

Topic	Term 1- Major world religions.	Term 2- Faith in action	Term 3- Alternative ways of worship
Key enquiries	'Where do religious beliefs originate from?' 'What effect does religion have on believers in the 21 st century'	What can we learn from sacred texts? Can one person make a change in society?	Can you reflect on the ways different religions celebrate their beliefs? Can you consider the similarities and differences in these practices? Do you understand why set practices are carried out by non-religious people in societies?
Cumbria agreed syllabus Links	Theology Buddhism- dukkha (dissatisfaction & types of suffering), karma (cause & effect), nirvana & enlightenment. Christianity: Creation, God (Trinity), Jesus and Incarnation. Hinduism: Brahman, atman, maya, samsara, dharma, karma and moksha. Humanism: meaningful life, humanism, secularism. Islam: Tawhid, Submission and Akhirah. The importance of the Prophet Muhammad pbuh. Judaism: One God who is holy, just and merciful and the Covenant. Sikhism- The life and teachings of the 10 Gurus.	Theology Christianity- Events in history and personal experiences which have impacted on beliefs and vice versa. Writings from a range of key Christian theologies. Islam- Writings from key Muslim theologians. Events in history and personal experiences which have impacted on beliefs and vice versa.	Human science Christianity- denominations, reconciliation (Taizé) Islam- Diversity of practice across different Muslim groups in the UK and beyond. The Five Pillars of Islam. Celebrations and commemorations. (Hajj) Hinduism- pilgrimage (Varanasi) Buddhism- Diversity of practice and reflection.
Content	Understand the 6 major religions of the world. Half term one <ul style="list-style-type: none"> • Christianity- origins, key beliefs, key practices and denominations in societies • Islam- origins, key beliefs, key practices and denominations in societies • How are Christianity and Islam similar and why may this be? 	Half term one How do religious stories influence individuals and communities? The stories studied by students: <ul style="list-style-type: none"> • David and Goliath- Christianity • The Good Samaritan- Christianity • The widow's mite- Christianity 	Half term one <ul style="list-style-type: none"> • What is a pilgrimage and how does it show devotion and adoration to God. • Christian pilgrimages – Taize- why do some Christians like to worship God in a monistic way. • Hajj- Why is pilgrimage a moral duty for Muslims. • Jewish pilgrimage – Jerusalem- what significance does this place hold for the Jewish community. • Comparison between pilgrimages and mini assessment.

