

<p><b>KS2 Links</b></p>	<p><b>Dearham School and Flimby School:</b></p> <ul style="list-style-type: none"> <li>• Why does religion look different around the world?</li> <li>• Religious pilgrimages</li> <li>• Why is there suffering?</li> <li>• What place does religion have in our world today?</li> </ul> <p><b>Maryport Church of England Primary School</b></p> <ul style="list-style-type: none"> <li>• God: What does it mean if God is holy and loving?</li> <li>• Buddhism - Wesak festival</li> <li>• Creation: creation and science conflicting or complementary?</li> <li>• People of God - how can God bring freedom and justice?</li> <li>• Incarnation - was Jesus the Messiah? Gospel - what would Jesus do?</li> <li>• Islam</li> <li>• Salvation - what difference does the resurrection make for Christians?</li> <li>• Multi-Faith Rites of passage/ pilgrimage Kingdom of God - what kind of King is Jesus?</li> </ul> <p><b>Our Lady and St Patricks Catholic Primary School.</b></p> <ul style="list-style-type: none"> <li>• Loving -Vocation &amp; Commitment Expectations</li> <li>• Sources- Unity Death New Life</li> <li>• Witnesses-Healing Common Good</li> </ul> <p><b>Ewanrigg Junior School</b></p> <ul style="list-style-type: none"> <li>• Islamic beliefs and practices</li> <li>• Jesus and salvation</li> <li>• Christmas and Easter</li> <li>• Beliefs and moral values.</li> </ul> <p><b>Crosscanonby S John's school</b></p> <ul style="list-style-type: none"> <li>• Islam in Britain</li> <li>• Dharma faiths</li> <li>• St Paul</li> </ul>		
<p><b>Topic</b></p>	<p><b>Term 1- Major world religions.</b></p>	<p><b>Term 2- Faith in action</b></p>	<p><b>Term 3- Alternative ways of worship</b></p>
<p><b>Core questions</b></p>	<p>'Where do religious beliefs originate from?'</p> <p>'What effect does religion have on believers in the 21<sup>st</sup> century'</p>	<p>What can we learn from sacred texts?</p> <p>Can one person make a change in society?</p>	<p>How can believers demonstrate devotion and adoration to God?</p>
<p><b>Cumbria agreed syllabus Links</b></p>	<p><b>Theology</b></p> <p><b>Buddhism-</b> dukkha (dissatisfaction &amp; types of suffering), karma (cause &amp; effect), nirvana &amp; enlightenment.</p> <p><b>Christianity:</b> Creation, God (Trinity), Jesus and Incarnation.</p> <p><b>Hinduism:</b> Brahman, atman, maya, samsara, dharma, karma and moksha.</p> <p><b>Humanism:</b> meaningful life, humanism, secularism.</p> <p><b>Islam:</b> Tawhid, Submission and Akhirah. The importance of the Prophet Muhammad pbuh.</p> <p><b>Judaism:</b> One God who is holy, just and merciful and the Covenant.</p> <p><b>Sikhism-</b> The life and teachings of the 10 Gurus.</p>	<p><b>Theology</b></p> <p><b>Christianity-</b> Events in history and personal experiences which have impacted on beliefs and vice versa. Writings from a range of key Christian theologies.</p> <p><b>Islam-</b> Writings from key Muslim theologians. Events in history and personal experiences which have impacted on beliefs and vice versa.</p>	<p><b>Human science</b></p> <p><b>Christianity-</b> denominations, reconciliation (Taizé)</p> <p><b>Islam-</b> Diversity of practice across different Muslim groups in the UK and beyond. The Five Pillars of Islam. Celebrations and commemorations. (Hajj)</p> <p><b>Hinduism-</b> pilgrimage (Varanasi)</p> <p><b>Buddhism-</b> Diversity of practice and reflection.</p>

