Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd term)	Summer (1 st term)	Summer (2 nd term)
From: September 2024	From: October 2024	From: January 2025	From: February 2025	From: April 2025	From: June 2025
To: October 2024	To: December 2024	To: February 2025	To: March 2025	To: May 2025	To: July 2025
Topic:	Topic:	Topic:	Topic:	Topic:	Topic:
• A comparative study	• A comparative study	• Exploration of the	• Exploration of the	 Exploration of the 	 Exploration of the
of the Abrahamic	of the Abrahamic	eastern religions-	eastern religions-	eastern religions-	eastern religions-
religions.	religions.	Hinduism	Hinduism	Buddhism	Buddhism
		Learning Outcomes:	Learning Outcomes:	Learning Outcomes:	Learning Outcomes:
Learning Outcomes:	Learning Outcomes:	66			
5	Č	Students should know how to	Students should know how to	Students should know how to	Students should know how to
Students should know how to	Students should know how to	outline, describe, and explain	outline, describe, and explain	outline, describe, and explain	outline, describe, and explain
outline, describe, and explain	outline, describe, and explain	what Hinduism is and their	what Hinduism is and their	what Buddhism is and how it	what Buddhism is and how it
the similarities and	the similarities and	understanding of divinity.	understanding of divinity.	differs from theist religions.	differs from theist religions.
differences within the	differences within the	Students should be able to	Students should be able to	Students should know the	Students should know the
Abrahamic faiths, through	Abrahamic faiths, through	understand and know the	understand and know the	main principles within	main principles within
looking at the founders and	looking at the founders and	main principles within	main principles within	Buddhism and make	Buddhism and make
leader, in a chronological	leaders that link all the	Hinduism, with particular	Hinduism, with particular	connections between	connections between
order, that link all the	Abrahamic religions together.	focus on the different ways in	focus on the different ways in	previous religions studied,	previous religions studied,
Abrahamic religions together.	In addition to this, students	which Hindu's worship,	which Hindu's worship,	especially the concepts of	especially the concepts of
In addition to this, students	will unpick the relevant	traditions and practices,	traditions and practices,	samsara, karma, and dharma	samsara, karma, and dharma
will unpick the relevant	scriptures to aid in the	festivals and the ways in	festivals and the ways in	within Hinduism, and their	within Hinduism, and their
scriptures to aid in the	comparative study, as well as	which Hindu society is	which Hindu society is	own beliefs, furthermore,	own beliefs, furthermore,
comparative study, as well as	looking at the impact of these	structured and organised.	structured and organised.	students should be able to	students should be able to
looking at the impact of these	founders, specifically the			note how these principles	note how these principles
founders, specifically the	relevance and influence that	Students will begin to	Students will begin to	provide a template for	provide a template for
relevance and influence that	they have in contemporary	formulate judgements on the	formulate judgements on the	people to lead ordered and	people to lead ordered and
they have in contemporary	society.	concept of God through	concept of God through	compassionate filled lives.	compassionate filled lives.
society.		exploring and appreciating	exploring and appreciating		
		the place of avatars	the place of avatars	Students should be able to	Students should be able to
		(incarnations) within	(incarnations) within	begin to formulate their own	begin to formulate their own
		Hinduism's complex	Hinduism's complex	judgements on the	judgements on the
		conception of God.	conception of God.	importance of the Buddha for	importance of the Buddha for
				Buddhists today and on how	Buddhists today and on how

