

Religion

Year 7

Scheme of Learning 2025 - 2026

Mr M Labrou – Acting Head of Humanities

Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught Overarching Big Questions	People and Religion and the world Does religion help people to be good? (SACRE p91) What difference does it make to believe in...? (SACRE P92)	Religion and Art and Charity How can people express the spiritual through music and art? (SACRE p88) Should religious buildings be sold to feed the starving? (SACRE p87)	Judaism Beliefs 1 Who are the founding fathers of Judaism? 2 What does it mean to be a prophet? 3 What festivals are celebrated in Judaism?	Judaism Practices 1 What is it like to be a Jew? 2 what symbols do Jewish people use and why are they important? 3- How do stories of the Torah link to action?	Islam Beliefs 1 What is Islam? 2 Who was Mohammed? 3 Why is Mohammed important to Muslims?	Islam Practices 1 What are the 5 pillars of Islam? 2 Why are the 5 pillars of Islam important to Muslims?

Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
Vital Pre-requisites	<p>Vital Pre-requisites</p> <p>There is no national curriculum in RE, and children could have been to a faith school or a secular school. Therefore, we treat year 7 as if students have not seen RE before.</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to express their own views and reflected on others views.</p> <p>Students must be able to argue for or against moral issues.</p>	<p>Vital Pre-requisites</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to express their own views and reflected on others views.</p> <p>Students must be able to argue for or against moral issues.</p>	<p>Vital Pre-requisites</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to engage with Jewish stories and understand meaning.</p> <p>Students must be able to critical and challenge or defend Jewish belief.</p>	<p>Vital Pre-requisites</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students will have a basic understand of Jewish beliefs and will be able to make links between belief and practice.</p> <p>Students will be able to use Jewish stories to show meaning in religion.</p> <p>Understanding of basic Jewish rules.</p> <p>Understanding of basic Jewish expression and links to stories.</p>	<p>Vital Pre-requisites</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students must be able to engage with Islamic stories and understand meaning.</p> <p>Students must be able to critical and challenge or defend Islamic belief.</p> <p>Understanding of basic Islamic rules.</p> <p>Understanding of basic Islamic expression and links to stories.</p>	<p>Vital Pre-requisites</p> <p>Students must be able to use basic literacy, comprehension and oracy skills.</p> <p>Students will understand basic beliefs in Islam and make links between beliefs and practice.</p> <p>Students will be able to use Islamic stories to show meaning in religion.</p> <p>Understanding of basic Islamic rules.</p> <p>Understanding of basic Islamic expression and links to stories.</p>
	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?	Why do we teach this now?

Why do we teach this now?	The first two terms in year 7 are designed to encourage students to engage with RE.	The first two terms in year 7 are designed to encourage students to engage with RE.	Term 3 and 4 are focused on one religion - Judaism. This encourages depth of knowledge.	Term 3 and 4 are focused on one religion - Judaism. This encourages depth of knowledge.	Term 5 and 6 are focused on one religion - Islam. This encourages depth of knowledge.	Term 5 and 6 are focused on one religion - Islam. This encourages depth of knowledge.
	It encourages students to develop their own opinion	It encourages students to develop their own opinion	We teach students the stories from Judaism, how that informs their beliefs and then how this leads to religious expression.	We teach students the stories from Judaism, how that informs their beliefs and then how this leads to religious expression.	We teach students the stories from Islam, how that informs their beliefs and then how this leads to religious expression.	We teach students the stories from Islam, how that informs their beliefs and then how this leads to religious expression.
	It encourages students to engage with religious in a critical way not a passive way.	It encourages students to engage with religious in a critical way not a passive way.	Judaism is taught in year 7 term 3 and 4 as we want students to have an understanding of Abrahamic traditions.	Judaism is taught in year 7 term 3 and 4 as we want students to have an understanding of Abrahamic traditions.	Islam is taught in year 7 term 5 and 6 as we want students to have an understanding of Abrahamic traditions.	Islam is taught in year 7 term 5 and 6 as we want students to have an understanding of Abrahamic traditions.
	The two units follow the Local SACRE advise and to develop good RE.	The two units follow the Local SACRE advise and to develop good RE.				

