

HALF TERM

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	CH
Topic	The Abrahamic Religions						

Challenge Objective and Content (for all learners)	<u>How did one man contribute to the formation of the three biggest religions?</u> To explore who Abraham was and how the three religions were formed.	<u>How did Ishmael and Isaac contribute to the Abrahamic religions?</u> To examine the role of Ishmael and Isaac in the Abrahamic Faiths.	<u>What can believers of the Abrahamic religions learn from Abraham?</u> Ascertain a character profile of Abraham.	<u>What can believers of the Abrahamic religions learn from Moses?</u> Ascertain a character profile of Moses.	<u>How do the Abrahamic religions view Jesus' status in their religions?</u> Ascertain a character profile of Jesus.	<u>How do the Abrahamic Religions compare?</u> To examine the learning of this unit.
Inspire Opportunities	How have Abraham's actions been reflected in the belief systems in the Abrahamic religions?	What is the significance and importance of a first-born son?	What would Abraham have been like as a person?	How have Moses' characteristics been reflected in the belief systems in the Abrahamic religions?	What impact do these beliefs about Jesus have on believers?	How important is tradition in the Abrahamic religions?
Assessment Opportunities						Formative assessment piece that consolidates the learning for the half term unit.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HAL
Topic	The Dharmic Religions						

RS Learning Journey Year 7

Challenge Objective and Content (for all learners)	<u>How does Pantheism compare to Monotheism?</u> To explore the differences and similarities between Pantheism and Monotheism.	<u>How is the duty and righteousness of dharma shown in the Dharmic religions?</u> To examine how action leads to righteous ways in the Dharmic religions.	<u>How is karma portrayed in the Dharmic Religions?</u> To examine how effective justice is with a belief in karma.	<u>How does the belief in Samsara affect believers of the Dharmic Religions?</u> To compare how a belief in many lives can influence the life currently living.	<u>Why is Moksha not heaven?</u> To explore how liberation from samsara is not the same as a belief in heaven.	<u>How does natural order affect Dharmic beliefs?</u> To explore how Dharmic religions rely on natural order as an underpinning for morals and values.	
Inspire Opportunities	Are all Dharmic religions Pantheist?	Is there a universal truth all people should adhere to?	Does karma mean there is no justice in the world?	Why is there such a focus on how you act in this life if this is not the only life you are living?	Can a person believe in heaven if they don't believe in God?	Can we naturally obtain morals and values?	
Assessment Opportunities						Formative assessment piece that consolidates the learning for the half term unit.	

	Week 1	Week 2	Week 3	Week 4	Week 5	EAS
Topic	Sikhism and Equality					

RS Learning Journey Year 7

Challenge Objective and Content (for all learners)	<u>How does food show equality?</u> To explain how the Sikh community show equality through food.	<u>How does the central statement of faith show itself in Sikh practice?</u> To explain the main elements of the Mool Mantra.	<u>How do Sikhs learn their faith through the Gurus' lives?</u> To understand the role of a Guru in the context of Sikh beliefs.	<u>How is the Guru Granth Sahib respected?</u> Describe what the Guru Granth Sahib is and how it is respected.	<u>How does religious practice reflect beliefs in Sikhism?</u> Explain how the three duties are influenced and inspired by the Guru Granth Sahib.	
Inspire Opportunities	Should Langar be practiced in NATO as a peace talk method?	How could someone keep the importance of a mantra going?	What other religious figures' lives are used to learn by?	What other ways have books been respected?	Does action always show a belief behind it?	
Assessment Opportunities					Formative assessment piece that consolidates the learning for the half term unit.	

Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topic	Judaism and Tradition					
Challenge Objective and Content (for all learners)	<u>Why was there a need to form the 10 Commandments?</u> To begin to explain why the 10 Commandments were so important.	<u>What are the benefits of the Shema in daily practice for a Jew?</u> To describe some elements of the Shema and its importance to Jews.	<u>What rules are there surrounding the Torah?</u> To describe how important the Torah is to Jewish people.	<u>How have the part of the synagogue developed through tradition?</u> To describe the main elements of the synagogue and begin to explain why they are important.	<u>Why do Jewish people keep to a Kosher diet?</u> To begin to explain why certain food laws are important and beneficial.	<u>Why is Jewish identity important?</u> To begin to explain why identity is important to the Jewish community.
Inspire Opportunities	What would the world be like without rules?	What other statements inspire and instruct other groups of people?	Why is the Torah treated like a person?	What part of the synagogue is most beneficial for a Jew?	How does living a kosher life separate human from animals, according to Jewish tradition?	Should your bloodline influence your identity?
Assessment Opportunities						Formative assessment piece that consolidates the learning for the half term unit.

HALF TERM

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	NS
Topic	Religious Identity						

RS Learning Journey Year 7

Challenge Objective and Content (for all learners)	<u>What have I learned in this academic year in RE?</u> To sit the RS end of year exam.	<u>How can I improve my understanding in RS moving forward?</u> To learn and build upon feedback given from the end of year exam.	<u>What gives a person their identity, belonging and purpose?</u> To explain how the concepts of identity, belonging and purpose affect humanity.	<u>Why would a religious person want to show their belief and belonging?</u> To examine why religious believers, want to show their faith in their identity.	<u>In what ways could a person decorate their body to show their identity, belonging and purpose?</u> To explore how body art can reflect identity and religious identity.	<u>How do we show our identity, belonging and purpose?</u> Self-reflection on ourselves and how we show our identity, purpose and belonging.	
Inspire Opportunities	How can I inspire myself to do better next year in RS?	How can I inspire myself to do better next year in RS?	Why do we need to show our identity, belonging and purpose?	Why is religious identity a protected characteristic?	Should only religious people have a right to show their identity? What about other groups of people?	What do we say about ourselves by how we present ourselves in society?	
Assessment Opportunities						Review of learning	