

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 a person's thoughts, feelings and actions."

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	Know and Remember	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
	Do	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	Study of religion	Christianity as a Community Belonging to a community (religious and non-religious): families, traditions, relationships, school community, local community Christian beliefs: God, Jesus, Christian symbols, Bible stories	God and Christianity <ul style="list-style-type: none"> Loving Powerful Knowledgeable Bible stories 	Christian Places of Worship <ul style="list-style-type: none"> Church What Christians do in a Church Objects and symbols in a Church Community
	Expeditions			Visit a church
	Vertical and horizontal interleaving	PDS (Y1 C2)	(Y1 C1)	(Y1 C1) (Y1 C2)
YEAR 2	Study of religion	Islam <ul style="list-style-type: none"> Origins of Islam 99 names of Allah Five pillars 	Islamic Places of Worship <ul style="list-style-type: none"> Mosque What Muslims do in a Mosque Objects and symbols in a mosque Mecca 	Christian and Islamic Holy Texts <ul style="list-style-type: none"> Qur'an Bible Stories and teachings from both holy texts and what we can learn
	Expeditions		Visit a mosque	
	Vertical and horizontal interleaving	(Y1 C2) (Y3 C3) - PDS	(Y1 C1) (Y1 C2) (Y2 C1)	(Y1 C1) (Y1 C2) (Y2 C1)
YEAR 3	Study of religion	Sikhism <ul style="list-style-type: none"> Waheguru Guru Granth Sahib Five Ks Diwali and Vaisakhi 	Prayer <ul style="list-style-type: none"> meaning of prayer why people pray Examples of prayer in Islam, Christianity and Sikhism 	Festivals <ul style="list-style-type: none"> Id-ul-Adha Easter Birthday of Guru Nanak Dev
	Expeditions		Visit a Gurdwara	
	Vertical and horizontal interleaving	(Y1 C2) (Y2 C1)	(Y3 C1) (Y2 C3)	(Y3 C2) (Y1 C2) (Y2 C1)
YEAR 4	Study of religion	Judaism <ul style="list-style-type: none"> Beliefs – one God, the Messiah and the world to come. Practices – at the synagogue, use of holy books, festivals such as Hanukkah. 	Special Occasions <ul style="list-style-type: none"> Initiation into faith e.g. baptism, Amrit ceremony Coming of age ceremony – bar mitzvah, Dastar Bandi Marriage – wedding in a church and in a gurdwara 	Islam <ul style="list-style-type: none"> Importance of Muhammad (pbuh) Islamic practices (including prayer, birth rites and Islamic art) Significance of the mosque Similarities and differences of worship and ideas about Allah, (God) between Islam / other faiths
	Expeditions	Visit a Synagogue		
	Vertical and horizontal interleaving	(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	Jesus <ul style="list-style-type: none"> Jesus was Jewish Deliver his people from evil Salvation 	Right and Wrong <ul style="list-style-type: none"> Ten commandments Golden rule Conscience 	Forgiveness <ul style="list-style-type: none"> Allah will forgive on the day of judgement Teachings of peace in the Guru Granth Sahib
	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	What matters most to religious people and humanists? <ul style="list-style-type: none"> Religious and humanist values Similarities and differences 	What difference does it make to believe in peace, grace and the ummah? <ul style="list-style-type: none"> Nonviolence Concept of the saviour Muslim community 	Why do people believe in God and some do not? <ul style="list-style-type: none"> Creation story Science
	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	Why are beliefs and values important to me and others? To be clear about what our key beliefs and values are (religious or otherwise), so we can do the right thing	How and why do Hindu teachings still have meaning today? Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from Are all Muslims the same? 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	What do we do when life gets hard? 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)	Hinduism: (Y3 C1) (Y7 C1) (Y7 C2) (Y7 C3) (Y8 C1) Islam: (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	Why do Christians believe that Jesus is God on Earth? 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	How and why do Buddhist teachings still have meaning today? Showing respect to people's beliefs often involves finding out about where ideas and teachings have come from Does God exist? Examining proofs that theists would use to support the idea that God exists and discuss how atheists would view the material differently.	Does God exist? Examining proofs that theists would use to support the idea that God exists and discuss how atheists would view the material differently. Is it ever right to kill someone? 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)	Buddhism (Y3 C1) (Y7 C1) (Y7 C3) Christianity (Y5 C1) (Y7 C2)(Y8 C1)(Y9 C1/3)	(Y6 C2) (Y8 C1) (Y10 C2)(Y10 C3)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
	CEAIG	Careers in investigation	Careers in research	Careers in ethics and social justice
YEAR 9	Study of religion	Christian beliefs To provide a clear understanding of the key teachings of Christianity	Islamic beliefs To develop understanding of key tenets of Islam and to identify key similarities and differences between Christianity and Islam	Christian practices 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	Christian practices We should understand Christian practices in order to be respectful individuals Islamic practices To understand similarities and differences between key practices within Islam		
	Philosophy and Ethics		Religion and Life To be able to evaluate our own and others' beliefs about the value of life	Relationships and Families To be able to evaluate our own and others' beliefs about relationships
	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	Crime and Punishment To consider the impact that crime and punishments have upon society, using religious teachings Peace and Conflict 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	Induction									Planning days	Y8 expedition		
		The Dot Read 'The Dot' – mark make on paper with pencil	The Dot Play with paint – make marks with a brush	The Dot Use different sized brushes to make dots	The Dot Experiment with colour – mixing different colours together	Unit 1 Different types of community: Families, local community, school community, religious communities .	Unit 1: Christian Beliefs: Who is a Christian?	Unit 1: Christian Beliefs: What do Christians believe? Jesus (Jesus Walks on Water)					Unit 2: God is all knowing (Jonah and the Whale)
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Christianity: Engaging with stories from the Bible: The Birth of Jesus	Christianity: Engaging with stories from the Bible: The Birth of Jesus	Unit 2: God is loving (The Good Samaritan)	Unit 2: God is loving, powerful and knowledgeable	Unit 2: Engaging with stories from the Bible Writing Focus: Retelling								
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
					Unit 3: Christian sacred places What is a church? RE ASSESSMENT	Unit 3: Christian sacred places What will you find in a church?	Unit 3 Christian sacred places Expedition	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	Induction									Planning days	Y8 expedition		
					Islam: What is Islam?	Islam: What do Muslims believe?	Islam: Origins of Islam <i>Writing opp: retell the story of the origin of Islam</i>	Islam: Five Pillars	Islam: Five Pillars	Islam and Christianity ASSESSMENT			
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
				Islam: Mosque	Islam: what is inside a mosque?	Islam: Expedition	Islam: What do Muslims do in a Mosque <i>Diary input: Day in the life of a Muslim</i>	Islam: Mecca					
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
					Sacred Books: Qur'an	Sacred Books: Bible	Sacred Books: Stories from holy texts	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	Induction									Planning days	Y8 expedition		
					Islam: What is Islam?	Islam: What do Muslims believe?	Islam: Origins of Islam <i>Writing opp: retell the story of the origin of Islam</i>	Islam: Five Pillars	Islam: Five Pillars	Islam and Christianity ASSESSMENT			
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
						Unit 2: Prayer <i>What is prayer? How do Muslims pray?</i>	Unit 2: Prayer <i>Why do Muslims pray?</i>	Unit 2: Prayer <i>How do Christians pray?</i>	Unit 2: Prayer <i>Why do Christians pray?</i>	<i>Data/Planning Day 4/5 World Book Day</i>	Unit 2: Prayer <i>How and why do Sikhs pray?</i>	Unit 2: Prayer <i>Compare and contrast praying in Islam, Christianity and Sikhism.</i>	
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
			Unit 3: Festivals <i>Easter RE ASSESSMENT</i>	Unit 3: Festivals <i>Id-ul- Adha</i>	Unit 3: Festivals <i>Birthday of Guru Nanak Dev</i>					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	Induction									Planning days	Y8 expedition		
		RE at DTC	Beliefs	Religious beliefs	Beliefs in the UK	Hard work	Trust	Fairness	Fairness – application	Consolidation	Origin of Hinduism	Origin of Hinduism	Brahman
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Trimurti	Worship	Worship	Life after death	Life after death	Life after death	Assessment	DIRT	Introduction to Islam	God	God	Split in Islam	Life after death
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Right and wrong	Islamophobia	Art in Islam	Evil and suffering	Problem of evil and suffering	Hindu responses to suffering	Jewish responses to suffering	Jewish responses to suffering	Assessment	DIRT	Sikh responses to evil and suffering	Sikh responses to evil and suffering	