<u>On – Line Programme of Learning for Year 7</u>

				and why Buddhism is becoming a popular religion within the world. Students should begin to make judgements evaluating the importance and function of religion and through the exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this	and why Buddhism is becoming a popular religion within the world. Students should begin to make judgements evaluating the importance and function of religion and through the exploration of the eastern religions and the comparative study of the Abrahamic religions to draw out key threads that link all religions together, in doing this
				student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8.	student will also understand the different types of beliefs that exist, which will aid them in the upcoming units for the autumn term of Year 8.
Skills (students should be	Skills (students should be able	Skills (students should be	Skills (students should be	Skills (students should be	Skills (students should be
able to do):	to do):	able to do):	able to do):	able to do):	able to do):
Students will begin to	Students will begin to	 Students will begin to 	• Students will begin to	 Students will begin to 	• Students will begin to
develop the use of	develop the use of specialist	develop the use of	develop the use of	develop the use of	develop the use of
specialist terminology –	terminology – keywords	specialist terminology –	specialist terminology –	specialist terminology –	specialist terminology –
keywords	 Students will begin to 	keywords	keywords	keywords	keywords
 Students will begin to 	develop their ability to	 Students will begin to 	 Students will begin to 	 Students will begin to 	 Students will begin to
develop their ability to	outline key similarities and	develop their ability to	develop their ability to	develop their ability to	develop their ability to
outline key similarities and	differences between the	outline key beliefs within	outline key beliefs within	outline key beliefs within	outline key beliefs within
differences between the	Abrahamic religions	the Eastern religions	the Eastern religions	the Eastern religions	the Eastern religions
Abrahamic religions	Students will begin to	Students will begin to			
Students will begin to	develop their ability to	develop their ability to	develop their ability to	develop their ability to	develop their ability to
develop their ability to	explain.	explain.	explain.	explain.	explain.
explain.	 Students will begin to develop their ability to 	 Students will begin to develop their ability to 	 Students will begin to develop their ability to 	 Students will begin to develop their ability to 	 Students will begin to develop their ability to
	construct well-argued, well-	construct well-argued, well-	construct well-argued, well-	construct well-argued, well-	construct well-argued, well-
	informed, balanced, and	informed, balanced, and	informed, balanced, and	informed, balanced, and	informed, balanced, and
	structured written	structured written	structured written	structured written	structured written
	arguments.	arguments.	arguments.	arguments.	arguments.
	0	0	0	0	0

			 Students will begin to develop analytical and critical thinking skills. 	 Students will begin to develop analytical and critical thinking skills. 	 Students will begin to develop analytical and critical thinking skills. 	
Autumn Term – centrally planned, standardised		Spring Term – centrally planned, standardised and		Summer Term – centrally planned, standardised		
and teacher marked piece(s) of work		teacher marked piece(s) c	of work	and teacher marked piece	nd teacher marked piece(s) of work	
The marked piece of work this term is a Teacher Assessed Question, focusing on the skills of explanation, analysis and evaluation.		Question, focusing on the skills evaluation.	arked piece of work this term is a Teacher Assessed on, focusing on the skills of explanation, analysis and tion. The marked piece of work this term is a Teacher Question, focusing on the skills of explanation, a evaluation.		of explanation, analysis and	
Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	Building understanding: Rationale / breakdown for your sequence of lessons:	
Lessons within the first unit in Year 7 aims to introduce students to the similarities and differences between the three major Abrahamic religions, in doing this student will be able to challenge misconceptions and understand how Christianity, Judaism and Islam are all connected. As well as this, the unit is linked to the local SACRE, which means that the lessons build upon learning from Key Stage 2, which is monitored through a baseline assessment within the first half term.	Lessons within the first unit in Year 7 aims to introduce students to the similarities and differences between the three major Abrahamic religions, in doing this student will be able to challenge misconceptions and understand how Christianity, Judaism and Islam are all connected. In addition, the lesson sequencing allows students the opportunity to reflect on their own beliefs and practices, which will help the students to compare the similarities and differences as well as find common themes between their own beliefs and practices and the ones	Lessons within the second unit in Year 7 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE. The lesson sequencing allows students to broadly develop an understanding of the relevance of Hinduist Beliefs and practices within	Lessons within the second unit in Year 7 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE. The lesson sequencing allows students to broadly develop an understanding of the relevance of Hinduist Beliefs and practices within	Lessons within the second unit in Year 7 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE. The lesson sequencing allows students to broadly develop an understanding of the relevance of Buddhism within contemporary society, as well	Lessons within the second unit in Year 7 aims to introduce and develop students understanding of the Eastern religions, in doing this student will be able to reflect on their own faiths, challenge any misconceptions and broaden their understanding of a variety of religions and faiths. Like the previous unit, this unit is linked to the local SACRE. The lesson sequencing allows students to broadly develop an understanding of the relevance of Buddhism within contemporary society, as well	
The lesson sequencing allows students to broadly develop	within the Abrahamic religions. As well as this, the	contemporary society, as well as unpicking the principal	contemporary society, as well as unpicking the principal	as unpicking the principal teachings that encourage	as unpicking the principal teachings that encourage	