<p><b>Content</b></p>	<p>Understand the 6 major religions of the world.</p> <p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>• <b>Christianity</b>- origins, key beliefs, key practices and denominations in societies</li> <li>• <b>Islam</b>- origins, key beliefs, key practices and denominations in societies</li> <li>• How are Christianity and Islam similar and why may this be?</li> </ul>	<p><b>Half term one</b></p> <p>How do religious stories influence individuals and communities. The stories studied by students:</p> <ul style="list-style-type: none"> <li>• David and Goliath- Christianity</li> <li>• The Good Samaritan- Christianity</li> <li>• The widow's mite- Christianity</li> <li>• Ibrahim's sacrifice- Islam</li> </ul>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>• What is a pilgrimage and how does it show devotion and adoration to God.</li> <li>• Christian pilgrimages – Taize- why do some Christians like to worship God in a monistic way.</li> <li>• Hajj- Why is pilgrimage a moral duty for Muslims.</li> <li>• Jewish pilgrimage – Jerusalem- what significance does this place hold for the Jewish community.</li> <li>• Comparison between pilgrimages and mini assessment.</li> </ul>
	<p><b>Half term 2</b></p> <ul style="list-style-type: none"> <li>• <b>Buddhism</b>- origins, key beliefs, key practices and denominations in societies</li> <li>• <b>Hinduism</b>- origins, key beliefs, key practices and denominations in societies</li> <li>• <b>Sikhism</b>- origins, key beliefs, key practices and denominations in societies</li> <li>• <b>Judaism</b>- origins, key beliefs, key practices and denominations in societies</li> </ul> <p>Are different religions compatible or incompatible with each other?</p>	<p><b>Half term 2</b></p> <p>Following on from these students will consider the deeper meaning of these stories and how key figures in the religions demonstrate the key teaching from each story. The key figures studied will be:</p> <ul style="list-style-type: none"> <li>• Jesus' actions- miracles, recap and visit of his stories in the Bible- How did Jesus demonstrate 'love your neighbor.'</li> <li>• Martin Luther King Junior- his life and support towards Christianity. Focusing on how his actions made a difference in the community. Focus on the key message demonstrated in David and Goliath (never giving up/ personal conviction)</li> <li>• Marcus Rashford- his role on living out Christian values in society and communities today. (Support in the UK) (Focus on the message of the widow's mite)</li> <li>• Malala- How faith in God can keep you on the straight path.</li> </ul>	<p><b>Half term 2</b></p> <ul style="list-style-type: none"> <li>• Hindu pilgrimage to Varanasi and the significance of the river Ganges for Hindus.</li> <li>• Buddhist pilgrimage- Where may a Buddhist go on pilgrimage and why.</li> <li>• Comparison on the importance of pilgrimage for different religions.</li> <li>• What other alternative ways of worship do believers use.</li> <li>• Creating your own pilgrimage.</li> </ul>
<p><b>Assessment</b></p>	<p>Base line assessment</p> <p><b>Knowledge assessment</b></p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p><b>Knowledge assessment.</b></p> <p>Mini assessments on key terms</p> <p>Spelling tests</p>	<p>Knowledge assessment</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p><b>Extended writing</b> – 'All religious believers should go on Pilgrimage'</p>
<p><b>Common misconceptions</b> Will be added to after standardisation and moderation meetings</p>	<p>Students struggle to understand the people of the book and the idea that Christians, Muslims and Jews all believe in the same God and the prophets feature across all of the religions.</p> <p>Which religious believers are mono and polytheists?</p>	<p>That not all religious believers act in the same way. Many religious believers use their faith in many ways. What is meant by the word moral?</p>	<p>Some students can often mistake which religious believers travel where on pilgrimage. This will be addressed through recall tests.</p>

