

Module: Introduction to Religion Y7 T1.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
World religions introduction.		ALL will: Identify images associated with religion.. MOST will: Match religious facts with the appropriate religion. SOME will: Compare religions commenting upon similarities and differences.	Listening to each other and propose solutions when problem solving.	Working with others, problem solving.				
Why believe? Theist, atheist and agnostic	7a Where do we look for God. Where do we start?	ALL will: Understand why some people believe in God. (Theist) MOST will: Explain why some people choose not to believe in God. (Atheist) SOME will: Be able to express personal opinions upon evidence for or against God's existence.		Reflection	Feelings of respect for difference	Questions , Answers		Respect, Individual liberty.
Investigating religious beliefs and views on life.	AT2 Meaning and purpose. (Making sense of life)	ALL will: Be able to interpret symbols expressing different views on life. MOST will: Be able to express personal views on religious questions. SOME will: Create and explain their own symbols representing their visions or hopes for the future.			Feelings of respect for difference			Respect
Different types of truth.		ALL will: Know there are different types of truths and questions. MOST will: Describe the different types of truths and question referring to examples. SOME will: Express an opinion whether or not "All questions can be answered."	Speaking asking questions, Listening to views of others.	Investigation, Interpretation, Reflection, Evaluation Analysis, Expression	Feelings of respect for difference	Questions , Answers.	Becoming informed citizens, Enquiry and communication, Participation.	Respect, Individual liberty.

Module: Introduction to Religion Y7 T1.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts.	Citizenship.	British values.
Experiences of God in the past.	7a Where do we look for God? Can God be experienced? 7c Religious figure, important moments in the religious figures life.	ALL will: Know examples of religious experiences in the past. MOST will: Understand how religious experiences from the past can be interpreted. SOME will: Compare religious experiences by identifying similarities and differences.	Speaking, listening	Reflection, Interpretation, Expression	Sense of awe and wonder, Feelings of respect for difference, Sense of peace, Sense of Still.	Questions, Answers, Ways of seeing the world, Belonging,	Enquiry and communication	Respect, Tolerance
Modern experiences of God.	7a Where do we look for God? Can God be experienced?	ALL will: Know examples of modern religious experiences. MOST will: Understand how modern religious experiences can be interpreted. SOME will: Evaluate whether or not religious experiences prove that God exists.	Speaking, Listening, Writing.	Reflection, Interpretation, Expression	Sense of awe and wonder, Feelings of respect for difference, Sense of peace, Sense of Still.	Questions, Answers, Ways of seeing the world, Belonging	Enquiry and communication	Respect, Tolerance, Individual liberty.

Module: Founders Y7 T2.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
The Buddha	7c Religious figure, 7d Who was Gotamma Buddha? Why is The Buddha still remembered today? Important moments in The Buddha's life. Teachings and events.	ALL will: Know about important events in the life of Siddhattha Gotamma and the important choices he made in his life. MOST will: Understand some of his teachings by applying them to modern life. SOME will: Express an opinion upon the relevance of stories about religious founders for modern life. Refer to stories of The Buddha.	Listening to each other and propose solutions when problem solving.	Working with others, problem solving. Investigation, Interpretation, Application	Sense of perspective.	Questions, answers, Belief and behaviour.	use imagination to consider other people's experiences.	Respect, Individual liberty.
Mohamed (Peace be upon him)	7c Religious figure, 7d Who was The Prophet Muhammad? Why is The Prophet Muhammad still remembered today? Important moments in The Prophet Muhammad's life. Teachings and events.	ALL will: Know about Muhammad's (pbuh) life, his experiences, teachings and the examples he set. MOST will: Use examples from Muhammad's (pbuh) life, experiences, teachings and examples, as evidence to support an opinion. SOME will: Express an opinion whether Religious leaders today should follow closely the teachings of the founder.	Reading text gathering and comparing information. Listening to each other and propose solutions when problem solving.	Reflection, investigation, problem solving, application	Sense of responsibility	Belonging, Belief and behaviour.	Justifying a personal opinion, taking part in debates. Use imagination to consider other people's experiences.	Respect, Tolerance, Individual liberty.
Jesus the Messiah	7c Why is Jesus still remembered today? Important teachings and moments in Jesus' life	ALL will: Identify teachings and beliefs associated with the founder of Christianity. Jesus (The Messiah). MOST will: Understand why these teachings are believed to be important. SOME will: Express an opinion upon the effects of Jesus' teachings.	Scanning text gathering and comparing information. Listening to each other and propose solutions when problem solving. SMC	Reflection, Interpretation, Expression, Evaluation, Analysis and application.	Sense of perspective, Sense of responsibility	Questions, Answers, Belief and behaviour	Justifying a personal opinion, taking part in debates.	Respect.

