Ks</li> <li>Diwali and Vaisakhi</li> </ul>	<b>Prayer</b> <ul style="list-style-type: none"> <li>meaning of prayer</li> <li>why people pray</li> <li>Examples of prayer in Islam, Christianity and Sikhism</li> </ul>	<b>Festivals</b> <ul style="list-style-type: none"> <li>Id-ul-Adha</li> <li>Easter</li> <li>Birthday of Guru Nanak Dev</li> </ul>
	<b>Expeditions</b>		Visit a Gurdwara	
	<b>Vertical and horizontal interleaving</b>	(Y1 C2) (Y2 C1)	(Y3 C1) (Y2 C3)	(Y3 C2) (Y1 C2) (Y2 C1)
YEAR 4	<b>Study of religion</b>	<b>Judaism</b> <ul style="list-style-type: none"> <li>Beliefs – one God, the Messiah and the world to come.</li> <li>Practices – at the synagogue, use of holy books, festivals such as Hanukkah.</li> </ul>	<b>Special Occasions</b> <ul style="list-style-type: none"> <li>Initiation into faith e.g. baptism, Amrit ceremony</li> <li>Coming of age ceremony – bar mitzvah, Dastar Bandi</li> <li>Marriage – wedding in a church and in a gurdwara</li> </ul>	<b>Islam</b> <ul style="list-style-type: none"> <li>Importance of Muhammad (pbuh)</li> <li>Islamic practices (including prayer, birth rites and Islamic art)</li> <li>Significance of the mosque</li> <li>Similarities and differences of worship and ideas about Allah, (God) between Islam / other faiths</li> </ul>
	<b>Expeditions</b>	Visit a Synagogue		
	<b>Vertical and horizontal interleaving</b>	(Y1 C2) (Y3 C3) (Y2, C3) (Y5 C1)	(Y1 C2) (Y2 C3)	(Y1 C2) (Y2 C1) (Y2 C3) (Y3 C1)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 5	Study of religion/Philosophy and Ethics	<b>Jesus</b> <ul style="list-style-type: none"> <li>Jesus was Jewish</li> <li>Deliver his people from evil</li> <li>Salvation</li> </ul>	<b>Right and Wrong</b> <ul style="list-style-type: none"> <li>Ten commandments</li> <li>Golden rule</li> <li>Conscience</li> </ul>	<b>Forgiveness</b> <ul style="list-style-type: none"> <li>Allah will forgive on the day of judgement</li> <li>Teachings of peace in the Guru Granth Sahib</li> </ul>
	Expeditions		St George's Crypt	
	Vertical and horizontal interleaving	(Y4 C1) (Y8 C1)	(Y1 C2) (Y2 C3) (Y3 C1)	(Y1 C2) (Y2 C3) (Y3 C1)
YEAR 6	Philosophy and ethics	<b>What matters most to religious people and humanists?</b> <ul style="list-style-type: none"> <li>Religious and humanist values</li> <li>Similarities and differences</li> </ul>	<b>What difference does it make to believe in peace, grace and the ummah?</b> <ul style="list-style-type: none"> <li>Nonviolence</li> <li>Concept of the saviour</li> <li>Muslim community</li> </ul>	<b>Why do people believe in God and some do not?</b> <ul style="list-style-type: none"> <li>Creation story</li> <li>Science</li> </ul>
	Vertical and horizontal interleaving	(Y1 C2) (Y2 C3) (Y3 C1)	(Y2 C1)(Y4 C3) (Y5 C1)	(Y1 C2) (Y6 C1)
YEAR 7	Study of religion/Philosophy and Ethics	<b>Why are beliefs and values important to me and others?</b> To be clear about what our key beliefs and values are (religious or otherwise), so we can do the right thing	<b>How and why do Hindu teachings still have meaning today?</b> Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from  <b>Are all Muslims the same?</b> Understanding the key beliefs of all major world faiths is an important part of living in a multicultural society  We all have different rules and codes that we follow in life	<b>What do we do when life gets hard?</b> To assess how religious teachings can be used to improve our lives regardless of whether we are religious or not
	Vertical and horizontal interleaving	(Y1 C1) (Y6 C3) PDS – (Y7 C1) (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1) (Y8 C3) (Y9 C1) (Y10 C2)	<b>Hinduism:</b> (Y3 C1) (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1)  <b>Islam:</b> (Y7 C1) (Y7 C1)(Art Y7 C3) (Y8 C2) (Y9 C2 and Y10 C1)	(Y4 C3) (Y8 C1) Murder mystery stories (Science Y8 C1) (History y9 core C1) (y9 c1) (Y9 C3)
	CEIAG	Careers in social care and mediation	Careers in travel	Careers in education and training
YEAR 8	Study of religion/Philosophy and Ethics	<b>Why do Christians believe that Jesus is God on Earth?</b> To be clear that Christians believe that Jesus is God incarnate and this means that Jesus' life offers a pattern for humans and models the way that humans should be	<b>What are the key misconceptions in Hinduism?</b> To explore why Hinduism is a monotheistic faith and how the caste system is a cultural rather than a religious model  <b>How do Muslims encounter the world?</b> To explore key topics within the religion and how some Muslims experience prejudice and discrimination in society.	<b>How and why do Buddhist teachings still have meaning today?</b> Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from  <b>Is it ever right to kill someone?</b> Matters surrounding life and death are important and we all need time to think about these issues
	Vertical and horizontal interleaving	(Y6 C3) (Y7 C1) (Science Y7 C1) (Y7 C2) (Y8 C2) (Science Y8 C3)	<b>Buddhism</b> (Y3 C1) (Y7 C1) (Y7 C3)  <b>Christianity</b> (Y5 C1) (Y7 C2)(Y8 C1)(Y9 C1/3)	(Y6 C2) (Y8 C1) (Y10 C2)(Y10 C3)
	CEAIG	Careers in investigation	Careers in research	Careers in ethics and social justice