<b>Homework</b>	N/A no homework for first half term for year 7 students as per school policy	In autumn 2, students will complete a 20 question forms quiz.	Forms quiz- 2 per term. 15 questions each.	Forms quiz- 2 per term. 15 questions each.
<b>Tier 2 Vocab</b>	Religion Christianity Islam Judaism Hinduism Buddhism Sikhism God Festival	Compassion Generosity Change Difference Faith Belief Practice Attitude Support Behavior Forgiveness	Compassion Generosity Change Difference Faith Belief Practice Attitude Support Behavior Forgiveness	Belief Practice Explain Festival Celebration Community Together Journey Travel Commitment Together Compare Devotion
<b>Tier 3 Vocab (NHTW)</b>	Sacred text Trinity Denomination Catholic Protestant Sunni Shia Diversity Religion Monotheist	Miracles Resurrection Incarnation Crucifixion Vision Religious experience Personal conviction Unity Moral	Miracles Resurrection Incarnation Crucifixion Vision Religious experience Personal conviction Unity Moral	Mandir Pilgrimage Miracle Reflection Adoration Submission Community cohesion
<b>Careers Links (Unifrog)</b>	Careers in community cohesion- <a href="#">How to become a community cohesion officer: Josh's story - BBC Bitesize</a>	Unifrog – religious leaders  Students will understand how religious leaders can influence believers.	Unifrog – religious leaders  Students will understand how religious leaders can influence believers.	Unifrog – events coordinator  Students will understand the importance of events and the significance they can hold.
<b>Employability skills</b>	Aiming high Leadership Listening Presenting Problem solving Creativity Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Teamwork Problem solving Literacy Numeracy Independence Communication Presenting Teamwork Staying positive	Aiming high Creativity Leadership Listening Teamwork Problem solving Literacy Numeracy Independence Communication Presenting Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Cross-curricular links</b>	History – religious denominations.  Geography – Middle East (Sunni & Shia split), distance in which religions have travelled, diversity			Geography – travel and tourism

Netherhall RE Curriculum

Year group 8

Topic	The creation and protection of the universe	Islamic practices in Britain and worldwide.	Sacred texts and holy buildings.
<b>Core questions</b>	How do beliefs about creation influence how believers treat the environment.	How do Islamic practices differ in Britain compared to worldwide.	Are Sacred texts and places of worship still significant in the 21 <sup>st</sup> century.
<b>Cumbria agreed syllabus Links</b>	<p><b>Theology</b></p> <p><b>Christianity-</b> Issues of reliability, authenticity, historicity and authorship of the Bible and other sources. (Why do some Christians not take the Bible literally).  <b>Humanism-</b> Human origins, nature and potential.  <b>Hinduism-</b> Cyclical nature of time and creation</p>	<p><b>Human sciences</b></p> <p><b>Islam-</b> Diversity of practice across different Muslim groups in the UK and beyond.                      The Five Pillars of Islam. Celebrations and commemorations.</p>	<p><b>Human sciences</b></p> <p><b>Christianity-</b> The relationship between the Church and State and the role of Christianity in the public sphere.  <b>Islam-</b> The community/societal role of the masjid/ mosque and importance of Ummah.</p>
<b>Content</b>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>NHTW and Non religious attitudes towards creation.</li> <li>Christian attitudes towards the creation of the universe. Literal creationists.</li> <li>Christian attitudes towards the creation of the universe. Theistic evolutionists.</li> <li>Muslim attitudes towards the creation of the universe</li> <li>Hindu attitudes towards the creation of the universe.</li> </ul> <p>Comparison between creation stories and mini assessment.</p>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>What are the 5 pillars of Islam and how are they practiced in Britain compared to worldwide.</li> <li>Shahadah</li> <li>Salah</li> <li>Zakah</li> <li>Sawm</li> <li>Hajj</li> </ul> <p>What are moral duties and how do Muslims follow them.</p>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>What are sources of authority and how do we use them in our daily lives.</li> <li>The Bible</li> <li>The revelation of the Qur'an</li> <li>The Sunnah and Hadith</li> <li>How do sources of authority influence believers when making moral decisions.</li> </ul>
	<p><b>Half term 2</b></p> <ul style="list-style-type: none"> <li>Christian attitudes towards the environment. Part 1.</li> <li>Christian attitudes towards the environment. Part 2.</li> <li>Muslim attitudes towards the environment.</li> <li>Hindu attitudes towards the environment.</li> <li>Comparison between attitudes towards creation and the environment.</li> </ul> <p>Jain attitudes towards the environment.</p>	<p><b>Half term two</b></p> <ul style="list-style-type: none"> <li>Islam in Britain- what is the population like in the UK and why might it be on the rise.</li> <li>Ramadan in Britain. What are the challenges of Ramadan and why may Muslims face different challenges in the UK compared to other Muslims.</li> <li>What challenges do British Muslims face in modern society.</li> </ul> <p>How does the UK support British Muslims- Links to British values.</p>	<p><b>Half term two</b></p> <ul style="list-style-type: none"> <li>The features of a Church and how they are used to help Christian's worship God.</li> <li>The role of the Church in worship and the local community for believers and for non-believers.</li> <li>Features of a Mosque and how they are designed to help Muslims worship God.</li> </ul> <p>The role of the Mosque in the community- How does the Mosque ensure people are looked after.</p>
<b>Assessment</b>	<p>Base line assessment</p> <p>Knowledge assessment</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p>Knowledge assessment</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p>Extended writing- 'it is easy to be a Muslim in Britain'</p>	<p>Knowledge assessment</p> <p>Mini assessments on key terms</p> <p>Spelling test</p>
<b>Common misconceptions Will be added to after standardisation and moderation</b>	That the scientific arguments for the existence of the universe can be accepted by some Christians.	<p>Students often consider Muhammed as a God in Islam.</p> <p>They struggle to accept and understand that Muslims can be British and originate from Britain.</p>	<p>Students can sometimes refer to sacred spaces such as a mosque as a Muslim Church.</p> <p>Students can sometimes refer to sacred books such as a Qur'an as a Muslim Bible.</p>