Term 1 – People and religion and the world							
Key words / concepts for this term:							
Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Does religion help people to be	How should we care for others and	To understand why it is	Give examples of ways in which religious and non-religious principles	- Extension wall used for	<u>Knowledge assessment</u> – Students will	Students will complete a knowledge	SMSC Spiritual – students will explore different beliefs

<p>good? (SACRE p91)</p> <p>What difference does it make to believe in...? (SACRE P92)</p>	<p>and why does it matter?</p>	<p>important to look after other people.</p>	<p>guide people in living good lives</p> <p>Analyse examples of religious and non-religious principles and come to a view of what is 'good'</p>	<p>challenge – based on blooms.</p> <ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Use of religious text (hermeneutics) 	<p>complete a knowledge assessment with 10 questions each worth 1 mark each.</p>	<p>worksheet for HW.</p>	<p>within Religion. They will then reflect on their own beliefs and consider why this is.</p> <p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	<p>What can we learn from religions about deciding what is right and wrong?</p>	<p>To understand different religious views on morality.</p>	<p>Formulate an account of how religious teachings help people to be good.</p>				
	<p>What matters most to Christians and Humanists?</p>	<p>To understand what Christians, focus on when making moral decision. To understand humanist views on what they focus on when making moral decisions.</p>	<p>Weigh up the value of religion in benefitting individuals and society</p>				
	<p>What is special about our world?</p>	<p>To understand why the world is special,</p>	<p>Offer a justified view as to what difference these concepts make to someone's personal identity or sense of self</p>				

		awesome, amazing.	(Offer a justified view as to what difference these concepts make to someone's actions				
	How should we care for the world, and why does it matter?	To understand why we should look after the world. To understand how we can look after the world.	Offer critical and personal insights into how far believing in the concept would help someone faced with suffering.				
	What difference does it make to believe in ahimsa, grace, and/or ummah?	To understand specific religious principles and how this affects their actions.	Offer critical and personal insights into how far believing in the concept offers hope.				

Term 2 – Religion Art and Charity							
Key words / concepts							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
How can people express the	How is religion expressed in	To explore 2 to 3 different	Present a variety of interpretations of	- Extension wall used for challenge	<u>Understanding assessment</u> – Students will	Students will complete a knowledge	SMSC Spiritual – students will explore different religious

spiritual through music and art? (SACRE p88)	arts and architecture?	religious ways of expression through art or architecture.	'spiritual' and how these are expressed. Explain the impact of music and art in helping people to express ideas beyond words.	– based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Use of religious text (hermeneutics)	complete an understanding assessment with 3 questions worth 1,4 and 5 marks respectively.	worksheet for HW.	beliefs. They will then reflect on their own beliefs and consider why this is. Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others. Morality - Students discuss the idea of right and wrong – and prejudice and whether this is relative and where we get our ideas of right and wrong from. Protected characteristics Religion – students actively must show respect towards the religion being studied. British values Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.
	What is generosity and charity and is it good?	To explore different religious views on charity and generosity. To explore if it is always good.	Consider how far music and art help believers understand big ideas in their tradition.				
	Is it better to express your beliefs in arts and architecture or in charity and generosity	To evaluate if it is better to express your faith through art or if it is better to give to charity.	Investigate and explain how and why music and art are important ways of expressing the spiritual.				
	Which places are special and why?	To explore different religious places.	Explain how welcoming and charitable actions can be seen as worship.				
	What makes some places sacred?	To understand why different places are sacred.	Explain and interpret a range of understandings of worship.				
Should religious buildings be sold to feed the starving? (SACRE p87)	Why do people pray?	To understand why people, pray.	Consider the key question and				

