

Religious Studies (AQA)

Year 9

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	Christian Beliefs	Christian Beliefs and practices	Christian Beliefs and practices	Christian Practices	Buddhist Beliefs	Buddhist Beliefs
Overarching Big Questions	<ol style="list-style-type: none"> Who is God? What is the trinity? Is God Good? Should we be Judged? 	<ol style="list-style-type: none"> Who is Jesus? What is a miracle? What rituals are there in Christianity? What does it mean to be Good in Christianity? 	<ol style="list-style-type: none"> What rituals are there in Christianity? What are sacraments? Should faith be your choice? 	<ol style="list-style-type: none"> What does it mean to be a Christian? What do Christians do in their life? What are the different types of Christianity? 	<ol style="list-style-type: none"> Who was the Buddha? What did the Buddha believe? What is Buddhism? 	<ol style="list-style-type: none"> What makes you who you are according to Buddhist thought? How do different Buddhist traditions shape beliefs about destiny and the goal of life?
Week Times	6 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7.5 Weeks

Vital Pre-requisites	Vital Pre-Requisites This is the start of the course so there are no specifics that students need to know however they will have been working on RE skills in KS3. Including, reading for meaning, using quotations, evaluations and debate and writing to argue.	Vital Pre-Requisites Students will need to understand the nature of God to be able to understand Christian view on Jesus. Students will need to understand the nature of God to explore miracles. Students will need to understand the story of Jesus to be able to gain understanding of Sacrifice, Salvation and Atonement.	Vital Pre-Requisites Students will need to understand rituals to be able to explore the sacraments. Student will need to have a good understanding of the sheep and goats parable to understand rules and rituals. Students will need to have a good understanding of the last supper to understand holy communion.	Vital Pre-Requisites Students will need to understand the nature of God to understand forms of expression in Christianity. Students will need to have an understanding of the great commission to explore charity, mission and evangelism.	Vital Pre-Requisites This is the first time students will be introduced to Buddhism. They will have no knowledge from previous terms. Student will need to use the skills that they have used in year 9 during this year, including, explain religious concepts, debate and explaining meaning behind religious stories.	Vital Pre-Requisites Students will need to have an understanding of the Buddha's life. They will need to understand the stories and the meaning behind them. Student will need to understand the Samsara and how it effects all things in Buddhism. Student will need to understand key concepts and make links such as Dhukkha, Dharma and Dependent Arising.
Why do we teach this now?	Why do we teach this now? In year 9 Students start the AQA full Course GCSE. They have 3 lessons a fortnight over 3 years to complete the course.	Why do we teach this now? In year 9 Students start the AQA full Course GCSE. They have 3 lessons a fortnight over 3 years to complete the course.	Why do we teach this now? In year 9 Students start the AQA full Course GCSE. They have 3 lessons a fortnight over 3 years to complete the course.	Why do we teach this now? In year 9 Students start the AQA full Course GCSE. They have 3 lessons a fortnight over 3 years to complete the course.	Why do we teach this now? Students will look at their second religion in Buddhism. We will have dedicated at least 2 terms to each of the 6 big religions giving students both	Why do we teach this now? In term one students have explore the story of the Buddha. In the following year students explore how this links to forms of expression such as worship.

	<p>We teach Christianity first as students have some prior knowledge of this topic.</p> <p>We teach beliefs and then practice and follow the formula of: Story, belief expression.</p> <p>Students have studied 4 other religions in the same fashion so should have the skills necessary to start the course well.</p> <p>We study Christianity for 4 terms to ensure depth of knowledge.</p>	<p>We teach Christianity first as students have some prior knowledge of this topic.</p> <p>We teach beliefs and then practice and follow the formula of: Story, belief expression.</p> <p>Students have studied 4 other religions in the same fashion so should have the skills necessary to start the course well.</p> <p>We study Christianity for 4 terms to ensure depth of knowledge.</p>	<p>We teach Christianity first as students have some prior knowledge of this topic.</p> <p>We teach beliefs and then practice and follow the formula of: Story, belief expression.</p> <p>Students have studied 4 other religions in the same fashion so should have the skills necessary to start the course well.</p> <p>We study Christianity for 4 terms to ensure depth of knowledge.</p>	<p>We teach Christianity first as students have some prior knowledge of this topic.</p> <p>We teach beliefs and then practice and follow the formula of: Story, belief expression.</p> <p>Students have studied 4 other religions in the same fashion so should have the skills necessary to start the course well.</p> <p>We study Christianity for 4 terms to ensure depth of knowledge.</p>	<p>breadth and depth of the subject.</p> <p>We introduce Buddhism by looking at the stories we then explore belief and expression.</p>	<p>They will also explore the rules of Buddhism and how these are put into practice. Since the rules and the forms of expression stem from the stories we teach them first to give students a good understanding of Buddhism as a whole a not teaching a one off lesson on rules.</p>
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Term 1 - Christian Beliefs

Key words / concepts for this term: omnipotent, omniscient, omnipresent, omnibenevolent, natural evil, moral evil, trinity, creation, judgement, afterlife, salvation Jesus, Son of God, Trinity, resurrection, ascension, golden rule.