meetings			
<b>Homework</b>	Forms quiz Revision for assessment	Forms quiz Research project on Malala. Students find out about how she made changes to girl's rights to education in Pakistan. Revision for assessment	Forms quiz Revision for assessment
<b>Tier 2 Vocab</b>	The Big Bang Creation Origin Belief Practice Describe Explain Respond Explore Reflect Stewardship Environment Interconnected Exploitation Articulate Compassion Gratitude	Compare Contrast Explore Describe Evaluate Explain Observe Interpret Controversies Analyse Duty Moral	Source Authority Impact Universal Investigate Describe Evaluate Explain Consider Identify Interpret
<b>Tier 3 Vocab (NHTW)</b>	Denominations Genesis, Liberal Creationists, Theistic evolutionists Sanctity of life Dominion Ahimsa Karma Sacred	monotheist Sunni Shi'a Tawhid Shirk Prophet Shahadah Salah Zakah Sawm Hajj	Bible Qu'ran Shari'ah law Hadith Sunnah Commandment Gospel Sacred
<b>Careers Links (Unifrog)</b>	Unifrog - astrophysicist-  Students will understand how the world came into existence.	Explore the role of a community development officer and equality, diversity and inclusion officer.	Consider the role of an archivist and librarian.  Research Vicars and imams.
<b>Employability skills</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Cross-curricular links</b>		Geography- using data shine to explore where Muslims live in the UK and the population of set cities.  Guidance- students cover prejudice and discrimination and this includes stereotyping and islamophobia.	

