



	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
7 RS	Topic: Judaism – Beliefs	Topic: Judaism –	Topic: Judaism –	Topic: Christianity	Topic: Christianity	Topic: Buddhism – To
RGI	and scriptures	Religious building and	celebrations and	The Nativity and Jesus'	The Sermon on the Mount	know about the life and
		traditions	persecution	Ministry	The death and resurrection	work of The Buddha
	Substantive Knowledge:				of Jesus	
		Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
	What do Jews believe,					
	Jewish scriptures	Orthodox and Reform	Celebrations in Judaism,	To know the Nativity –	Students need to explore the	We will be looking at
		Jews, Temple and	Shabbat traditions and	the Birth stories of	Sermon on the Mount and	Buddhism, the life and
	Disciplinary Knowledge:	Synagogues	Pesach & Yom Kippur.	Jesus.	know how this is one of the	teachings of Siddhartha
			Persecution of Jewish	To know what	pivotal teachings of Jesus and	Gautama and the key
	Understand key beliefs	Disciplinary Knowledge:	people	happened at Jesus'	the backbone to Christian	teachings in Buddhism.
	that guide Judaism and			Baptism and what the	ethics.	
	shape Jewish life in both	Consider Similarities &	Disciplinary Knowledge	significance of this was.	Students need to study the	Disciplinary Knowledge:
	past and current times.	differences between		To study information	death and resurrection of	
	Development of the	reform and Orthodox	Explaining the key	relating to Jesus'	Jesus – exploring who was	Students need to
	religion and significance	Jews. Understand the	beliefs, historical &	ministry – miracles and	responsible for the death of	explore what religion in
	of scriptures, establishes	development of the	religious relevance of	parables and what this	Jesus and what the meaning	India was like.
	differences and	temple, consider the	festivals. How they are	means for living a	of these events have for	Students need to
	similarities.	Exodus. Explore key	celebrated today.	Christian life.	Christians today. Students	understand how religion
		features of the	Consider the concept of		will study the Last Supper	affected life for people
		synagogue & their	forgiveness & apply it's	Disciplinary Knowledge:	and look at what this means	in India and be able to
		historical, religious	relevance today.		to Christians today and how	explain how religion
		meaning.		Students need to	it is re - enacted today as the	affected life for people
				understand the context	Eucharist/Mass/Holy	living in India.
				of Jesus' birth, the	Communion etc	Students to know and
				Roman occupation, the	Students will also study the	understand the life of
				census, King Herod etc Students should be able	resurrection of Jesus and	Siddhartha Gautama –
				to analyse and evaluate	learn about the significance of this event – how Jesus	what happened to him, the sight he saw which
				significant points within	atoned for the sins of	then went on to affect
				the birth stories and	humankind and became the	his life and led him to
				know the importance of	human. Sacrifice that	becoming an ascetic.
				the annunciation -	conquered death.	Students will be able to
				immaculate conception	conquerea acatii.	explain the meaning and
				and the belief that Jesus	Disciplinary Knowledge:	significance of The
				was the incarnation.	2.35.piniary morneage.	Buddha's
				Students will explore	Students need to see that	Enlightenment.
				the idea that Jesus was	Jesus' radical teachings and	Students to know and
				born into poverty, that	his claim of divinity didn't sit	respond to The Four
				postaty, and		





his visitors were guided well with the religious **Nobel Truths and The** by a star in the sky. By authorities of the day. Eightfold Path and to exploring these themes Through this students will explain the significance evaluate that the Romans are of these to Buddhists. students can understand that responsible for the Christian's view Jesus as crucifixion of Jesus. both fully human and Students will explore the also fully divine. symbolism of the Last Supper Students will analyse - the actual meal as well as the meaning behind Jesus and evaluate the importance of Jesus' being seen as a sacrifice for baptism and how this humankind. Students will now changed his life then be able to see how the and they will relate this Last Supper is re-enacted in to what baptism means the Eucharist in Christian to Christian's today. churches and plays a focal Students will be able to point of the mass, explain and evaluate highlighting the significance of this sacrifice in allowing the meanings of Jesus' ministry - by looking at Christians to achieve his actions, teachings salvation through Jesus. and miracles they will Students will also be able to be able to discern what explain the meaning and this means for living a significance of Jesus' Christian life today. resurrection- and how this By exploring the offers hope of salvation to Sermon on the Mount all. By evaluating the students will be able to resurrection, students can explain the importance of reflect on the demands it places on Christians Easter and how it is the most to live in a radically important of the Christian compassionate way. festivals.





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8 RS RGI Topic: Human Rights, religion and Social Justice

# Substantive Knowledge: Substanti

To know what is meant by Human Rights. To know the United Nations Declaration of Human Rights, how it came about and how it relates to human rights. To know what the Golden Rule is and how this links to religious teachings on prejudice and discrimination.