Module: Fouders Y7 T2

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Advent.		<p>ALL will: Know what Advent means to Christians.</p> <p>MOST will: Understand how Christians prepare for the “arrival” of Jesus and or understand how community relations could be strengthened through celebrating religious festivals.</p> <p>SOME will: Evaluate whether festivals have any value other than commercial</p>	Scanning exercise	Interpretation, Expression,	Sense of Joy	Belief and behaviour	Justifying a personal opinion, taking part in debates.	Tolerance, Individual liberty.
The Messiah		<p>ALL will: Know beliefs associated with the Messiah.</p> <p>MOST will: Understand the impact of “sin” upon individuals and communities.</p> <p>SOME will: Reflect upon and compare different religious ideas for the future?</p>	Reading, listening, speaking	Reflecting, applying	Sense of shared joy and relief, responsibility, Feelings of compassion	Belief and behaviour, Ways of seeing the world.	Use imagination to consider other people’s experiences.	
The meaning of Christmas and Christmas traditions.	8a What beliefs about Jesus does Christmas reveal? How do Christians show love today? Why is Christmas an important festival for Christians?	<p>ALL will: Know the meaning of Christmas for Christians.</p> <p>MOST will: Describe how some Christians celebrate Christmas.</p> <p>SOME will: Evaluate if none believers should celebrate Christmas?</p>	Read and listen to three poems,	Expression	Sense of joy	Belonging, Belief and Behaviour	Justifying a personal opinion, taking part in debates	Tolerance, Individual liberty.

Module: Wealth and Poverty Y7 T3

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Religious attitudes towards wealth and gaining wealth	8c Beliefs and practice, What do scriptures have to say? How do religious beliefs affect daily life?	ALL will: Know how people become rich MOST will: Understand the importance of work to religious believers. SOME will: Evaluate whether or not religious believers should earn money in whatever way they can.	Speaking, listening, writing	Interpret sources, Apply beliefs to contemporary situations, Recognise the role of ethics in business	Sense of responsibility	Belief and behaviour, Belonging AT1 Practices and life styles, AT2. Values and commitments.	Enquiry and communication	Respect, Tolerance, Individual liberty.
Causes of poverty		ALL will: Know some causes of poverty, identify how the government helps the poor. MOST will: Understand Christian attitudes towards the poor. SOME will: Evaluate whether or not religious people should help the poor						Respect, Tolerance, Individual liberty.
Religious charitable organisations	8c Beliefs and practice, What do scriptures have to say?	ALL will: Know religious organisations that help to reduce suffering caused by world poverty, be able to describe their work. MOST will: Explain why religious believers choose to care for the poor in other countries. SOME will: Evaluate whether British religious believers should help the poor in LEDCs	Reading/ writing to research and argue, oral and written	Interpret sources, Apply beliefs to contemporary situations,	Sense of responsibility, justice, compassion.	Belief and behaviour, Belonging AT1 Practices and life styles, AT2. Values and commitments.	Enquiry and communication	Respect, Tolerance, Individual liberty.
Sewa day	8c Beliefs and practice, What do scriptures have to say? How do beliefs affect daily life?	ALL will: Know and understand the meaning of sewa. MOST will: Understand why Sikhs perform sewa. SOME will: Evaluate whether believers should do voluntary work.	Reading scanning	Interpret and apply religious text, reflection, evaluation, expression	Sense of injustice, compassion, responsibility, belonging	Belief and behaviour	Enquiry and communication	Respect Tolerance, Individual liberty.

Module: Membership and responsibility Y7 T4.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Moving on. Confirmation.	9a Rites of passage. Is growing up easy? Why are some Christians confirmed? How do rites of passage reveal main beliefs in religion?	ALL will: Give reasons why people celebrate certain events in their lives. MOST will: Explain the importance of confirmation to Christians and the effect it has upon believers. SOME will: Judge the importance of religious ceremonies of commitment referring to more than one point of view.	listening, writing, speaking.	Reflection, expression, evaluation, empathy	Sense of responsibility, belonging,	Belief and behaviour, Belonging.	Justifying a personal opinion.	Respect, Individual, liberty.
Hindu Sacred thread ceremony	8c What symbols are used 9a Rites of passage How do rites of passage reveal beliefs in religion?	ALL will: Reflect upon the importance of some “milestone” birthdays. MOST will: Interpret religious symbols and actions associated with a coming of age ceremony. SOME will: Express an opinion upon the value of coming of age ceremonies.	listening, writing, speaking.	Reflection, expression, evaluation,	Sense of responsibility, belonging,	Belief and behaviour, Belonging.	Justifying a personal opinion.	Respect, Individual liberty.
Membership and coming of age.		ALL will: Know reasons why young people may want to join a religion. MOST will: Be able to describe members/coming of age ceremonies. SOME will: Understand the purpose of members/coming of age ceremonies i.e. rights and responsibilities, issues of choice.	Reading, listening, writing	Interpretation and expression.	Sense of belonging,.	Belonging and behaviour		Respect, Individual liberty.
Khalsa 5 k's	What symbols are used? How do religious beliefs affect daily life?	ALL will: Know the origin of the Khalsa and the 5ks. MOST will: Understand how the 5ks put Sikh beliefs into action. SOME will: Evaluate the importance of dress in Sikhism.	Reading, listening, writing, some debate.		Sense of responsibility, comradeship, justice and injustice.	Belonging, Belief and Behaviour.	Developing skills of enquiry, some may debate justifying a personal opinion.	Individual liberty.