	If God is everywhere, why go to a place of worship?	To understand why people go to special places to worship God.	evaluate a variety of answers. Express insight into the purpose of worship, in light of different views.				
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Term 3 – Judaism Beliefs							
Key words / concepts prophets, Abraham, Moses, Covenant, Commandments, plagues, menorah, dreidel, Torah, Synagogue							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 Who are the founding fathers of Judaism?	1.1/2.1 What promises did Abraham make with G-d?	To explore the 3 covenants that G-d made with Abraham.	<ul style="list-style-type: none"> - To be able to explain what a covenant is. - To be able to understand why Abrahams covenants are important to Jews. - To be able to evaluate significance of the covenants on Jewish belief and action. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 	<ol style="list-style-type: none"> 1) 10-mark Teacher assessed assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<p>SMSC Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from.</p> <p>Spiritual – students will explore Jewish beliefs about God. They will then reflect on their own beliefs and consider why this is.</p> <p>Spiritual – student will gain knowledge of Judaism which may be alien to them. – this</p>

<p>2 What does it mean to be a prophet?</p> <p>3 what festivals are celebrated in Judaism?</p>	1.2/2.2 Who is Moses and what are the 10 commandments?	Are the 10 commandments important today?	<ul style="list-style-type: none"> - To be able to tell the story of Moses. - To be able to understand why Moses is important to Jewish people. - To be able to evaluate the significance of Moses and Abraham and start to evaluate the differences and similarities between the founding fathers. 	<ul style="list-style-type: none"> - Use of biblical text (hermeneutics) - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 	<p>helps build tolerance and understanding</p> <p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Judaism and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
	1.3/2.3 Assessment	First formal assessment as directed by school policy.	<ul style="list-style-type: none"> - Knowledge check - To know the founding fathers are - To understand their importance. 	<ul style="list-style-type: none"> - Lowest ability classes may carry out a supported assessment. This is down to teacher discretion. 	
	3.1 What is the festival of Passover and why is it	To understand the importance of the story of Passover and how Jewish	<ul style="list-style-type: none"> - To be able to explain what happens at Passover. 	<ul style="list-style-type: none"> - Extension wall used for challenge – 	

	important to Jews?	people celebrate this today.	<ul style="list-style-type: none"> - To be able to show why things happen during the Passover festival. - To be able to evaluate the significance of Passover on Jewish people today. 	<p>based on blooms.</p> <ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
	3.2 – What is the festival of Hannukah and why is it important to Jews?	To understand the importance of the story of Hannukah and how Jewish people celebrate this today.	<ul style="list-style-type: none"> - To be able to explain what happens at Hannukah. - To be able to show why things happen during the Hannukah festival. - To be able to evaluate the significance of Hannukah on Jewish people today. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			

				<ul style="list-style-type: none"> - Video used to support understanding. 			
	3.3 what is Sukkot?	To understand the importance of the of Sukkot and how Jewish people celebrate this today.	<ul style="list-style-type: none"> - To be able to explain what happens at Sukkot. - To be able to show why things happen during the Sukkot celebrations. - To be able to evaluate the significance of Sukkot on Jewish people today. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			

Term 4 – Judaism practices							
Key words / concepts Synagogue, Torah, ethics, commandments, orthodox, reform, menorah, kippah, ark, mantle, star of David, mezuzah, tailfin, tzitzit, mitzvot, mitzvah							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
	1.1/2.1 – What is the Synagogue?	To understand what a	<ul style="list-style-type: none"> - To be able to use some key words. 	<ul style="list-style-type: none"> - Extension wall used for challenge – 	1) 24-mark formal end of	A termly homework project on	SMSC Morality - Students discuss the idea of right and wrong –

<p>1 What is it like to be a Jew?</p>		<p>synagogue is and to explore its importance in Jewish life.</p>	<ul style="list-style-type: none"> - To be able to understand what a synagogue is and why it is important to the Jewish community. - To be able to evaluate the importance of the synagogue in the Jewish community. 	<p>based on blooms.</p> <ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 	<p>unit assessment. 2) PIT to be carried out to review and improve – students will focus on content and exam skills. 3) Recap quizzes used. 4) Freeze green pen self-assessments.</p>	<p>the content for this term</p>	<p>whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Jewish beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Judaism which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others.</p>
<p>2 what symbols do Jewish people use and why are they important?</p>	<p>1.2/2.2 – What is the Jewish holy book?</p>	<p>To understand what the Torah is and to explore its importance in Jewish life.</p>	<ul style="list-style-type: none"> - To be able to explain why the Bible is called a Tenakh in Judaism. - To be able to show how the Torah has special importance for Jews and explain actions Jewish people take to respect the Torah. - To be able to evaluate the importance of the Torah. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			<p>Protected characteristics Religion – students actively must show respect towards the religion being studied. Gender – Students will consider different gender roles within Judaism and consider if this is right.</p>
<p>3- How do stories of the Torah link to action?</p>							<p>British values Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>