their knowledge and	unit is linked to the local	teachings that stem from the	teachings that stem from the	Buddhist behaviour and	Buddhist behaviour and
understanding of the three	SACRE.	world's oldest religion.	world's oldest religion.	practices. Furthermore, this	practices. Furthermore, this
Abrahamic religions. As well		Furthermore, this unit	Furthermore, this unit	unit encourages student to	unit encourages student to
as this, this term encourages	The lesson sequencing allows	encourages student to break	encourages student to break	connect and identify the	connect and identify the
students to reflect upon	students to broadly develop	away from the Abrahamic	away from the Abrahamic	influential elements from	influential elements from
founders of tradition in	their knowledge and	concept of God and any	concept of God and any	Hinduism and the other	Hinduism and the other
Judaism, Christianity, and	understanding of the three	misconceptions of Hinduism.	misconceptions of Hinduism.	Abrahamic faiths to fully	Abrahamic faiths to fully
Islam.	Abrahamic religions. As well			understand the connections	understand the connections
	as this, this term encourages	The aim of having Hinduism	The aim of having Hinduism	and importance of religion.	and importance of religion.
The aim of this is to provide	students to reflect upon	as the starting block of the	as the starting block of the		
students with a foundation of	founders of tradition in	unit is to is to build an	unit is to is to build an	The aim of this is to allow the	The aim of this is to allow the
these religions, which will be	Judaism, Christianity, and	understanding of the link that	understanding of the link that	continuation of building the	continuation of building the
further developed through	Islam.	spirituality and belief hold	spirituality and belief hold	foundation for students to	foundation for students to
the instruction of an inter-		within modern society.	within modern society.	begin connecting the	begin connecting the
leaved Judaism and	The aim of this is to provide	Furthermore, the sequencing	Furthermore, the sequencing	purpose of religious beliefs	purpose of religious beliefs
Christianity beliefs in Year 9.	students with a foundation of	of lessons enables students	of lessons enables students	and practices, regardless of	and practices, regardless of
	these religions, which will be	to see the development of	to see the development of	the religion, which will aid	the religion, which will aid
Furthermore, the sequencing	further developed through	the spirituality and belief and	the spirituality and belief and	them in better understanding	them in better understanding
of lessons also gives students	the instruction of an inter-	the understand how	the understand how	the importance of beliefs and	the importance of beliefs and
the opportunities to discover	leaved Judaism and	Hinduism has had an	Hinduism has had an	practices, which will further	practices, which will further
comparative links within their	Christianity beliefs in Year 9.	influential element within in	influential element within in	be developed at KS4.	be developed at KS4.
own beliefs and the	,	Buddhism and Sikhism to an	Buddhism and Sikhism to an		
Abrahamic religions, which	Furthermore, the sequencing	extent.	extent.	Furthermore, students will	Furthermore, students will
will be further developed	of lessons also gives students			begin to develop knowledge	begin to develop knowledge
with the interleaving within	the opportunities to discover	Furthermore, students will	Furthermore, students will	and understanding of how to	and understanding of how to
their GCSEs that begin in Year	comparative links within their	begin to develop knowledge	begin to develop knowledge	discuss, critically think and	discuss, critically think and
9, with the topics of Jewish	own beliefs and the	and understanding of how to	and understanding of how to	make evaluative judgments.	make evaluative judgments.
and Christian beliefs.	Abrahamic religions	discuss, critically think and	discuss, critically think and		
	6	make evaluative judgments.	make evaluative judgments.	Moreover, the exploration of	Moreover, the exploration of
The early introduction of the	The early introduction of the		, <u> </u>	the Eastern religions will help	the Eastern religions will help
comparative study within the	, comparative study within the	Moreover, the exploration of	Moreover, the exploration of	in the development of GCSE	in the development of GCSE
Abrahamic religions will help	Abrahamic religions will help	the Eastern religions will help	the Eastern religions will help	skills such as the application	skills such as the application
in the development of GCSE	in the development of GCSE	in the development of GCSE	in the development of GCSE	of religious teachings through	of religious teachings through
skills such as the application	skills such as the application	skills such as the application	skills such as the application	sources of wisdom and	sources of wisdom and
of religious teachings through	of religious teachings through	of religious teachings through	of religious teachings through	authority and interpreting	authority and interpreting
sources of wisdom and	sources of wisdom and	sources of wisdom and	sources of wisdom and	key religious practices and	key religious practices and
authority. In addition, the	authority. In addition, the	authority and interpreting	authority and interpreting	beliefs in addition, the	beliefs in addition, the
development of creating	development of creating	key religious practices and	key religious practices and	development of creating	development of creating