Module: Membership and responsibility Y7 T4

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Religious symbolic clothing	Beliefs and practice, What symbols are used? How do religious beliefs affect daily life?	ALL will: Know the special items worn during worship in Judaism. MOST will: Interpret what these special items mean to worshippers. SOME will: Reflect upon the importance of these items to members of the Jewish community.	Highlighting key points, answering succinctly.	Reflection, expression	Sense of belonging, responsibility	Belonging, Belief and Behaviour.		Respect
Religious symbolic clothing in the news	Beliefs and practice, What symbols are used? How do religious beliefs affect daily life?	ALL will: Know symbols of faith. MOST will: be able to explain a personal opinion concerning religious people expressing their faith openly, referring to case studies to support an opinion. SOME will: Evaluate non-believers rights to wear a religious symbol.	Listening to views of others, speaking writing opinion	Investigation , reflection, evaluation, expression	Sense of injustice, compassion, Feelings of respect for difference	Belief and behaviour, belonging,	Justifying a personal opinion.	Respect, Tolerance, Individual liberty.

Module: Worship Y7 T5

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Special places	9d Why are some places special to religious believers?	ALL will: Identify special places and give reasons why they are special. MOST will: Understand why some religious people use sacred places. SOME will: Express an opinion about how sacred places are used.	Reading, listening, writing, some debate.	Reflection, expression, evaluation	Sense of belonging, awe and wonder, beauty, shared joy, feelings of compassion, comradeship,	Belonging, Belief and Behaviour, Ways of seeing the world., Worship	Justifying a personal opinion.	Respect, Individual liberty.
Christian beliefs, Churches and being part of a Church community	8E What happens in a place of worship and why? What does it mean to belong to a community? What makes a place of worship special?	ALL will: Know what will happen in the life of a child being brought up as a Christian. MOST will: Understand how attending Church can support someone's belief in God. SOME will: Express an opinion whether or not it is wrong to force children to follow a religion.	Listen to each other and propose solutions when problem solving,	Working with others and problem solving.	Feelings of comradeship, Sense of responsibility.	Belonging, Belief and Behaviour, Worship	Justifying a personal opinion, taking part in debates	Respect, Tolerance, Individual liberty.
The Mosque	8E What happens in a place of worship and why? What makes a place of worship special? What symbols are used?	ALL will: Know the features of a traditional mosque. MOST will: Explain the purpose of traditional features in a mosque and the beliefs they express. SOME will: Evaluate the claim that the home is the best place in which to worship.	Select and summarise information, scan, use key words, discuss and debate	Defining, matching, discussing and expressing, analysis and interpretation of symbols	Sense of peace, stillness, awe and wonder, belonging	Belief and Behaviour, Worship.	Justifying a personal opinion, taking part in debates.	Individual liberty.
Respect and equality in the Sikh Gurdwara	8E What happens in a place of worship and why? What should we expect in this place of worship?	ALL will: Know the main features of a Sikh place of worship. MOST will: Understand how equality and respect is shown in the Gurdwara. SOME will: Evaluate the view that money spent on places of worship would be better spent on other things	Write Gurdwara guest guide for visitors, debate and evaluate.	Reflection, analysis, interpretation , expression	Sense of shared responsibility, shared identity and affection, Feelings of respect and comradeship	Belief and Behaviour, Worship.	Justifying a personal opinion, taking part in debates.	Respect, Individual liberty.