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9	Study of religion	<b>Christian beliefs</b> To provide a clear understanding of the key teachings of Christianity	<b>Islamic beliefs</b> To develop understanding of key tenets of Islam and to identify key similarities and differences between Christianity and Islam	<b>Christian practices</b> We should understand Christian practices in order to be respectful individuals
	Vertical and horizontal interleaving	(Y5 C1) (Y8 C1) (Y7 C1) (Y7 C3) (Y10 C2)	(Y4 C3) (Y7 C2) (Y9 C1) (Y10 C1)	(Y4 C2) (Y7 C2) (Y7 C3) (Y8 C2) (Y9 C1)
	CEAIG	Careers in interpreting	Careers in public relations	Careers in journalism
YEAR 10	Study of religion	<b>Islamic practices</b> To understand similarities and differences between key practices within Islam		
	Philosophy and Ethics		<b>Religion and Life</b> To be able to evaluate our own and others' beliefs about the value of life <b>Relationships and Families</b> To be able to evaluate our own and others' beliefs about relationships	<b>Relationships and Families</b> To be able to evaluate our own and others' beliefs about relationships <b>Crime and Punishment</b> To consider the impact that crime and punishments have upon society, using religious teachings
	Vertical and horizontal interleaving	(Y3 C3) (Y7 C2) (Y9 C2) (Y9 C3)	(Y8 C3)(Y9 C1) (Y9 C1)	(Y7 C1)(Y8 C3) PDS – (Y9 C3)
	CEAIG	Careers in project management	Careers in medicine	Careers in law
YEAR 11	Philosophy and Ethics	<b>Peace and Conflict</b> To be able to articulate and evaluate our own and others' beliefs about war and peace		
	Vertical and horizontal interleaving	(Y5 C3) (Y8 C3) (Y9 C1) (Y9 C2) PDS (Y11 C1)		
	CEAIG	Careers in uniformed public services		

\*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



**Year 1 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	Baseline	Baseline				Assessment	Assessment	Term 2	Data/Planning day 12/13			
	Induction					RE Unit 1 Different types of community: Families, local community, school community, religious communities .	RE Unit 1: Christian Beliefs: Who is a Christian?	RE Unit 1: Christian Beliefs: What do Christians believe? Jesus (Jesus Walks on Water)				RE Unit 2: God is all knowing (Jonah and the Whale)	RE Unit 2: God is powerful (The story of Creation)
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	RE Christianity: Engaging with stories from the Bible: The Birth of Jesus	RE Christianity: Engaging with stories from the Bible: The Birth of Jesus	Reinduction RE Unit 2: God is loving (The Good Samaritan)	RE Unit 2: God is loving, powerful and knowledgeable	RE Unit 2: Engaging with stories from the Bible Writing Focus: Retelling								
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05			Expedition: Visit a local church	Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
					RE Unit 3: Christian sacred places What is a church? RE ASSESSMENT	RE Unit 3: Christian sacred places What will you find in a church?	RE Unit 3 Christian sacred places Expedition	Reinduction RE Unit 3: Christian sacred places What do Christians in Church? Writing focus: Instructions					

## Year 2 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1								Term 2	Data/Planning day 12/13 Assessment			
	Induction				RE Islam: What is Islam?	RE Islam: What do Muslims believe?	RE Islam: Origins of Islam <i>Writing opp: retell the story of the origin of Islam</i>	RE Islam: Five Pillars	Reinduction RE Islam: Five Pillars	RE Islam and Christianity ASSESSMENT			
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3			Expedition: Visit a Mosque	Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
				RE Islam: Mosque	RE Islam: what is inside a mosque?	RE Islam: Expedition	RE Islam: What do Muslims do in a Mosque <i>Diary input: Day in the life of a Muslim</i>	RE Islam: Mecca					
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
					RE Sacred Books: Qur'an	RE Sacred Books: Bible	RE Sacred Books: Stories from holy texts	Reinduction RE Sacred Books: Stories from holy texts					



