

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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Year 7	<p>Christianity</p> <p>Vocab: Christian, Christianity, belief, faith, sacred book, Bible, Old/New Testament, Jesus, God, family, nativity, Christmas, celebration, Respect</p> <p>Skills: encounter, describe, understand the meaning of Christian artefacts; show awareness of some Christian beliefs; show awareness of Christian ceremonies; experience related role play; participate in Christmas assembly in school; communicate thoughts, opinions and beliefs; develop and demonstrate awareness, understanding and knowledge of Christianity; reflect on Christianity and share personal thoughts and opinions; begin to show awareness that different people have different beliefs.</p>	<p>Islam</p> <p>Vocab: Islam, Muslim, Muhammed, Mecca, 5 Pillars of Islam, Qu’ran, Arabic, Mosque, Ramadan, Eid ul Fitr, Eid ul Adha, Respect</p> <p>Skills: encounter, describe, understand meaning of Islamic artefacts; show awareness of Islamic beliefs; develop awareness and knowledge of Islamic ceremonies and celebrations; encounter Islamic rituals and rites; begin to draw comparisons and find similarities between Christianity and Islam; reflect on Islam and share personal thoughts and opinions; show awareness that different people have different beliefs; demonstrate awareness of the need for respect.</p>	<p>Sikhism</p> <p>Vocab: Sikhism, Sikh, core beliefs, 5 articles of faith – Kesh, Kanga, Kara, Kirpan, Kachera; temple, Gurdwara, Guru Granth Sahib, gurus, Guru Nanak, Diwali, Respect</p> <p>Skills: encounter, describe, understand meaning of Sikh artefacts; show awareness of Sikh beliefs; develop awareness and knowledge of Sikh ceremonies and celebrations; encounter Sikh rituals and rites; begin to draw comparisons and find similarities between Christianity and Sikhism, and Islam and Sikhism; reflect on Sikhism and share personal thoughts and opinions; develop an awareness that different people have different beliefs; demonstrate awareness of the need for respect and begin to demonstrate an appreciation for diversity.</p>
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Year 8	<p>Judaism</p> <p>Vocab: Judaism, Jewish, Jew, synagogue, Torah, Hannukah, Sabbath, Isreal, Bensham, community, Shabbat, forbidden work on Sabbath, Bar Mitzvah/Bat Mitzvah, seder plate, menorah, Respect</p> <p>Skills: encounter, describe, understand meaning of Jewish artefacts; show awareness of Jewish beliefs; develop awareness and knowledge of Sikh ceremonies and celebrations; encounter Jewish rituals and rites; begin to draw comparisons and find similarities between Christianity, Islam and Judaism ,and contrast with Sikhism; reflect on Judaism and share personal thoughts and opinions; develop an awareness that different people have different beliefs; demonstrate awareness of the need for respect and begin to demonstrate an appreciation for diversity.</p>	<p>Christianity</p> <p>Vocab: church, special place, worship, features of a church (and related vocabulary), priest, clergy, service, ceremonies, celebrations, funeral, Respect</p> <p>Skills: develop knowledge and understanding of Christian artefacts; develop knowledge and understanding of churches in Christianity; develop understanding of the role of a priest; develop knowledge and understanding of Christian ceremonies that take place in a church</p>	<p>Christianity</p> <p>Vocab: Easter, Ash Wednesday, Lent, fast, Easter week, Easter Sunday, Respect</p> <p>Skills: develop knowledge and understanding of the importance Easter to Christians; develop knowledge of traditions and rituals around Easter; reflect on importance of Easter and share own thoughts and opinions.</p>	<p>Buddhism</p> <p>Vocab: Buddhism, Buddhist, monk, monastery, temple, shrine, Buddha, 4 Noble Truths, stupas, tripitarka, Wesak, lotus, Respect</p> <p>Skills: encounter, describe, understand meaning of Buddhist artefacts; show awareness of Buddhist beliefs; develop awareness and knowledge of Buddhist ceremonies and celebrations; encounter Buddhist rituals and rites; begin to draw comparisons and find similarities with other religions from previous learning; reflect on Buddhism and share personal thoughts and opinions; develop an awareness that different people have different beliefs; demonstrate awareness of the need for respect and begin to demonstrate an appreciation for diversity.</p>
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Year 9	<p>Christianity</p> <p>Students will learn: This unit develops the students' understanding that there are special times which Christians celebrate. Harvest: students will look at ways of saying thank you, how people can show gratitude in simple ways; explore the ways in which they can show gratitude, how they feel when people show appreciation.</p> <p>Students will develop understanding of Christians' beliefs, in particular in that they should live their lives based upon the teachings of The 10 Commandments.</p> <p>Vocab: Harvest, food, vegetables, fruit, thank you, gratitude, appreciate; rules; 10 Commandments, Respect, Charities</p> <p>Skills: develop an awareness of others' efforts and the impact others have on own lives; to develop awareness and knowledge of gratitude and why people should show appreciation (PSHE link)</p>	<p>Hinduism</p> <p>Students will learn: that Hinduism is the name given to a group of religions and cultures which began in and still flourishes in India; the location of India in the world; unlike most faiths Hinduism has no founder; Hindus have four main beliefs: Karma, Dharma, Artha, Atman; students will explore sacred places for worship – shrines, temples, individuals' shrines within homes; Sacred texts - Hinduism does not just have one sacred book but several scriptures; Hindus believe in one universal God – Brahman and that he takes different forms; the three most important Hindu gods (forms of Brahman) are: Brahma - known as the Creator, Vishnu - Known as the Preserver, Shiva (Siva)- known as the Destroyer; Students will learn about Hindu way of life; Hindu celebrations, particularly Diwali.