Module: Why is there something rather than nothing? Y8 T1.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Comparing scientific proof with religious belief.	9b Where did the Universe come from/Are there different ways of seeing the truth/Are science and religion in conflict?	ALL will: Know what scientific and religious truths are, be able to give examples and understand their differences. MOST will: Be able to describe how science challenged religious belief that the earth was the centre of the universe SOME will: Be able to explain whether or not they think scientific proof is more important than religious truth.	Reading worksheet gathering and comparing information, Listening to views and opinions of others, Speaking asking questions debating an issue, Writing to express and support an opinion.		Feelings of respect for difference Sense of justice and injustice.		Freedom of expression, express and explain views that are not their own	Tolerance, Individual liberty.
The First Cause argument	9b Where did the universe come from? Did God create everything, including us?	ALL will: Be able to understand the "First Cause" argument for the existence of God. MOST will: Be able to explain and support a personal opinion regarding the cause of the universe referring to the "First Cause" argument in the answer. SOME will: Evaluate the claim that God caused the universe to come into existence, showing more than one point of view. Refer to the "First cause" and other religious arguments in the answer.	Speaking and Listening / debating,	Reflection, expression	Sense of awe and wonder, Sense of beauty.	Questions, Answers, Ways of seeing the world.	Justifying a personal opinion, taking part in debates.	Respect, Individual liberty.
Big Bang theory	9b Where did the universe come from? 7a Can the universe reveal God?	ALL will: Know the Big Bang theory MOST will: Be able to give reasons and explain whether or not 'God could not have made the world as science proves that everything was made by the Big Bang. SOME will: Evaluate the claim 'God could not have made the world as science proves that everything was made by the Big Bang.' showing more than one point of view.	Speaking and Listening / debating	Reflection, expression	Sense of awe and wonder, Sense of beauty.	Questions, Answers, Ways of seeing the world.	Justifying a personal opinion, taking part in debates.	Respect, Individual liberty.

Module: Why is there something rather than nothing? Y8 T1.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
A religious creation story.	9b Did God create everything, including us?	ALL will: Retell a religious creation story MOST will: Describe in detail a religious creation story. SOME will: Consider the impact a creation story could have on people today.	Listening, speaking and writing.	Reflection, expression, listening	Sense of awe and wonder, sense of beauty	Questions, answers, ways of seeing the world, belief and behaviour.		Respect
The Design (Teleological) argument for the existence of God	7a Where do we look for God? Can the natural world reveal God?9b Where did the universe come from? Did God create everything, including us?	ALL will: Know the Design argument as presented by Paley. MOST will: understand how the argument is meant to prove the existence of God. SOME will: Evaluate whether the Design argument proves the existence of God.	Speaking and listening, debating.			Questions, Answers, Ways of seeing the world.	Justifying a personal opinion, taking part in debates.	Individual liberty.
Evolution theory. Is it possible to believe in evolution and a creator God?	7a Where do we look for God? Can the natural world reveal God?9b Where did the universe come from? Did God create everything, including us?	ALL will: Know the meaning of evolution. MOST will: Understand the evidence for evolution. SOME will: Evaluate if it is possible to believe in Evolution and a Creator God?	Speaking and Listening / debating, writing		Feelings of respect for difference .	Questions, Answers, Ways of seeing the world	Justifying a personal opinion, taking part in debates.	Individual liberty.

Module: Planet Earth Y8 T2

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
How and why are humans damaging the environment?	7 What are we doing to the environment?	ALL will: Know how human beings have harmed the environment. MOST will: Explain why humans are damaging the environment. SOME will: Express a justified opinion upon an environmental issue.	Analyse story, summarise, speak and listen in groups, debate	Reflection, analysis	Sense of responsibility	Belonging	Justifying a personal opinion.	Respect, Individual liberty.
Can religion help us to change our attitude?	7E What should religious believers want to do about the environment?	ALL will: Understand some religious beliefs about the environment. MOST will: Explain how individuals can help the environment. SOME will: Apply environmental commandments to modern lifestyles.	Summarise.	Reflection comparing, analysing, application.	Sense of responsibility	Ways of seeing the world, Belief and behaviour		Respect, tolerance
Operation Noah	7E What should religious believers want to do about the environment?	ALL will: Identify ways in which religious groups can limit the effects of global warming. MOST will: Explain in detail how religious groups can limit the effects of global warming. SOME will: Evaluate whether or not religious believers should try to prevent species of animals from becoming extinct.	Read, write, speak and listen.	Reflection	Sense of responsibility	Ways of seeing the world, Belief and behaviour	Justifying a personal opinion.:	Respect, Individual liberty.
Animals for food.	7 What are we doing to the environment?	ALL will: Give reasons why some people are vegetarian and others are not. MOST will: Interpret and apply sacred text and religious beliefs when debating vegetarianism. SOME will: Refer to religious arguments when evaluating whether or not it is right to eat animals.	Read and analyse sacred texts. Discuss how beliefs and sacred text can be applied,	Reflection, analysis, application	Sense of responsibility	Ways of seeing the world, Belief and behaviour	Justifying a personal opinion	Respect, tolerance, Individual liberty.
Experimenting on animals.	7e What are we doing to the environment?	ALL will: Give reasons why some people agree with experimenting on animals while others do not. MOST will: Understand religious arguments whether or not it is wrong to	Read, listen and discuss	Reflection, analysis Expression, evaluation.	Sense of responsibility	Ways of seeing the world,	Justifying a personal opinion	Respect, tolerance, Individual liberty.