Overarching Big Question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Who is God?</p> <p>What is the trinity?</p> <p>Is God Good?</p> <p>Should we be Judged?</p>	<p>1 What is the nature of God?</p>	<p>To understand what characteristics Christian’s attribute to God. To know why they think he is each characteristic.</p>	<ul style="list-style-type: none"> - Students will be able to explain each of Gods 4 characteristics: omnipotent, omniscient, omnipresent, omnibenevolent. - Student will be able to show examples of each characteristic. - Students will be able to evaluate the nature of God using religious and secular views. 	<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. - Whiteboard quizzes - Visualiser used to help explain key concepts and to use with focus questions. 	<ol style="list-style-type: none"> 1) X1 24-mark Teacher assessed assessment. 2) Peer assessed knowledge quiz. 3) PIT to be carried out to review and improve – students will focus on content and exam skills. 4) Recap quizzes used. 5) Freeze green pen self-assessments. 	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> 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 Christian beliefs about God. 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. <u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. <u>British values</u> Tolerance of different faith or beliefs - Students must be respectful toward the religion being</p>
	<p>2 What is the nature of God</p>	<p>Students to understand the oneness of God. What Christians</p>	<ul style="list-style-type: none"> - Students will be able to explain different Christian 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

		believe about God and what evidence there is to suggest God is one. – Use Biblical evidence from Jesus.	<p>beliefs about God.</p> <ul style="list-style-type: none"> - Students will be able to explain what is meant by the oneness of God. - Students will be able to evaluate the oneness of God using secular, religious and personal opinions. 	<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. - Whiteboard quizzes - Visualiser used to help explain key concepts and to use with focus questions. - Quotes will be used – delivery will change based on ability of set. 			studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.
	3 What is the problem of Evil? Does this disprove Gods existence?	To understand natural and moral evil. To understand how evil presents a problem to God and adherents of the Christian faith. To	<ul style="list-style-type: none"> - To be able to explain the two types of evil. - To be able to show how natural and moral evil present a problem for the belief in God. 	<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. 			

		understand the arguments, use to protect God.	<ul style="list-style-type: none"> - To be able to evaluate the problem of evil and present their own views using justified arguments. 	<ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Supported worksheet for very low ability groups. 			
4 What is the Trinity and why is it important in Christianity?	To understand the three parts of the Trinity and how Christians understand God.	<ul style="list-style-type: none"> - To be able to state the three persons of the trinity. - To be able to explain how each part is different and yet the same entity. - To be able to use Biblical example to show understanding of the trinity. 	<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. 				
5 Where did the world come from?	To understand the creation story – Genesis 1	<ul style="list-style-type: none"> - To be able to recall the creation story of genesis 1 - To be able to use the story to show links to the nature of god and the trinity. - To be able to evaluate the creation story. 	<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 				

				<p>used to support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support understanding. 			
6 Where did the people come from?	To understand the importance of the creation of humans. (Genesis 2)	<ul style="list-style-type: none"> - To be able to recall the creation story of genesis 2 - To be able to use the story to show links to the nature of God and the trinity. - To be able to evaluate the creation story to show the importance of it to Christians 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. 				
7 What happens when we die?	To understand the different Christian views about the afterlife and compare them to secular views	<ul style="list-style-type: none"> - To be able to explain what heaven, hell, purgatory are. - To be able to compare Christian views about afterlife with secular views. - To be able to evaluate views of afterlife and 	<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 				

			<p>establish a justified conclusion.</p>	<p>used to support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support student understanding. - Partially filled in work sheets for the lowest ability. 			
	<p>8 What is Judgement Day?</p>	<p>To understand what judgement day is. To understand the criteria for a successful judgement day.</p>	<ul style="list-style-type: none"> - To be able to explain what Judgement Day is. - To be able to explain the conditions for being accepted on judgement day. - To be able to evaluate different views about judgement day and establishing and reasoned conclusion. 	<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. 			

Term 2 – Christian Beliefs and practices

Key words / concepts: Judgement, omniscient, omnipresent, omnibenevolent, omnipotent, Ascension Commandments, resurrection, crucifixion, Salvation, worship, atonement, Parables, prayer, baptism, holy communion.