# **Disciplinary Knowledge:**

To understand how and why the declaration of human rights came about and what this means around the world. Students to evaluate how some of these rights are violated in some countries - and to look at how religious teachings can help support ensuring peoples rights are protected. To evaluate the parable of the Good Samaritan and how this reflects teachings on prejudice and discrimination.

Topic: Human Rights, religion and Social Justice

# **Substantive Knowledge:**

To know about the Civil Rights Movement. To study the story of Rosa Parks, Dr. Martin Luther King and the story of Oscar Romero.
To look the death penalty and arguments in favour and against it.

#### **Disciplinary Knowledge:**

To understand what the Civil Rights Movement was and to evaluate the work of Rosa Parks and Dr Martin Luther King – how this relates to Human Rights, law and social justice.

To understand the impact of the work of Oscar Romero – by also studying the parable of The sheep and the Goats.

To understand the arguments for and against capital punishment and be able

**Topic: Pilgrimage** 

#### **Substantive Knowledge:**

To know what a pilgrimage and Pilgrim are, and know why people go on a pilgrimage. To know different places of pilgrimage connected to the different religions, such as Lourdes, Walsingham, Rome, Jerusalem, Makka, Amritsar, The River Ganges. To know what people do when on a pilgrimage at these different places.

# **Disciplinary Knowledge:**

Recall different places of pilgrimage and know why they became places of pilgrimage. Evaluate the importance of Pilgrimage to a religious believer. **Topic: Pilgrimage** 

#### **Substantive Knowledge:**

To know what a pilgrimage and Pilgrim are, and know why people go on a pilgrimage. To know different places of pilgrimage connected to the different religions, such as Lourdes, Walsingham, Rome, Jerusalem, Makka, Amritsar. The River Ganges. To know what people do when on a pilgrimage at these different places.

# **Disciplinary Knowledge:**

Recall different places of pilgrimage and know why they became places of pilgrimage. Evaluate the importance of Pilgrimage to a religious believer. Topic: Christianity – The Nativity and Ministry of Jesus

# **Substantive Knowledge:**

To know the Nativity – the Birth stories of Jesus.
To know what happened at Jesus' Baptism and what the significance of this was. To study information relating to Jesus' ministry – miracles and parables and what this means for living a Christian life.

# Disciplinary Knowledge:

Students need to understand the context of Jesus' birth. the Roman occupation, the census. King Herod etc Students should be able to analyse and evaluate significant points within the birth stories and know the importance of the annunciation - immaculate conception and the belief that Jesus was the incarnation. Students will explore the idea that Jesus was born into poverty, that his visitors were guided by a star in the sky. By exploring these themes students can understand that Christian's view Jesus as both fully human and also fully divine.

Topic: Christianity
The Sermon on the
Mount
The death and
resurrection of Jesus

# **Substantive Knowledge:**

Students need to explore the Sermon on the Mount and know how this is one of the pivotal teachings of Jesus and the backbone to Christian ethics. Students need to study the death and resurrection of Jesus exploring who was responsible for the death of Jesus and what the meaning of these events have for Christians today. Students will study the Last Supper and look at what this means to Christians today and how it is re - enacted today as the Eucharist/Mass/Holy Communion etc Students will also study the resurrection of Jesus and learn about the significance of this event - how Jesus atoned for the sins of humankind and became the human.





