RE Overview



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| Term | Year 7  | Year 8 | Year 9 |
| Autumn Term  | What is RE? * Baseline assessment

Learners will learn about belonging and being special. They will consider what it means to belong to a family, religion, school and community. Pupils will look at the symbols for the main religions and non-religions as well as consider what is a fact, an opinion and a belief. Pupils will then look at some aspects of Christianity including – - What do Christians believe? - Christian symbols. - What is the Christian creation story? - Why we should we care for the Earth?Finally, pupils will make a “What is RE?” bookmark to consolidate all learning.Link to job roles – meet a vicar / TYFC etc.Anti-bullying week: Martin Luther King.End of term: The Christmas story and how the festival of Christmas is celebrated. | Special places – Worship* Baseline assessment

Learners will learn about different religious buildings. Pupils will consider how important religious buildings are and if the money could be spent on more worthwhile causes. Pupils will think about why people pray. Pupils will learn about –- What makes a place special / holy?- Christian, Muslim and Hindu worship - Baha’i place of worship. - Music and images in worship. - Prayer and non-religious “prayer”. What do Humanists do?- If God is everywhere, why go to a place of worship?- Are places of worship good for the environment?Designing an appropriate room for worship.Link to prayer rooms at work.Anti-bullying week: The Good Samaritan. End of term: Why is Christmas a special time for a Christian? | Is life a journey?* Baseline assessment

Learners will consider if life is a journey and what important experiences mark this. Learners will look at various ceremonies which mark milestones in life. Learners will look at - - What is a ladder / journey of life?- How and why do people celebrate religious and non-religious religious times?- Baha’i, Humanist, Christian and Hindu birth, christening and marriage ceremonies / services. - Comparing the different religions’ Rites of Passage – similarities and differences.Anti-bullying week: Same-sex marriage.Link to jobs involved with such ceremonies. End of term: Advent and the Christmas story. |
| Spring Term |  Special times – FestivalsLearners will look at how special times are celebrated. Pupils will consider why festivals are important to religious and non-religious communities and how festivals are celebrated. Pupils will learn about - - The Hindu festival of Diwali.- Rangoli patterns.- The goddess Lakshmi.- The story of Rama and Sita.- Ramadan and the festival of Eid ul Fitr.- The importance of light during festivals and celebrations.- The Baha’i Fast.- Holy week & the Christian festival of Easter. - What is the same and different between the festivals?Link to the jobs needing to be done before / during the festivals. | Does God exist?Learners will consider what different people believe about God and God’s existence. Pupils will consider if there’s a need to prove God’s existence. Pupils will learn about - - Evidence of Gods in the days of the week. - Baha’i view of one God.- What does Brahman mean?- The Trimurti - Hindu Gods – Brahma, Vishnu, Shiva.- Who are Hanuman, Lakshmi (and goddess Bhumi - care for the Earth)? - Ganesha’s story.- The Christian view of God – the Trinity. - Compare to Hindus. - Humanists view of God.Link to jobs-the role of the Hindu Gods.End of term: Main events of the Easter story. | Are holy books needed?Learners will learn about different holy books, why they are important to religions and if they are really needed to be a good person in today’s world. Learners will explore -- What are holy books?- The Christian Bible - why is it important for Christians today?- The Old Testament.- The David and Goliath story and its meaning.- The Ten Commandments. - The New Testament.- Does living biblically mean obeying the whole bible?- What is “The Golden Rule?”- The Muslim Qur’an.- The Jewish Torah. - Baha’i holy books. - What do holy books say about caring for the planet?Link to rules in the workplace.End of term: The Easter story |
| Summer Term | Buddhist beliefs and practicesLearners will explore core Buddhist beliefs and practices in Britain and elsewhere including -- Buddhist symbols and facts.- Why Buddha looks like he does?- The story of the Buddha.- How Buddha compares to Jesus and / or important non-religious people in our lives.- Who do we admire and why? - The Eightfold Path; Buddha’s advice on how to live.- Care for the Earth.- Buddhist shrines.- The importance of meditation; feeling peaceful and calm and not craving things. - Mandala patterns.- The festival of Wesak.Perfect job roles for BuddhistsCharacteristics of role models  | Who cares?Learners will learn about religious and non-religious organisations that help those in need. Pupils will learn about right and wrong as well as heaven and hell. Pupils will learn about –- Christianity in Action. How do Christian charities serve others?- Religious charities including Christian Aid, the Salvation Army, Tearfund, CAFOD and Islamic Relief.- Humanist and Baha’i views on charities and human rights.-Sikhi and Sewa.- Soccer Aid for UNICEF.- Religious stories such as “The Widow’s Offering” and “The Sheep and the Goats.”- Religious and non-religious organisations that look after the Earth e.g. Islamic Aid’s tree planting.Link to a fair-trade business | Jewish beliefs and practices Learners will explore core Jewish beliefs and practices in Britain and elsewhere including -- Symbols and origins of Judaism.- The 10 plagues and Exodus (Prince of Egypt).- Festival of Pesach.- What is a Kippah & Tallit?- The Jewish synagogue.- Jewish daily life – what is challenging about being a teenage Jewish person in Britain today? Bar/Bat Mitzvah.- What is the Sabbath? - What is Challah bread?- Festival of Rosh Hashanah.- Comparison to Christianity and other religions.*Strictly Kosher is a useful TV programme for this unit.*Link to working on a Saturday |