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
Who is Jesus? What is a miracle? What rituals are there in Christianity? What does it mean to be Good in Christianity?	1 Who is Jesus?	To understand the importance of Jesus for Christians. To understand the different viewpoints of Jesus.	<ul style="list-style-type: none"> - To be able to explain who Jesus is to Christians? - To be able to explain different view on Jesus including opinion. - To be able to evaluate different miracles performed by Jesus. 	<ul style="list-style-type: none"> - Different miracles could be used based on ability. - 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) X1 24-mark Teacher assessed assessment. 2) Peer assessed knowledge quiz. 3) PIT to be carried out to review and improve – students will focus on content and exam skills. 4) Recap quizzes used. 5) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<u>SMSC</u> 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 Christian beliefs about God. 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. <u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. <u>British values</u> Tolerance of different faith or beliefs - Students must be respectful toward the religion being
	2 What is the Incarnation ?	To understand what incarnation is and why it is important in Christianity.	<ul style="list-style-type: none"> - To be able to explain what the incarnation is. - To be able to explain how this links to the trinity and the nature of god. - To be able to use biblical quotes to 	<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 			

			show the importance of the incarnation.	used to support lower ability groups. - Peer assessment/supported writing dependent on ability of the group.			studied and understand that we need to be tolerant even if they disagree. – they are encouraged to challenge each other respectfully.
3 why is Jesus' death significant to Christians?	To understand the events and the significance of Jesus's crucifixion.	<ul style="list-style-type: none"> - To be able to explain what crucifixion is. - To be able to explain the events leading up to Jesus' death. - To be able to use biblical quotes to show the importance of the Crucifixion. 	<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. - Assessment/supported writing dependent on ability of the group. 				
4 Is the resurrection of Jesus possible?	To understand the events leading up to Jesus resurrection.	<ul style="list-style-type: none"> - To be able to explain what happened in Jesus' resurrection. - To be able to use biblical accounts to explain the importance of 	<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. 				

			<p>Jesus' resurrection.</p> <ul style="list-style-type: none"> - To be able to evaluate the significance of the resurrection story. 	<ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Video used to support student understanding. - Supported debate to support with writing 12 markers. 			
5 What was the ascension and what does it prove for Christians?	To understand what the resurrection is. To explore different theories to explain the resurrection.	<ul style="list-style-type: none"> - To be able to explain the events of the resurrection. - To be able to use biblical texts to explain the resurrection story. - To be able to evaluate the plausibility of the resurrection. 	<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 student understanding. - 				
6 Do my actions matter? (morality/	To understand the ascension and show how this prove	<ul style="list-style-type: none"> - To be able to explain what the ascension is. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 				

	10 commandments – golden rule)	Jesus is the son of God.	<ul style="list-style-type: none"> - To be able to use biblical accounts to explain the importance of the ascension. - To evaluate if the ascension proves Jesus' divinity. - 	<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 student understanding. 			
	7 What is atonement and how does this link to the story of Jesus' resurrection?	To understand the significance of atonement for the salvation of humanity in Christianity.	<ul style="list-style-type: none"> - To be able to explain what historical atonement was. - To be able to explain how Jesus atoned for humans. - To be able to evaluate the importance of atonement when linking the idea to the nature of God and the trinity. 	<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. 			

	<p>8 Should we follow the rules or do good deeds? (Sheep and Goats)</p>	<p>To understand the importance of action within Christianity and how this influences adherents.</p>	<ul style="list-style-type: none"> - To be able to explain what parables are and what the sheep and the goats shows. - To be able to use the sheep and the goats to explain how this influences people. - To be able to evaluate if we should do good deeds or just believe in God. 	<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. 			
	<p>9 What is salvation?</p>	<p>To understand what salvation is and what role Jesus' plays.</p>	<ul style="list-style-type: none"> - To be able to explain the term salvation. - To be able to show the importance of atonement in salvation. - To be able to explain the significance of sin in salvation. - To be able to explain Jesus' role. 	<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.			
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Term 3 – Christian Beliefs and practices

Key words / concepts Judgement, omniscient, omnipresent, omnibenevolent, omnipotent, Ascension Commandments, resurrection, crucifixion, Salvation, worship, atonement, Parables, prayer, baptism, holy communion.