	<p>Half term 2</p> <ul style="list-style-type: none"> • Buddhism- origins, key beliefs, key practices and denominations in societies • Hinduism- origins, key beliefs, key practices and denominations in societies • Sikhism- origins, key beliefs, key practices and denominations in societies • Judaism- origins, key beliefs, key practices and denominations in societies <p>Are different religions compatible or incompatible with each other?</p>	<p>Half term 2</p> <p>Following on from these students will consider the deeper meaning of these stories and how key figures in the religions demonstrate the key teaching from each story. The key figures studied will be:</p> <ul style="list-style-type: none"> • Jesus' actions- miracles, recap and visit of his stories in the Bible- How did Jesus demonstrate 'love your neighbor.' • Martin Luther King Junior- his life and support towards Christianity. Focusing on how his actions made a difference in the community. Focus on the key message demonstrated in David and Goliath (never giving up/ personal conviction) • Marcus Rashford- his role on living out Christian values in society and communities today. (Support in the UK) (Focus on the message of the widow's mite) • 	<p>Half term 2</p> <ul style="list-style-type: none"> • Hindu pilgrimage to Varanasi and the significance of the river Ganges for Hindus. • Buddhist pilgrimage- Where may a Buddhist go on pilgrimage and why. • Comparison on the importance of pilgrimage for different religions. • What other alternative ways of worship do believers use. • Creating your own pilgrimage.
Assessment	<p>Base line assessment</p> <p>Question fact test- one at the end of each term.</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling tests</p> <p>Extended writing piece- "one person cannot make a difference in society" discuss.</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Extended writing on alternative ways of worship.</p>
Common misconceptions Will be added to after standardisation and moderation meetings	<p>Students struggle to understand the people of the book and the idea that Christians, Muslims and Jews all believe in the same God and the prophets feature across all of the religions.</p> <p>Which religious believers are mono and polytheists?</p>	<p>That not all religious believers act in the same way.</p> <p>Many religious believers use their faith in many ways.</p> <p>What is meant by the word moral?</p>	<p>Some students can often mistake which religious believers travel where on pilgrimage. This will be addressed through recall tests.</p>
Homework	<p>N/A no homework for first half term for year 7 students as per school policy</p> <p>In autumn 2, students will complete a 20 question forms quiz.</p>	<p>Forms quiz- 2 per term. 15 questions each.</p>	<p>Forms quiz- 2 per term. 15 questions each.</p>
Tier 2 Vocab	<p>Religion</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p> <p>Hinduism</p> <p>Buddhism</p> <p>Sikhism</p> <p>God</p> <p>Festival</p>	<p>Compassion</p> <p>Generosity</p> <p>Change</p> <p>Difference</p> <p>Faith</p> <p>Belief</p> <p>Practice</p> <p>Attitude</p> <p>Support</p> <p>Behavior</p> <p>Forgiveness</p>	<p>Belief</p> <p>Practice</p> <p>Explain</p> <p>Festival</p> <p>Celebration</p> <p>Community</p> <p>Together</p> <p>Journey</p> <p>Travel</p> <p>Commitment</p> <p>Together</p> <p>Compare</p> <p>Devotion</p>
Tier 3 Vocab (NHTW)	<p>Sacred text</p> <p>Trinity</p> <p>Denomination</p> <p>Catholic</p> <p>Protestant</p>	<p>Miracles</p> <p>Resurrection</p> <p>Incarnation</p> <p>Crucifixion</p> <p>Vision</p>	<p>Mandir</p> <p>Pilgrimage</p> <p>Miracle</p> <p>Reflection</p> <p>Adoration</p>

	Sunni Shia Diversity Religion Monotheist	Religious experience Personal conviction Unity Moral	Submission Community cohesion
Careers Links (Unifrog)	Careers in community cohesion- How to become a community cohesion officer: Josh's story - BBC Bitesize	Unifrog – religious leaders Students will understand how religious leaders can influence believers.	Unifrog – events coordinator Students will understand the importance of events and the significance they can hold.
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Cross-curricular links	History – religious denominations. Geography – Middle East (Sunni & Shia split), distance in which religions have travelled, diversity		Geography – travel and tourism

Netherhall RE Curriculum

Year group 8

Topic	The creation and protection of the universe	Islamic practices in Britain and worldwide.	Sacred texts and holy buildings.
Key enquiries	Enquiry question- how do beliefs about creation influence how believers treat the environment.	Enquiry question- How do Islamic practices differ in Britain compared to worldwide.	Enquiry question- Are Sacred texts and places of worship still significant in the 21 st century.
Cumbria agreed syllabus Links	<p>Theology</p> <p>Christianity- Issues of reliability, authenticity, historicity and authorship of the Bible and other sources. (Why do some Christians not take the Bible literally). Humanism- Human origins, nature and potential. Hinduism- Cyclical nature of time and creation</p>	<p>Human sciences</p> <p>Islam- Diversity of practice across different Muslim groups in the UK and beyond. The Five Pillars of Islam. Celebrations and commemorations.</p>	<p>Human sciences</p> <p>Christianity- The relationship between the Church and State and the role of Christianity in the public sphere. Islam- The community/societal role of the masjid/ mosque and importance of Ummah.</p>
Content	<p>Half term one</p> <ul style="list-style-type: none"> • NHTW and Non religious attitudes towards creation. • Christian attitudes towards the creation of the universe. Literal creationists. • Christian attitudes towards the creation of the universe. Theistic evolutionists. • Muslim attitudes towards the creation of the universe • Hindu attitudes towards the creation of the universe. <p>Comparison between creation stories and mini assessment.</p>	<p>Half term one</p> <ul style="list-style-type: none"> • What are the 5 pillars of Islam and how are they practiced in Britain compared to worldwide. • Shahadah • Salah • Zakah • Sawm • Hajj <p>What are moral duties and how do Muslims follow them.</p>	<p>Half term one</p> <ul style="list-style-type: none"> • What are sources of authority and how do we use them in our daily lives. • The Bible- • The revelation of the Qur'an • The Sunnah and Hadith • How do sources of authority influence believers when making moral decisions.
	<p>Half term 2</p> <ul style="list-style-type: none"> • Christian attitudes towards the environment. Part 1. • Christian attitudes towards the environment. Part 2. • Muslim attitudes towards the environment. • Hindu attitudes towards the environment. • Comparison between attitudes towards creation and the environment. <p>Jain attitudes towards the environment.</p>	<p>Half term two</p> <ul style="list-style-type: none"> • Islam in Britain- what is the population like in the UK and why might it be on the rise. • Ramadan in Britain. What are the challenges of Ramadan and why may Muslims face different challenges in the UK compared to other Muslims. • What challenges do British Muslims face in modern society. <p>How does the UK support British Muslims- Links to British values.</p>	<p>Half term two</p> <ul style="list-style-type: none"> • The features of a Church and how they are used to help Christian's worship God. • The role of the Church in worship and the local community for believers and for non-believers. • Features of a Mosque and how they are designed to help Muslims worship God. <p>The role of the Mosque in the community- How does the Mosque ensure people are looked after.</p>
Assessment	<p>Base line assessment</p> <p>Question fact test- one at the end of each term.</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p>10 question fact test</p> <p>Mini assessments on key terms Spelling tests</p> <p>Extended writing piece</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Extended writing.</p>