Module: Guidelines Y8 T3

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
Religious rules and non-religious rules	8c Beliefs and practices. What do scriptures have to say? How do religious beliefs affect daily life ?	All will: Know religious and non – religious rules that help people live their lives. MOST will: Understand the positive and negative impact religious and non – religious rules can have upon people’s lives. SOME will: Express a number of justified opinions upon which rules would provide the best guidance to help people live their lives.	Speaking and Listening / debating	Reflection, Interpretation, Expression, Evaluation, Analysis.	Feelings of respect for difference compassion, comradeship. Sense of responsibility	Questions, Answers, Belonging, Ways of seeing the world	Justifying a personal opinion, taking part in debates.	Respect, Tolerance, rule of law (Universal declaration of human rights) Individual liberty.
Religious leaders	8c Beliefs and practices. What do scriptures have to say? How do religious beliefs affect daily life?	ALL will: Know teachings from religious leaders which have helped people live their lives. MOST will: Interpret and compare teachings given by religious leaders. SOME will: Express personal opinions upon the advice given by religious leaders.	Reading to interpret. Speaking to express, confirm understanding . Writing to express opinion	Reflection, Interpretation, Expression, Evaluation, Analysis.	Feelings of respect for difference. compassion, Sense of responsibility	Questions, Answers, Belonging,	Justifying a personal opinion, taking part in debates.	Respect, Tolerance, Individual liberty.
Non – religious leaders	7b Why do some people risk their lives for others? What symbols are used?	ALL will: Know teachings from a non-religious leader which have helped people live their lives. MOST will: Show an understanding of a non-religious leader’s teachings by creating and interpreting symbols. SOME will: Express personal opinions upon the advice given by a non-religious leader.	Reading text, Writing to describe and explain symbols	Empathy, reasoning, application	Feelings of compassion, Feelings of comradeship Feelings of shared sadness, Sense of shared joy or relief, Sense of responsibility, Sense of justice and injustice	Questions, Answers, Belonging.	Participation and responsible action	Respect, Tolerance., rule of law, Individual liberty.
The media	Belief and behaviour	ALL will: Know how the modern media could give guidance helping people live their lives. MOST will: Question the guidance provided by some examples of the media						Individual liberty.

Module: Religion and the Arts Y8 T4

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values.
What is religion and spirituality?	8c Beliefs and practices .	ALL will: Understand the meaning of spirituality. MOST will: Describe different forms of spiritual expression. SOME will: Evaluate whether religion is focused on buildings or on people.	listening, writing, speaking.	Reflection, expression, evaluation, empathy	Sense of expression, belonging	Belief and behaviour, Belonging.	Justifying a personal opinion.	Individual liberty.
Islamic art.	8c Beliefs and practices .	ALL will: Identify different types of art used in Islam to give a religious message. MOST will: Understand why images such as statues and paintings are avoided in Islamic art. SOME will: Explain religious messages expressed in Islamic art.	listening, writing, speaking.	Reflection, expression.	Sense of expression.	Belief and behaviour, Belonging.		
Religion and literature.	8c Beliefs and practices .	ALL will: Understand what religious literature is and have knowledge of religious messages in religious literature. MOST will: Consider the place of revelation, inspiration and devotion in the production of religious literature. SOME will: Evaluate whether or not religious literature is inspired by God.	listening, writing, speaking.	Reflection, expression, interpretation evaluation, empathy.	Sense of expression, belonging	Belief and behaviour, Belonging.	Justifying a personal opinion	Individual liberty.
Religion and music.	8c Beliefs and practices .	All: Understand what religious music is. Most: Consider the place of revelation, inspiration and devotion in the production of religious music. Some: Understand how and why most religions use music.	listening, writing, speaking.	Reflection, expression, interpretation ,	Sense of expression, Sense of shared joy or relief, Feelings of respect for difference.	Worship, Belief and behaviour, Belonging, Ways of seeing the world.	Freedom of expression, Use imagination to consider other people's experiences.	Respect