links with human rights and social justice.  death.  death the tesus' radiel  teath tesus' radiel  teath tesus' radiel  teath tesus' r	to evaluate how this		Students will analyse and	Sacrifice that conquered
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salvation to all. By evaluating the resurrection, students can explain the importance of Easter and how it is the most important of the Christian festivals. Assessment point 1 Assessment point 2 Assessment point 3 Assessment point 4 Assessment point 5 Assessment point 6 Topic: The Holocaust -Topic: The Holocaust -Topic: The Holocaust -**Topic: Issues of Human Topic: Issues of Human Rights Topic: Issues of Human** Life in the Ghettos and The Final Solution and Jews in Europe -Rights Rights introduction to what the Case study – Diary of **Moral Questions** Holocaust was. **Anne Frank Substantive Knowledge: Substantive Knowledge: Substantive Knowledge:** Background on how and **Substantive Knowledge:** why Hitler came to **Substantive Knowledge:** To know what is meant To know what is meant by To know what is meant power. The Nuremberg To know Hitler meant by human rights. To human rights. To know what by human rights. To To know what a Ghetto by 'The Final Solution' know what the the declaration of human know what the laws. was and what life was and the impact this had declaration of human rights is. To understand the declaration of human **Substantive Knowledge:** like in Ghettos for the on the Jews living in rights is. To understand kev terms social justice. rights is. To understand Jews. Europe. the key terms social prejudice, discrimination, the key terms social To know what the To know what a iustice, prejudice. relative and absolute iustice, prejudice. Holocaust is and to know To study the Diary of Bystander is. discrimination, relative poverty, censorship, discrimination, relative what the term Anti-Anne Frank by looking at and absolute poverty, extremism and personal and absolute poverty, Semitism is. the BBC TV series -To evaluate some moral censorship, extremism conviction. censorship, extremism and personal This topic will explore issues and personal conviction. To know how and why watching each episode questions from the and trying to understand conviction. of human rights and social This topic will explore Hitler rose to power. teaching on The To look at a timeframe of what was happening to Holocaust – such as This topic will explore iustice. looking at moral issues of human rights the Jews from a real life issues of human rights the Nuremberg laws. To "What can we learn issues and religious beliefs and social justice, look at The Night of case study. from the Holocaust?" and social justice, concerning practices to looking at moral issues **Broken Glass and to** looking at moral issues promote human rights, and religious beliefs discuss what this meant **Disciplinary Knowledge:** and religious beliefs censorship, prejudice and concerning practices to to the Jews. **Disciplinary Knowledge:** concerning practices to discrimination and wealth promote human rights, Students can describe Students can describe promote human rights. and poverty. censorship, prejudice some of the beliefs and Students to understand censorship, prejudice and discrimination and what the Ghettos were practices the Jewish and what conditions what the term 'Final and discrimination and wealth and poverty. people would have had. were like in them. solution' refers to and wealth and poverty. Disciplinary Knowledge: They can give examples Study's can give can describe how Hitler of the prejudice and examples of how the put it into practice. Students will be able to **Disciplinary Knowledge:** discrimination suffered Jews tried to adapt to Students should be able **Disciplinary Knowledge:** explore the nature and life in the Ghettos. to demonstrate meaning of wealth and

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by the Jewish people in 1930s Europe. Students are able to explain what antisemitism is and can describe reasons why Hitler held anti-Semitic views.

Students can demonstrate empathy by describing how it must have felt for the Jewish people to experience anti-semitism.

### **Disciplinary Knowledge:**

To understand the terms Anti-Semitism, prejudice and discrimination and how these relate to the Holocaust.,

To understand what the Holocaust was and try to understand how it happened by looking at a timeframe of events from 1933-1942 – particularly the Nuremberg laws and what these meant to the Jews – pupils to evaluate the impact these laws would have had on the people living at that time. To evaluate the Night of Broken Glass

Students can demonstrate empathy by describing how it must have felt for Jewish people to have to live in Ghettos.

To evaluate what happened to the Frank family - by also reflecting upon prior knowledge from the Nuremberg laws, to understand the prejudice and discrimination faced by the Jews. Students are to study the dynamics of what is happening in the annex and analyse the relationships between those individuals living in the annex and how this changes over time.

empathy by describing the treatment and likely feelings of the Jewish people at the death camps.

Students should be able to give responses to the question of the bystanders - why did the German soldiers and German citizens do nothing? Students should be able to give responses to the question "where was God" during the suffering of the Jewish people. Students should be able to list some lessons that can be learnt from the Holocaust and how these lessons relate to modern Society.

Romero etc

Students should also what what the terms prejudice, discrimination and genocide mean and how they relate to the Holocaust and be able to use these words accurately.

Students should be able to evaluate what they have personally learnt from studying the

Students will explore poverty today as well as what is meant by explaining the concepts human rights and absolute and relative consider the poverty. Through a connections with social consideration of ethical iustice. Students will issues regarding the then move on to acquisition and use of examine the wealth, the key teachings of importance of human Christianity and Islam will be dignity for Christians considered and students will and Muslims, and be able to tackle exam examine the ways in questions on these areas. which they pit their Students will be able to recall personal convictions and explain different into practice - looking charities that seek to work to at examples from alleviate poverty both in people such as Malala 21st@ Britain as well as Yousafzai, Dr Martin around the world. **Luther King, Oscar** 

Students will consider questions posed by human rights such as conflicts between personal conviction or belief and the laws of a country, and when freedom of speech is a right or an offence.

Students will be able to consider the difference between prejudice and discrimination and issues of discrimination within society today.

They will look at the work of Dr Martin Luther King and the Civil Rights Movement.

Students will be able to refer to Christian and Muslim teachings on prejudice and discrimination and then be able to answer exam questions on these areas – Such as "Religions should do more to fight against racial prejudice."





and what this now	Holocaust and say what
meant for the Jews.	they think society has
	learnt from these
	events.
	Lastly, some students
	should be able to offer
	their own opinion on
	the question of
	suffering through
	evaluating theodicies in
	the context of the
	Holocaust.