Common misconceptions Will be added to after standardisation and moderation meetings	That the scientific arguments for the existence of the universe can be accepted by some Christians.	Students often consider Muhammed as a God in Islam. They struggle to accept and understand that Muslims can be British and originate from Britain.	Students can sometimes refer to sacred spaces such as a mosque as a Muslim Church. Students can sometimes refer to sacred books such as a Qur'an as a Muslim Bible.
Homework	Forms quiz Revision for assessment	Forms quiz Research project on Malala. Students find out about how she made changes to girl's rights to education in Pakistan. Revision for assessment	Forms quiz Revision for assessment
Tier 2 Vocab	The Big Bang Creation Origin Belief Practice Describe Explain Respond Explore Reflect Stewardship Environment Interconnected Exploitation Articulate Compassion Gratitude	Compare Contrast Explore Describe Evaluate Explain Observe Interpret Controversies Analyse Duty Moral	Source Authority Impact Universal Investigate Describe Evaluate Explain Consider Identify Interpret
Tier 3 Vocab (NHTW)	Denominations Genesis, Liberal Creationists, Theistic evolutionists Sanctity of life Dominion Ahimsa Karma Sacred	Monotheist Sunni Shi'a Tawhid Shirk Prophet Shahadah Salah Zakah Sawm Hajj	Bible Qu'ran Shari'ah law Hadith Sunnah Commandment Gospel Sacred
Careers Links (Unifrog)	Unifrog - astrophysicist- Students will understand how the world came into existence.	Explore the role of a community development officer and equality, diversity and inclusion officer.	Consider the role of an archivist and librarian. Research Vicars and imams.
Employability skills	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Cross-curricular links		Geography- using data shine to explore where Muslims live in the UK and the population of set cities. Personal development- students cover prejudice and discrimination and this includes stereotyping and islamophobia.	