				<ul style="list-style-type: none"> - Video used to support understanding. 			
1.3/2.3 Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 24-mark assessment 	Lowest ability classes may carry out a supported assessment. This is down to teacher discretion.				
1.4/3.1 What are Jewish ethics and how do they influence their lives?	To understand how belief affects actions. To reflect on ethics and compare religious and non-religious views.	<ul style="list-style-type: none"> - To be able to explain what helps guide Jews to make moral decisions. - To be able to show how Jews use commandments to put into practice. - To be able to explore, understand and analyse different commandments and form an opinion of my own. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Learning from and learning about activities to help LA students. 				
1.5/2.4 – What is it like to be part of a	To explore different roles within a tradition Jewish	<ul style="list-style-type: none"> - To be able to explain what happens in a Jewish home. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 				

	Jewish family?	family. To analyse tradition gender roles and form an opinion.	<ul style="list-style-type: none"> - To be able to show what makes a Jewish home. - To be able to explore, understand and analyse the importance of Jewish family life. 	<ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			
	3.2 what are the signs and symbols used within Judaism?	To explore different symbols used in Judaism. Consider their importance within their faith and explain how they are used.	<ul style="list-style-type: none"> - To be able to name some Jewish symbols. - To be able to show why these symbols are important and understand what they are used for. - To be able to explore the meaning of these symbols and evaluate their importance in relation to the religion and external religions. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Differentiated worksheet for LA. - Video used to support understanding. 			

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Term 5 – Islam Beliefs							
Key words / concepts Hijrah, Quran, Muslim, Islam, Tawhid, Risalah, Akhirah, hadiths, Mohammed, prophet, night of power							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
1 What is Islam?	1.1 What is Islam and how does it form part of our culture?	To explore what Islam is and how it is a part of British Culture.	<ul style="list-style-type: none"> - To be able to name some reasons why Muslims came to the UK. - To be able to show the importance of the night of power. - To be able to explore the meaning of the night of power and evaluate the importance it holds for Muslims. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 	<ol style="list-style-type: none"> 1) 10-mark Teacher assessed assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<p>SMSC Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from. Spiritual – students will explore Islamic beliefs about God. They will then reflect on their own beliefs and consider why this is. Spiritual – student will gain knowledge of Islam which may be alien to them. – this helps build tolerance and understanding Cultural -Students will consider how our culture can affect our beliefs particularly with religion. Social – Students have the platform to discuss personal views and must engage in listening to others.</p>
	2 Who was Mohammed?	1.2 What are Tawhid, Risalah, Akhirah?	To understand key beliefs in Islam and how these beliefs influence	<ul style="list-style-type: none"> - To be able to name the 3 key beliefs in Islam. - To be able to show the importance of 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 		
3 Why is Mohammed important to Muslims?							

		actions in adherents.	<p>Tawhid Risalah and Akhirah.</p> <ul style="list-style-type: none"> - To be able to evaluate Tawhid Risalah and Akhirah. And compare these ideas to secular views. 	<ul style="list-style-type: none"> - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. 			<p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Islam and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
1.3 Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 10-mark assessment 	<ul style="list-style-type: none"> - Lowest ability classes may carry out a supported assessment. This is down to teacher discretion. 				
2.1/3.1 Who was Mohammed?	To explore the importance of Mohammed's life.	<ul style="list-style-type: none"> - To be able to explain what happened in Mohammed life. - To be able to explain the importance of Mohammed's life for Muslims. - To be able to evaluate which is the most significant event in 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to 				

			Mohammed's life.	support lower ability groups. - Video used to support understanding.			
2.2/3.2 What was Mohammed's life like?	To understand why Mohammed is the most important prophet for Muslims.	<ul style="list-style-type: none"> - To explain what Hijrah is. - To show the importance of Hijrah - To be able to evaluate which event is the most significant in Mohammed's life. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 				
1.4 What is the Muslim holy book?	To explore the importance of the Quran and understand how it is used in daily life.	<ul style="list-style-type: none"> - To be able to explain the importance of the Quran for Muslims. - To be able to compare the Quran and the hadiths to so 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. 				