Year group 9

Topic	The Sanctity and value of life	Forgiveness and punishment	The problem of evil and suffering
<b>Core questions</b>	Is human life more valuable than other life?	Is punishment needed for forgiveness?	Is evil necessary to understand good?
<b>Cumbria agreed syllabus Links</b>	<p><b>Philosophy</b></p> <p><b>Christianity-</b> Philosophical responses to theological questions that Christians raise- (what makes life valuable? Why is human life sacred? Does Human life hold more value than animal life?)</p> <p><b>Islam-</b> knowledge, philosophy, religion, ethics from a Muslim perspective. ((what makes life valuable? Why is human life sacred? Does Human life hold more value than animal life?))</p>	<p><b>Philosophy</b></p> <p><b>Christianity-</b> Philosophical responses to theological questions that Christians raise. (Should forgiveness and justice go hand in hand) Methods Christians use to evaluate and address dilemmas.</p> <p><b>Islam-</b> Impact of Shariah Law on Muslim decision making. The impact of the Greater Jihad on an individual Muslim's struggle to choose to do right.</p>	<p><b>Philosophy-</b></p> <p><b>Christianity-</b> Philosophical responses to theological questions that Christians raise (the problem of evil)</p> <p><b>Islam-</b> Impact of Shariah Law on Muslim decision making.</p> <p><b>Humanism-</b> Ethical theory from a Humanist perspective. (suffering)</p>
<b>Content</b>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>• What makes life meaningful</li> <li>• The soul</li> <li>• Christian attitudes towards the sanctity of life.</li> <li>• Muslim attitudes towards the sanctity of life.</li> <li>• Humanist attitudes the value of life.</li> <li>• Comparison between beliefs</li> </ul>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>• What is forgiveness.</li> <li>• Christian attitudes towards forgiveness.</li> <li>• Muslim attitudes towards forgiveness.</li> <li>• Humanist attitudes towards forgiveness and examples of forgiveness.</li> <li>• Comparison between beliefs</li> <li>• How do attitudes towards forgiveness influence believers' attitudes towards the aims of punishment.</li> </ul>	<p><b>Half term one</b></p> <ul style="list-style-type: none"> <li>• Different types of evil.</li> <li>• Good, evil and morality</li> <li>• Christian attitudes to evil- The fall of man.</li> <li>• Christian attitudes to evil- The story of Job.</li> <li>• Goodness and pleasure</li> <li>• The banality of evil</li> </ul>
	<p><b>Half term 2</b></p> <ul style="list-style-type: none"> <li>• Animal ethics.</li> <li>• Peter singer and personhood.</li> <li>• How ethical is AI (does it devalue human life)</li> <li>• Are we more than mere matter?</li> <li>• Links between creations stories and the value of life.</li> </ul>	<p><b>Half term two</b></p> <ul style="list-style-type: none"> <li>• What is the death penalty, is it ever justified.</li> <li>• Different Christian attitudes towards the environment.</li> <li>• Different Christian attitudes towards the environment. (Stewardship and dominion)</li> <li>• Muslim attitudes towards the death penalty.</li> <li>• Humanist attitudes towards the death penalty.</li> </ul>	<p><b>Half term two</b></p> <ul style="list-style-type: none"> <li>• What is the Problem of evil.</li> <li>• Christian attitudes to the problem of evil and suffering.</li> <li>• Muslim attitudes to the problem of evil.</li> <li>• Humanist explanations as to why evil and suffering exist in the world and their response to the problem of evil.</li> </ul>
<b>Assessment</b>	<p>Knowledge assessment</p> <p>Mini assessments on key terms</p> <p>Spelling test</p> <p><b>Extended writing</b> – 'All life deserves respect'</p>	<p>Knowledge assessment</p> <p><b>Oral assessment via presentations or knowledge assessment.</b></p> <p>Mini assessments on key terms</p> <p>Spelling test</p>	<p><b>Knowledge assessment</b></p> <p>Mini assessments on key terms</p> <p>Spelling test</p>
<b>Common misconceptions</b> Will be added to after standardisation and moderation meetings	NEW UNIT- WILL BE UPDATED	That humanism is not a religion.	The meaning of the word moral (students can sometimes relate this term to a different meaning- 'the moral of a story') The inconsistent triad.

<b>Homework</b>	Forms quiz	Forms quiz	Forms quiz
<b>Tier 2 Vocab</b>	Value Treatment Respect Life Quality Free will Animals' rights	Absolute Forgiveness Justice Crime Punishment Penalty Describe Good Evil Suffering Death penalty Forgiveness Reformation Deterrence	Influence Reflect Evaluate Consider Describe Practical Moral Suffering Good Evil Morality Free will
<b>Tier 3 Vocab (NHTW)</b>	Sanctity Personhood Philosophy Soul Utilitarian Humanism Ethics Moral principles Moral rights	Free will Morality Punishment Sin Humanism	Inconsistent triad Original sin Autonomous agent Rational being Moral evil Natural evil Absolute morality Relative morality Philosophy Ethics
<b>Careers Links (Unifrog)</b>		Unifrog – prison chaplain and wardens (how religious beliefs may affect their role)	Unifrog – the role of a lawyer
<b>Employability skills</b>	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Cross-curricular links</b>			
<b>Enrichment</b>	TBC		