

George Stephenson High School Secondary Scheme of Work: Year 7 RE (1 lesson a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
What is religion?	6	Is football a religion? AT2	Students are expected to be able to compare and contrast religion with football. Students are expected to explain a range of different viewpoints on this topic and be able to evaluate the persuasiveness of different opinions. In addition to this, students will be introduced to the 6 religions prevalent in the UK and begin to use the key terms associated with each and make links between them.
Hajj	6	Knowledge and understanding questions about Hajj AT1	Students are expected to know what Muslims believe about the importance of Hajj as one of the 5 pillars of Islam. Students should understand how this belief influences the ways that believers live their lives. They are expected to be able to explain the meaning of actions associated with the following parts of the Hajj journey: <ul style="list-style-type: none"> • Ihram • Tawaf at the Kabbah • Sa'y at Safa and Marwa (including drinking from the Zam Zam well) • Wuduf on Arafat • Muzdalifa • Visiting the Jamrat in Mina • Celebrating Eid al- Adha.
Jesus	6	Knowledge and understanding questions about Jesus AT1	Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. <ul style="list-style-type: none"> • The birth of Jesus • The miracles of Jesus • The death and resurrection of Jesus
Big Question: Is football a religion?	3 spread throughout the year	No KAT- students write one PEA paragraph each lesson	Students are expected to consider different ideas about the key question, incorporating what they have learned throughout the year. Students are expected to explain a range of different viewpoints on this topic and be able to evaluate the persuasiveness of different opinions.

Year 7 RE Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
What is religion?		Baseline Assessment- Is football a religion? AT2 DTT							

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
What is religion?		Hajj						Assessment - AT1	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
DTT and Pixl test		Big question - Is football a religion?		Jesus					

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Assessment - AT1		DTT and Pixl test		End of Year test		Big question - Is football a religion?			

George Stephenson High School Secondary Scheme of Work: Year 8 RE (1 lesson a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Does God exist?	6	Does God exist? AT2	<p>Students are expected to know different arguments for and against the existence of God. Students are expected to explain the response of believers and atheists to these arguments. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Arguments for the existence of God:</p> <ul style="list-style-type: none"> • Argument from religious experience • The first cause (cosmological) argument and the design (teleological) argument <p>Arguments against the existence of God:</p> <ul style="list-style-type: none"> • The challenge from evil
Sikhism and Sewa	6	Knowledge and understanding questions about Sikhism AT1	<p>Students are expected to know what Sikhs believe about the following topics:</p> <ul style="list-style-type: none"> • Waheguru • Sewa • Kamma, reincarnation and mukti • The Khalsa <p>Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to evaluate the claim that all charities are equally deserving of money, assessing different viewpoints and giving a personal conclusion.</p>
Animal Rights	6	Is the life of an animal worth the same as the life of a human? AT2	<p>Students are expected to know what Christians and Buddhists think about different animal rights issues and some may be able to explain why not all believers within a religion think the same thing. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p>
Big Question: Do religious people behave better than non- religious people?	3 spread throughout the year	No KAT- students write one PEA paragraph each lesson	<p>Students are expected to consider different ideas about the key question, incorporating what they have learned throughout the year. Students are expected to explain a range of different viewpoints on this topic and be able to evaluate the persuasiveness of different opinions.</p>

Year 8 RE Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Does God exist?						Assessment- AT2		DTT and Pixl	

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Big question: Do religious people behave better than non - religious people?		Sikhism and Sewa						Assessment - AT1	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
DTT and Pixl		Big question: Do religious people behave better than non- religious people?		Animal Rights					

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Assessment		DTT and PIXL		End of year assessment		Big question: Do religious people behave better than non- religious people?			

George Stephenson High School Secondary Scheme of Work: Year 9 RE (1 lesson a fortnight)

Unit	Lessons	KAT	Key Progression Indicators Knowledge, Understanding and Skills
Origins of the Universe	6	"God created the universe." AT2	<p>Students are expected to know what Christians think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics, including different Christian responses and be able to evaluate the persuasiveness of different opinions.</p> <p>The origins and value of the universe:</p> <ul style="list-style-type: none"> • Religious teachings about the origins of the universe, including different interpretations of these. • The relationship between scientific views, such as the Big Bang theory, and religious views. <p>The origins and value of human life</p> <ul style="list-style-type: none"> • Religious teachings, beliefs and attitudes about the origins of human life, including different interpretations of these. • The relationship between scientific views, such as evolution, and religious views. • The concepts of sanctity of life and the quality of life.
Judaism	6	Knowledge and understanding questions about Judaism AT1	<p>Students are expected to know what Jews believe about the following topics:</p> <ul style="list-style-type: none"> • The covenants • Mitzvah • Shabbat <p>Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p>
Life after Death	6	Knowledge and understanding questions about Jewish beliefs about the end of life/ life after death AT1	<p>Students are expected to know what Jews believe about the following topics:</p> <ul style="list-style-type: none"> • Olam Ha- Ba (the world to come) • The soul • Mourning rituals <p>Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Jewish denominational thought about the topics and evaluate these differences in belief.</p>
Big Question: Should people be good to gain a good afterlife?	3 spread throughout the year	No KAT- students write one PEA paragraph each lesson	<p>Students are expected to consider different ideas about the key question, incorporating what they have learned throughout the year. Students are expected to explain a range of different viewpoints on this topic and be able to evaluate the persuasiveness of different opinions.</p>

Year 9 RE Calendar

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Origins of the universe						Assessment - AT2		DTT and Pixl	

Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Big question: Should people be good to gain a good afterlife?		Judaism						Assessment - AT1	

Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
DTT and Pixl		Big question: Should people be good to gain a good afterlife?		Life after Death (including Jewish funeral rites).					

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	
Assessment		DTT and PIXL		End of year assessment		Big question: Should people be good to gain a good afterlife?			