			<p>the importance of both.</p> <ul style="list-style-type: none"> - To be able to show how the Quran is used in daily life for a Muslim. 	<ul style="list-style-type: none"> - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			
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Term 6 – Islam practices							
Key words / concepts Sunni, Shi'a, Sufi, Mosque, Shahada, Salat, Zakat, Sawm, Hajj							
Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>1 What are the 5 pillars of Islam?</p> <p>2 Why are the 5 pillars of Islam important to Muslims?</p>	What are the different groups within the Islamic tradition?	To explore the different groups within Islam Sunni, Shi'a, and Sufi. To understand some key differences.	<ul style="list-style-type: none"> - To be able to explain what the 3 groups are. - To be able to explain each group in detail. Understanding why they are different from the others. - To be able to compare the groups in detail and show how diversity is important. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to 	<ol style="list-style-type: none"> 1) 24-mark formal end of unit assessment. 2) Recap quizzes used. 3) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<p>SMSC</p> <p>Morality - Students discuss the idea of right and wrong – whether this is relative and where we get our ideas of right and wrong from.</p> <p>Spiritual – students will explore Islamic beliefs about God. They will then reflect on their own beliefs and consider why this is.</p> <p>Spiritual – student will gain knowledge of Islam which may be alien to them. – this helps build tolerance and understanding</p>

				<p>support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support understanding. 			<p>Cultural -Students will consider how our culture can affect our beliefs particularly with religion.</p> <p>Social – Students have the platform to discuss personal views and must engage in listening to others.</p> <p>Protected characteristics</p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p>Gender – Students will consider different gender roles within Islam and consider if this is right.</p> <p>British values</p> <p>Tolerance of different faith or beliefs - Students must be respectful toward the religion being studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.</p>
What is the mosque and why is it important to Muslims?	To understand what the mosque is and consider the importance it holds to Muslims.	<ul style="list-style-type: none"> - To be able to explain what happens at a mosque. - To be able to show the importance the mosque holds for Muslims. - To be able to show how scripture and images are used within the mosque. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 				
Assessment	Formal written assessment as directed by school policy.	<ul style="list-style-type: none"> - To be able to complete a 24-mark assessment 	Lowest ability classes may carry out a supported assessment. This is down to teacher discretion.				
1.1/2.1 what are the five	To understand the	<ul style="list-style-type: none"> - To be able to explain what 	<ul style="list-style-type: none"> - Extension wall used for challenge – 				

	pillars of Islam? – shahada and salat	importance of shahada and salat in Islam and to show how they influence a Muslim.	shahada and salat are? - To be able to show the importance of both shahada and salat. - To be able to evaluate the impact they have on the Muslim community in daily life.	based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding.			
	1.2/2.2 what are the five pillars of Islam? - zakat	To understand the importance of zakat in Islam and to show how it influences a Muslim.	- To be able to explain what zakat is. - To be able to show the importance of zakat. - To be able to evaluate the impact zakat has on the Muslim community in daily life.	- Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups.			

				<ul style="list-style-type: none"> - Video used to support understanding. 			
1.3/2.3 what are the five pillars of Islam? - Sawm.	To understand the importance of sawm in Islam and to show how it influences a Muslim.	<ul style="list-style-type: none"> - To be able to explain what sawm is. - To be able to show the importance of sawm. - To be able to evaluate the impact sawm has on the Muslim community in daily life. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 				
1.4/2.4 what are the five pillars of Islam? - hajj	To understand the importance of hajj in Islam and to show how it influences a Muslim.	<ul style="list-style-type: none"> - To be able to explain what hajj is. - To be able to show the importance of hajj. - To be able to evaluate the impact hajj has on the Muslim 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning used 				

			community in daily life.	to support or challenge. - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding.			
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