Module: Communicating about God Y8 T5

Theme	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values
Signs and Symbols	8c What symbols are used? What do symbols teach about God? How do religious beliefs affect daily life?	ALL will: Interpret some religious symbols used to explain beliefs about God. (Make links between symbols and beliefs) MOST will: Understand religious beliefs about God expressed using symbols and their importance to religious believers. SOME will: Explain in detail how beliefs about God found in religious symbols could have an impact upon the life and behaviour of a religious believer.	Interpret symbols and symbolic language.	Reflection, Interpretation, Analysis and Application.	Sense of belonging and responsibility	Worship, Belief and Behaviour, Ways of Seeing the World		
The Names of Allah	8c What symbols are used? What do symbols teach about God?	ALL will: Describe Muslim beliefs about God. MOST will: Explain why it is difficult for Muslims to express their beliefs about God. SOME will: Explain with examples how Muslims express beliefs about God.	Interpret symbols and symbolic language	Expression	Feelings of respect for difference	Worship, Ways of seeing the world		
Describing God	8c What does the term God mean?	ALL will: Create descriptions of God. MOST will: Explain descriptions of God. SOME will: Create questions which could be asked about God.	Identifying and interpreting symbolic language	Reflection, expression, interpretation.		Questions, Answers, Ways of seeing the world,		
Images of God. Hinduism.	8c What symbols are used? What do symbols teach about God? How do religious beliefs affect daily life?	ALL will: Know what Hindus believe about God.. MOST will: Explain why it is difficult for Hindus to express their beliefs about God and explain, with examples, how Hindus express beliefs about God. SOME will: Apply beliefs about Hindu deities and their energies/qualities to everyday situations. Or Evaluate the use of statues and pictures of God during worship.	Reading, writing, listening, creative story writing,	Analysis and Application	Sense of joy and relief, belonging,	Worship, Belief and Behaviour, Ways of seeing the world.	Justifying a personal opinion	Individual liberty.

Module: Communicating about God Y8 T5

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British values
Comparing symbols and images of God	8c What symbols are used? What do symbols teach about God?	ALL will: Identify religious teachings about God. MOST will: Interpret religious symbols and their teachings about God. SOME will: Compare religious teachings about God between different world religions.	Reading, writing, identifying and interpreting symbolic language,	Interpretation, analysis		Worship, Belief and Behaviour, Ways of Seeing the World.		
Nice writing activity comparing symbols and images of God.	8c What symbols are used? What do symbols teach about God?	ALL will: Use a wide range of religious words to describe beliefs and ideas about God. Describe similarities and differences. MOST will: Use a wide range of religious words to explain that religions have similarities and differences in their beliefs about God. SOME will: Fully explain how religious beliefs and ideas about God can be expressed in a variety of forms using technical terminology correctly.	Reading, writing, identifying and interpreting symbolic language,	Interpretation, analysis		Worship, Belief and Behaviour, Ways of Seeing the World.		

Module: GCSE Life Issues. Religion and Animal Rights

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Religious beliefs about the status of animals.	Unit 2. Topic 1. 40552	All: Know the difference between dominion and stewardship. Most: Understand why some religious people believe that humans are more important than animals and why some religious people believe that animals are important. Some: Identify ways in which humans and animals are different, some basic animal rights and can describe what some religious believers could do to help to protect the rights of animals.						Respect, Tolerance.
The Use of Animals.	Unit 2. Topic 1 40552	ALL will: Identify different ways animals can be used in a positive way. MOST will: Express opinions on the use of animals. SOME will: Evaluate whether or not religious believers should keep animals as pets.						Respect, Individual liberty.
Experimenting on animals.	Unit 2. Topic 1 40552	ALL will: Give reasons why some people agree with experimenting on animals while others do not. MOST will: Understand religious arguments whether or not it is wrong to experiment on animals. SOME will: Refer to religious arguments when evaluating whether or not it is wrong to experiment on animals. Show they have thought about more than one point of view.						Respect, Tolerance, rule of law, Individual liberty.
Genetic Modification and Cloning of Animals.	Unit 2. Topic 1 40552	All: Understand what is meant by genetic modification and the cloning of animals. Most: Understand the advantages and disadvantages of cloning animals. Some: Evaluate whether or not religious believers should support the cloning of animals.						Respect, Individual liberty.

Module: GCSE Life Issues. Religion and Animal Rights

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Religious responses to the preservation of species	Unit 2. Topic 1 40552	.All: Know the terms conservation, stewardship and be aware of the threat of extinction for many species of animals. Most: Understand practical actions which might be taken to help endangered species. Some: Evaluate what religious believers should do regarding the preservation of species from extinction and the extent to which animals are as important as humans.						Respect, Tolerance, Individual liberty.