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	Induction									Planning days	Y8 expedition		
		RE at DTC	Core concepts	Nature of God	Nature of God	Trinity	Trinity	Messiah	Incarnation	Consolidation	Seven sayings	Art	Impact of the incarnation
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Introduction to Buddhism	worship	sangha	afterlife	suffering	suffering	Assessment	DIRT	enlightenment	Introduction to philosophy	Fixed or changing	Religious experiences	Miracles
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Miracles	Answered prayers	Religious experience - application	Design argument	Evolution	Consolidation	Introduction to ethics	Religious attitudes	Revision	Assessment	Utilitarianism	Consolidation	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	Induction									Planning days	Y8 expedition		
		GCSE RE at DTC	Nature of God	Evil and suffering	Evil and suffering	Trinity	Creation	Incarnation	Incarnation	Crucifixion	Resurrection and ascension	Life after death	Life after death
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Salvation	Salvation	Tawhid	Nature of God	Split in Islam	Holy books in Islam	Revision	Assessment	Prophet Muhammad	Risalah	Risalah	Angels	Afterlife
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Predestination	Imamate	Five Pillars and Ten Obligatory Acts	Shahadah	Salah	Sawm	Zakah	Revision	Assessment	Hajj	Jihad	Festivals	End of Year Celebration

Year 10 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	Induction									Planning days	Y8 expedition		
		Life of Jesus	Life of Jesus	Life after death	Salvation	Worship	Prayer	Baptism	Holy Pilgrimage	Festivals	Festivals	Role of church	Church growth
Cycle 2							Cycle assessment weeks		Data input		Y7 expedition		
	Worldwide church	Response to poverty	Response to poverty	Five pillars and Ten Obligatory Acts	Shahadah	Salah	Revision	Assessment	DIRT	Salah	Sawm	Sawm	Zakah
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Hajj	Jihad	Festivals	Origins of the universe	Value of the world	Use and abuse of animals	Abortion	Euthanasia	Afterlife	Assessment	DIRT	Origins and value of life	Origins and value of life