</p> <p>Vocab: Hindu, Hinduism; shrine, temple, worship, gods, Brahma, Vishnu, Shiva, Diwali, Ganesh, scriptures, Respect, Vedas, Sacred</p> <p>Skills: encounter, describe, understand meaning of Hindu artefacts; show awareness of Hindu beliefs; develop awareness and knowledge of Hindu ceremonies and celebrations; encounter Hindu rituals and rites; begin to draw comparisons and find similarities with other religions from previous learning; reflect on Hinduism and share personal thoughts and opinions; develop an awareness that different people have different beliefs; demonstrate awareness of the need for respect and further develop an appreciation for diversity.</p>	<p>Compare and Contrast</p> <p>Students will learn: how to review key points/features/beliefs from each religion learned about previously; compare/contrast religious festivals and celebrations; compare/contrast religious buildings and places of worship; compare/contrast sacred texts; compare/contrast geographical points of interest for each religion e.g. places of religious origin, Mecca, the Vatican City, etc.</p> <p>Vocab: review, compare, contrast, similar, different, respect, beliefs, opinions, Respect</p> <p>Skills: develop ability to review key learning points from previous learning; develop ability to compare two or more religions, finding similarities and differences; presenting findings verbally or in another way e.g. table format, PP presentation</p>
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Year 10	<p>Christianity</p> <p>This unit develops the students' understanding how Christians should live their lives and examines the rites of life through two sacraments and ceremonies; weddings, first Holy Communion and baptisms.</p>	<p>Islam</p> <p>This unit develops the students' understanding how Muslims celebrate various key occasions in their lives, starting at the minute of birth; includes weddings and funerals.</p>	<p>Sikhism</p> <p>This unit develops the students' understanding how Sikhs celebrate various key occasions in their lives, including naming their children, wearing the turban, marriage and death.</p>	<p>Judaism</p> <p>This unit develops the students' understanding how Jews celebrate various key occasions in their lives, including naming their children, becoming an adult, marriage.</p>	<p>Hinduism</p> <p>This unit develops the students' understanding how Hindus celebrate various key occasions in their lives, including birth, growing up, marriage and death. Hindu religious rites are classified into three categories: <u>Nitya</u> - rituals are performed daily and consist in offerings made at the home shrine or performing puja to the family deities. <u>Naimittika</u> - rituals are important but only occur at certain times during the year, such as celebrations of the festivals, thanksgiving and so on. <u>Kamya</u> - rituals which are "optional" but highly desirable. Pilgrimage is one such</p>	<p>Buddhism</p> <p>This unit develops the students' understanding that Buddhism does not require strict observance of custom. Because Buddhism is so focused on the internal life, some Buddhists practice privately without visiting temples or participating in rituals. This may be an ideal opportunity for students to explore the initiation into the monastery as a monk (see Samenera).</p>
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Year 11	<p>Christian Values</p> <p>Students will learn: This unit develops the students' understanding of Christian values and belief, building upon learning in year 7; Students will revisit the Bible – Old/New Testament; Students will listen to Old and New Testament stories, then explore their meanings and relevance to Christians' lives today</p> <p>Vocab: rules, beliefs, values, teaching, morals, Respect</p> <p>Skills: to find the meaning in a story and consider how it can be applied to own life</p>	<p>Christian Charities</p> <p>Students will learn: This unit develops the students' understanding of Christian values and beliefs, as taught in previous unit. This unit will relate Christian values in relation to Christian charities.</p> <p>Vocab: charity, help, giving, need, fundraise, donate, Respect</p> <p>Skills: develop awareness that people need help and relate that to Christian (and other religions') values; participate in collaborative project to fundraise – develop communication and enterprise skills</p>	<p>Key religious figures and leaders</p> <p>Students will learn: This unit develops the students' understanding of key religious figures in Christianity, Judaism, Sikhism, Islam, Buddhism and Hinduism; students will explore the individual figures' background, life stories, teachings and notable achievements in relation to their religion.</p> <p>Vocab: leaders, key figures, leadership, qualities, good, bad, opinion, achievement, Respect</p> <p>Skills: research skills, presentation of information, develop understanding of the importance of a good leader or role model</p>	<p>Revisiting the Key Religions: compare, contrast, review</p> <p>This unit allows students to revisit previous learning of the 6 key religions – Christianity, Islam, Sikhism, Judaism, Buddhism and Hinduism.</p> <p>Students will: review key points/features/beliefs; compare/contrast religious festivals and celebrations; compare/contrast religious buildings and places of worship; compare/contrast sacred texts; compare/contrast geographical points of interest for each religion e.g. places of religious origin, Mecca, the Vatican City, etc.</p> <p>Vocab: review, compare, contrast, similar, different, respect, beliefs, opinions, Respect</p> <p>Skills: further develop ability to review key learning points from previous learning; develop ability to compare two or more religions, finding similarities and differences; presenting findings verbally or in another way e.g. table format, PP presentation</p>		