Module: GCSE Life Issues. Religion and Planet Earth

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
The origins of life.	Unit 2. Topic 2. 40552	All : Retell a religious creation story. Most : Describe a religious creation story referring to several beliefs. Some: Describe a religious creation story referring to many beliefs.						
Pollution and destruction of natural habitats.	Unit 2. Topic 2. 40552	All : Identify and describe ways in which humans can harm the planet. Most : Understand the harmful effects of human activity upon natural habitats. Some: Explain why religious people are concerned about these environmental issues.						
What can religious people do to protect the planet?	Unit 2. Topic 2. 40552	All : Identify what religious individuals can do to protect the planet. Most : Describe what some religious believers can do to protect the planet. Some: Describe what some religious believers can do to protect the planet.(Refer to something to do with religion.)						Tolerance, rule of law.
What can religious groups do to protect the planet?	Unit 2. Topic 2. 40552	All: Name specific religious organisations which actively care for the environment. Most: Describe what specific religious groups do to help the environment. Some: Refer to religious beliefs and explain why religious groups choose to help the environment.						Respect
Religious Viewpoints.	Unit 2. Topic 2. 40552	All: Identify some religious views about nature and the planet. Most: Explain some religious views about nature and the planet. Some: Explain religious views about nature and the planet referring to religious beliefs and teachings.						Respect

Module: GCSE Life Issues. Religion and Planet Earth

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Evaluating Environmental Issues.	Unit 2. Topic 2. 40552	All: Support an opinion with one developed or two simple reasons. Most: Support an opinion with two developed reasons with reference to religion. Some: Show evidence of two different points of view, showing knowledge and understanding of religion						Respect, Tolerance, Individual liberty.

Module: GCSE Life Issues Religion and Early Life

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
The sanctity and quality of life. The gift of children.	Unit 2. Topic 4. 40552	All: To understand the meanings of “sanctity of life” and “quality of life” Most: To understand the preciousness of life and how religious believers regard children as a blessing and many believe the miracle of life as a gift from God Some: Evaluation of whether or not children are a blessing from God.						Respect, Individual liberty.
When Does Life Begin?	Unit 2. Topic 4. 40552	All: Identify different religious beliefs about when human life begins. Most: Understand why these beliefs are maintained, referring to religious beliefs and teachings. Some :Evaluate whether or not “Life begins before birth”						Respect, Individual liberty.
Abortion and the Law.	Unit 2. Topic 4. 40552	All: Know what an abortion is. Most: Understand what the law says on this issue and how people have reacted to the law. Some: Evaluate whether or not the law should make it harder to have an abortion.						Tolerance, rule of law, Individual liberty.
Pro-life Pro-choice.	Unit 2. Topic 4. 40552	All: Understand the terms pro-life and pro-choice. Most: Understand arguments for and against abortion. Some: Evaluate whether or not a woman should be allowed to have an abortion at any time during her pregnancy.						Respect, tolerance, rule of law, Individual liberty.

Module: GCSE Life Issues Religion and Early Life

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Religious beliefs for and against abortion	Unit 2. Topic 4. 40552	<p>All: Explain why some Christians believe that abortion is always wrong, while other Christians accept abortion in some situations.</p> <p>Most: Explain why some Christians and followers of another world religion believe that abortion is always wrong, while other Christians and followers of another world religion accept abortion in some situations.</p> <p>Some: Explain why some Christians and followers from two other world religions believe that abortion is always wrong, while other Christians and followers from two other world religions accept abortion in some situations.</p>						Respect, tolerance
Whose rights?	Unit 2. Topic 4. 40552	<p>All: Know alternatives to having an abortion.</p> <p>Most: Understand the rights of those involved when considering if an abortion should be allowed.</p> <p>Some: Evaluate the rights of those involved when considering if an abortion should be allowed.</p>						Rule of law, respect, tolerance, Individual liberty.

Module: GCSE Life Issues Religion , War and Peace.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Weapons of mass destruction	Unit 2. Topic 5. 40552	All: Identify causes of war, consequences of war, examples of weapons of mass destruction. Most: Understand what is meant by the term weapons of mass destruction and their impact. Some: Express a supported opinion whether or not religious believers should never agree with a country having weapons of mass destruction.						Tolerance, Individual liberty.
Why some religious believers will go to war.	Unit 2. Topic 5. 40552	All: Explain the Just War theory. Most: Identify religious beliefs and explain why some religious believers will go to war.						Respect
Why some religious believers will not go to war.	Unit 2. Topic 5. 40552	All: Know what is meant by the term pacifism. Most: Identify religious beliefs and explain why some religious believers will not go to war. Describe the work of a religious believer who worked for peace. Some: Evaluate whether or not wars solve problems or create them.						Respect, tolerance, Individual liberty.
Holy War.	Unit 2. Topic 5. 40552	All: Know what is meant by Holy War, Jihad, the conditions for Holy War and terrorism. Most: Understand why some people become terrorists. Some: Evaluate whether or not a religious person can become a terrorist.						Respect, tolerance, Individual liberty.
United Nations	Unit 2. Topic 5. 40552	All: Know what work is being done by United Nations and NATO troops Most: To understand the work of peace keeping forces.						Respect, tolerance, rule of law, Individual