Year group 9

Topic	Forgiveness and punishment	Wealth and moral duties.	The problem of evil and suffering
Key enquiries	Enquiry question- Is punishment needed for forgiveness?	Enquiry question- do we have a moral duty to help those in need?	Enquiry question- is evil necessary to understand good?
Cumbria agreed syllabus Links	<p>Philosophy</p> <p>Christianity- Philosophical responses to theological questions that Christians raise. (Should forgiveness and justice go hand in hand) Methods Christians use to evaluate and address dilemmas.</p> <p>Islam- Impact of Shariah Law on Muslim decision making. The impact of the Greater Jihad on an individual Muslim's struggle to choose to do right.</p>	<p>Philosophy</p> <p>Christianity- Methods Christians use to evaluate and address dilemmas (Poverty and social justice)</p> <p>Humanism- Ethical theory from a Humanist perspective. (Poverty). UN Declaration of Human Rights.</p>	<p>Philosophy-</p> <p>Christianity- Philosophical responses to theological questions that Christians raise (the problem of evil)</p> <p>Islam- Impact of Shariah Law on Muslim decision making.</p> <p>Humanism- Ethical theory from a Humanist perspective. (suffering)</p>
Content	<p>Half term one</p> <ul style="list-style-type: none"> • What is forgiveness. • Christian attitudes towards forgiveness. • Muslim attitudes towards forgiveness. • Humanist attitudes towards forgiveness and examples of forgiveness. • Comparison between beliefs • How do attitudes towards forgiveness influence believers' attitudes towards the aims of punishment. <p>Half term two</p> <ul style="list-style-type: none"> • What is the death penalty, is it ever justified. • Different Christian attitudes towards the environment. • Different Christian attitudes towards the environment. (Stewardship and dominion) • Muslim attitudes towards the death penalty. • Humanist attitudes towards the death penalty. 	<p>Half term one</p> <ul style="list-style-type: none"> • What is meant by the terms morality and duty. Consider where religious believers get their sense of morality from. • What is social justice. • Christian attitudes towards social justice. Link back to religious stories- the good Samaritan. • Muslim attitudes to social justice- Links to Malala. <p>Half term two</p> <ul style="list-style-type: none"> • Christians attitudes to wealth. • Christians attitudes to poverty. • Muslim attitudes to wealth. • Muslim attitudes to poverty. Link back to zakah. • Religious charities that support those in need (Christian aid and Islamic relief) 	<p>Half term one</p> <ul style="list-style-type: none"> • Different types of evil. • Good, evil and morality • Christian attitudes to evil- The fall of man. • Christian attitudes to evil- The story of Job. • Muslim attitudes to evil. • Types of suffering and ways of alleviating suffering. Mini assessment. <p>Half term two</p> <ul style="list-style-type: none"> • Christian attitudes to the problem of evil and suffering. • Christian attitudes to the problem of evil and suffering. The long silence. Look at the language used in the story and what Christians can learn from this. • Muslim attitudes to the problem of evil. • Humanist explanations as to why evil and suffering exist in the world and their response to the problem of evil.
Assessment	<p>10 question fact test</p> <p>Mini assessment on key terms Spelling test</p>	<p>10 question fact test</p> <p>Mini assessment on key terms Spelling test</p> <p>Produce an information leaflet on the work of relief charities. Aim to create an independent fictional charity that incorporates the key ideas and aims of ones studied.</p>	<p>10 question fact test</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>

Common misconceptions Will be added to after standardisation and moderation meetings	That humanism is not a religion.	Understanding that relative poverty is present within their own town.	The meaning of the word moral (students can sometimes relate this term to a different meaning- 'the moral of a story') The inconsistent triad.
Homework	Forms quiz	Forms quiz	Forms quiz
Tier 2 Vocab	Absolute Forgiveness Justice Good Evil Crime Punishment Penalty Assess Discuss Explain Describe	Justice Discuss Reconsider Evaluate Explain Describe Community Wealth Poverty Absolute Relative Charity Equality Wealth Luxury Necessity Greed	Influence Reflect Evaluate Consider Describe Practical Moral Sin Suffering Good Evil Morality Free will
Tier 3 Vocab (NHTW)	Good Evil Forgiveness Free will Justice Morality Punishment Sin Suffering Death penalty	Wealth Fair trade Islamic relief Christian aid Social justice	Inconsistent triad Original sin Autonomous agent Rational being Moral evil Natural evil Absolute morality Relative morality Philosophy Ethics
Careers Links (Unifrog)	Unifrog – prison chaplain and wardens (how religious beliefs may affect their role)	Unifrog – the roles of charity coordinators and how they impact others	Unifrog – the role of a lawyer
Employability skills	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Problem solving Literacy Numeracy Independence Listening Communication Presenting Teamwork Staying positive	Aiming high Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
Cross-curricular links		Personal development- Students look at the human rights surrounding education and why some people struggle to access education.	