chains of reason is lo	la stand ale stand of an end of the				
	logical chains of reason is	beliefs in addition, the	beliefs in addition, the	logical chains of reason is	logical chains of reason is
ced within the lesson ir	introduced within the lesson	development of creating	development of creating	introduced within the lesson	introduced within the lesson
cing which will s	sequencing which will provide	logical chains of reason is	logical chains of reason is	sequencing which will	sequencing which will
the foundation for t	the foundation for further	introduced within the lesson	introduced within the lesson	continue to be further	continue to be further
development within d	development within later	sequencing which will	sequencing which will	development Year 7 and Year	development Year 7 and Year
nits in Year 7, Year 8 u	units in Year 7, Year 8 and the	provide the foundation for	provide the foundation for	8 and the beginning of year	8 and the beginning of year
e beginning of year 9. b	beginning of year 9.	further development within	further development within	9.	9.
		later units in Year 7 and Year	later units in Year 7 and Year		
		8 and the beginning of year	8 and the beginning of year		
		9.	9.		
ared Centrally Planned C	Calendared Centrally Planned	Calendared Centrally Planned	Calendared Centrally Planned	Calendared Centrally Planned	Calendared Centrally Planned
ed Home – Learning E	Extended Home – Learning	Extended Home – Learning	Extended Home – Learning	Extended Home – Learning	Extended Home – Learning
T	Tasks:	Tasks:	Tasks:	Tasks:	Tasks:
ng the school's home- F	Following the school's home-	Following the school's home-	Following the school's home-	Following the school's home-	Following the school's home-
g policy there is no	learning policy there is one	learning policy there is no	learning policy there is one	learning policy there is one	learning policy there is no
					planned home learning for
		this half- term.			this half- term.
			,		
	-				
	literacy as well as the skills of		literacy as well as Inference	literacy as well as problem-	
	inquiry and communication		and observation.	solving and creativity.	
ared Centrally Planned ed Home – Learning ng the school's home- g policy there is no d home learning for f- term.	Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's home- learning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on	later units in Year 7 and Year 8 and the beginning of year 9. Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's home- learning policy there is no planned home learning for	later units in Year 7 and Year 8 and the beginning of year 9. Calendared Centrally Planned Extended Home – Learning Tasks: Following the school's home- learning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on	Extended Home – Learning Tasks: Following the school's home- learning policy there is one piece of home-learning this half-term, which will take 90 minutes to complete. This home-learning will focus on	Extended Home – Learnin Tasks: Following the school's ho learning policy there is no planned home learning fo

Reading / literacy / Oracy:

These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skills of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students' academic literacy.

Numeracy:

The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.