Module: GCSE Morality. Religious attitudes to the Elderly and Dearth

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Senior Citizenship	Unit 3. Topic 2. 40553	All: Know the terms senior citizen, ageism and generation gap. Most: Understand that the elderly can make positive contributions to life. Some: Explain some problems faced by the elderly.						Respect, tolerance.
Caring for the elderly.	Unit 3. Topic 2. 40553	All: Know the options available where the elderly may choose to live and the differences between a hospice and a hospital. Most: Explain religious attitudes to the way the elderly should be treated, and understand how religious teachings may influence decisions about who should care for the elderly and where they should live. Some: Evaluate different religious ideas about who is responsible for the elderly.						Respect, tolerance, Individual liberty.
Euthanasia.	Unit 3. Topic 2. 40553	.All: Know religious teachings about when and how a person dies. Most: Apply these teachings to euthanasia. Some: Evaluate arguments about who is responsible fro deciding when a person dies.						Rule of law, respect, tolerance, Individual liberty.
Life support.	Unit 3. Topic 2. 40553	All: Know how, and understand that, in certain circumstances, life can be prolonged using medical technology. Most: Apply religious teachings to the prolonging of life using medical technology. Some: Evaluate the prolonging of life by artificial technology.						Tolerance, respect, Individual liberty.
Life after death – beliefs	Unit 3. Topic 2. 40553	All: Know and understand religious teachings about life after death. Most: Know and understand religious teachings about life after death from more than one religion. Some: Evaluate whether or not religious						Individual liberty.

Module: GCSE Morality. Religious attitudes to Drug Abuse.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Types of Drugs – Prescribed, Social and Illegal.	Unit 3. Topic 3. 40553	All: Know the main types of drugs and be able to give examples. Most: Understand why some people use illegal drugs and understand religious attitudes towards prescription drugs. Some: Express a justified opinion upon the use of prescription drugs.						Rule of law, tolerance., Individual liberty.
Christian attitudes towards drugs.	Unit 3. Topic 3. 40553	All: Know Christian beliefs and teachings about the mind and body. Most: Understand Christian attitudes towards alcohol and illegal drugs. Some: Express a justified opinion on the smoking of tobacco.						Respect, Tolerance, Individual liberty.
Muslim attitudes towards drugs.	Unit 3. Topic 3. 40553	All: Know Islamic beliefs and teachings about the mind and body. Most: Understand Islamic attitudes towards alcohol and non - prescribed drugs.						Respect
Taking illegal drugs.	Unit 3. Topic 3. 40553	All: Will express opinions upon those who use illegal drugs. Giving several simple reasons. Most: Will express opinions upon those who use illegal drugs. Giving several developed reasons referring to religious arguments/beliefs. Some: Will express opinions upon those who use illegal drugs. Giving several developed reasons, refer to religious arguments/beliefs. showing more than one point of view						Rule of Law, tolerance, Individual liberty.

Module: GCSE Morality. Religious attitudes to Crime and Punishment.

Theme.	Spec.	Outcomes.	Literacy.	Key Skills.	SMC.	Major Concepts	Citizenship.	British Values.
Crime, types of crime, causes of crime.	Unit 3. Topic 4. 40553	.All: Know what is meant by the words crime and sin. Know different types of crime. Most: Understand causes of crime. Some: Evaluate the seriousness of types of crime.						Rule of law, Individual liberty.
Christian attitudes to crime and punishment.	Unit 3. Topic 4. 40553	All: Identify religious attitudes towards crime and punishment. Most: Describe how religious attitudes towards crime and punishment can be expressed. Some: Explain the importance of these attitudes to believers.						Respect, rule of law, tolerance
Aims of Punishment.	Unit 3. Topic 4. 40553	All: List the aims of punishment. Most: Explain each aim of punishment. Some: Evaluate the importance of punishment.						Respect, tolerance, rule of law, Individual liberty.
Types of punishment and evaluating the treatment of young offenders.	Unit 3. Topic 4. 40553	All: Know different types of punishment (not including prison or the death sentence) Most: Understand the advantages and disadvantages of non custodial sentences and custodial sentences. Some: Evaluate the treatment of young offenders.						Tolerance, respect, Individual liberty.
Capital Punishment.	Unit 3. Topic 4. 40553	All: Identify some religious attitudes towards the death penalty. Most: Explain why religious people might not agree with the death penalty (capital punishment). Explain why many religious people might agree with the death penalty (capital punishment). Some: Evaluate the death penalty.						Respect, tolerance, rule of law, Individual liberty.