## Year 3 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	Baseline	Baseline				Assessment	Assessment	Term 2 Reinduction	Data/Planning day 12/13			
	Induction					RE Unit 1: Sikhism <i>Who are Sikhs and what do they believe?</i>	RE Unit 1: Sikhism <i>Who is Guru Nanak?</i>	RE Unit 1: Sikhism <i>How do Sikhs show their faith?</i>	RE Unit 1: Sikhism <i>How and where do Sikhs pray?</i>	RE Unit 1: Sikhism <i>Expedition to Sikh temple</i>	RE Unit 1: Sikhism <i>What festivals do Sikhs celebrate?</i>		
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3 Reinduction				Assessment	Assessment	Term 4 Data Input 1 Reinduction	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
						RE Unit 2: Prayer <i>What is prayer? How do Muslims pray?</i>	RE Unit 2: Prayer <i>Why do Muslims pray?</i>	RE Unit 2: Prayer <i>How do Christians pray?</i>	RE Unit 2: Prayer <i>Why do Christians pray?</i>	Data/Planning Day 4/5 World Book Day	RE Unit 2: Prayer <i>How and why do Sikhs pray?</i>	RE Unit 2: Prayer <i>Compare and contrast praying in Islam, Christianity and Sikhism.</i>	
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5 Reinduction <i>Easter Sun 4<sup>th</sup> April</i>		<i>School closed 3/05</i>				Term 6 Assessment Reinduction	Assessment	Data Input 2			<i>Data Day 15/07</i>
			RE Unit 3: Festivals <i>Easter RE ASSESSMENT</i>	RE Unit 3: Festivals <i>Id-ul- Adha</i>	RE Unit 3: Festivals <i>Birthday of Guru Nanak Dev</i>					RE Unit 3 Compare and contrast festivals			





## Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08	Baseline	Beliefs	Religious beliefs	Beliefs in the UK	Value of compassion	Value of compassion	Value of hard work	Life after death	Life after death	Reinduction Origin of Hinduism	Origin of Hinduism	Brahman
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Trimurti	Worship	Worship	Life after death	Reinduction Life after death	Life after death	Assessment	DIRT	Reinduction Introduction to Islam	God	God	Split in Islam	Life after death
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	Right and wrong	Islamophobia	Art in Islam	Evil and suffering	Problem of evil and suffering	Hindu responses to suffering	Reinduction Jewish responses to suffering	Jewish responses to suffering	Assessment	DIRT	Sikh responses to evil and suffering	Sikh responses to evil and suffering	End of Year Celebration



### Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Induction Y7 25/08 All 26/08		Introduction to Christianity	Nature of God	Nature of God	Trinity	Trinity	Incarnation	Reinduction	Seven sayings	Art in Christianity	Value of the incarnation	Connections
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Reinduction of Origins of Hinduism	Brahman	Trimurti	Worship	Life after death	Caste system	Caste system	Assessment	DIRT	Origins of Islam	Tawhid	Reinduction Right or wrong	Islamophobia
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoFE Expedition		Data Day 15/07
	Origins of Buddhism	Worship	Life after death	Life after death	Suffering	Suffering	Enlightenment	Reinduction Assessment	DIRT	What is ethics?	Are goodness and pleasure the same?	Is morality consistent?	End of Year Celebration

### Year 9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	<b>Induction</b> Y7 25/08 All 26/08	n/a	<b>Introduction to Christianity</b>	<b>Nature of God</b>	<b>Nature of God</b>	<b>Evil and suffering</b>	<b>Evil and suffering</b>	<b>Trinity</b>	<b>DIRT</b>	<b>Trinity</b>	<b>Creation</b>	<b>Creation</b>	<b>Incarnation</b>
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	<b>Incarnation</b>	<b>Crucifixion</b>	<b>Resurrection and ascension</b>	<b>Life after death</b>	<b>Life after death</b>	<b>salvation</b>	<b>salvation</b>	<b>Assessment</b>	<b>DIRT</b>	<b>Introduction to Islam</b>	<b>Tawhid</b>	<b>Nature of God</b>	<b>Nature of God - influence</b>
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	Split in Islam	<b>Holy books in Islam</b>	Prophet Muhammad	Risalah	<b>Angels</b>	<b>Afterlife</b>	Revision	<b>Assessment</b>	<b>DIRT</b>	<b>Predestination</b>	<b>Predestination</b>	<b>Imamate</b>	<b>End of Year Celebration</b>