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What rituals are there in Christianity?</p> <p>What are sacraments?</p> <p>Should faith be your choice?</p>	<p>1 What are the different types of worship in Christianity?</p>	<p>To understand the different types of Christian worship including liturgical/non liturgical and charismatic.</p>	<ul style="list-style-type: none"> - To able to explain what liturgical and non-liturgical forms of worship are. - To be able to explain the differences between the different types of worship. - To be able to evaluate the importance of worship for Christians. 	<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. 	<p>1) X1 24-mark Teacher assessed assessment. 2) Peer assessed knowledge quiz. 3) PIT to be carried out to review and improve – students will focus on content and exam skills. 4) Recap quizzes used. 5) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term.</p>	<p><u>SMSC</u> 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 Christian beliefs about God. 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.</p>
	<p>2 What are set prayers (the Lord’s prayer)?</p>	<p>To understand what set prayers are and explain the significance of the Lord’s prayer.</p>	<ul style="list-style-type: none"> - To be able to explain the importance of the Lord’s Prayer. - To show how the Lord’s Prayer links to key Christian believes. - To be able to evaluate the 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. - Writing frames used to support the less able. - Differentiated questioning 			<p><u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. <u>British values</u> Tolerance of different faith or beliefs - Students must be respectful</p>

			importance of the Lord' prayer.	<p>used to support or challenge.</p> <ul style="list-style-type: none"> - Check it chick and debate it Derick used to support lower ability groups. - Video used to support understanding. 			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.
3 What are the sacraments and how do they differ in different types of Christianity?	To understand what a sacrament is and how do different types of Christians practice them?	<ul style="list-style-type: none"> - To be able to name the 7 different Sacraments. - To be able to show how the sacraments link to religious belief. - To be able to evaluate the importance of the sacraments in different Christian denominations. 	<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. - Video used to support understanding. 				
4 What is baptism and why is it important?	To understand the significance of baptism to Christians.	<ul style="list-style-type: none"> - To be able to explain what happens during a baptism. - To be able to explain why baptism is important and what it shows/represents. - To be able to evaluate the importance of the 	<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. 				

			baptism in different Christian denominations.	<ul style="list-style-type: none"> - Video used to support understanding. 			
	5 What is a believer's baptism and why is it important?	To understand believers baptism and why it is a preference for some Christians.	<ul style="list-style-type: none"> - To be able to explain what happens during a believer's baptism. - To be able to explain the difference between infant and believers' baptism. - To be able to evaluate the importance of the baptism in different Christian denominations. 	<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. 			
	6 What is holy communion and why is it significant?	To understand what Holy communion is, what it represents and why it is important to Christians.	<ul style="list-style-type: none"> - To be able to explain what happens during Holy Communion. - To be able to explain the difference believes between denominations regarding Holy Communion. - To be able to evaluate the importance of 	<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 			

			Holy Communion for Christians.	<p>Derick used to support lower ability groups.</p> <ul style="list-style-type: none"> - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. 			
7 What is a pilgrimage? (Lourdes)	To understand what a pilgrimage is. To explore a real-life example of Lourdes.	<ul style="list-style-type: none"> - To be able to explain what a pilgrimage is. - To be able to explain why Lourdes is a place of pilgrimage. - To be able to evaluate the importance of pilgrimage for Christians 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. - 				
8 What is a pilgrimage? (Iona)	To understand what a pilgrimage is. To explore a real life	<ul style="list-style-type: none"> - To be able to explain what a pilgrimage is. - To be able to compare Lourdes 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 				

		example of Iona.	and Iona pilgrimages. - To be able to evaluate the importance of pilgrimage for Christians today.	<ul style="list-style-type: none">- Writing frames used to support the less able.- Differentiated questioning used to support or challenge.- Check it, check and debate it. Derick used to support lower ability groups.- Video used to support understanding.			
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Term 4 – Christian practices

Key words / concepts – pilgrimage, prayer, festivals, mission, evangelism, poverty, reconciliation, forgiveness

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>What does it mean to be a Christian?</p> <p>What do Christians do in their life?</p> <p>What are the different types of Christianity?</p>	1 What is prayer?	To understand what a prayer is and how it is different dependent on denomination.	<ul style="list-style-type: none"> - To be able to explain the different types of prayer. - To be able to compare the different types of prayer and reflect on their meanings. - To be able to evaluate the importance of prayer for Christians 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. - Hermeneutics – use religious text to give meaning and understanding. 	<ol style="list-style-type: none"> 1) X1 24-mark Teacher assessed assessment. 2) Peer assessed knowledge quiz. 3) PIT to be carried out to review and improve – students will focus on content and exam skills. 4) Recap quizzes used. 5) Freeze green pen self-assessments. 	A termly homework project on the content for this term	<p><u>SMSC</u></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. Spiritual – students will explore Christian beliefs about God. 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.</p> <p><u>Protected characteristics</u></p> <p>Religion – students actively must show respect towards the religion being studied.</p> <p><u>British values</u></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</p>
	2 Christian festivals. What happens at Christmas and why?	To understand what happens and Christmas and why.	<ul style="list-style-type: none"> - To be able to explain why Christmas is celebrated. - To be able to compare the secular and 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

			<p>the religious views of Christmas and evaluate the importance of both on our society.</p> <ul style="list-style-type: none"> - To be able to evaluate the significance of Christmas. 	<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. - Hermeneutics – use religious text to give meaning and understanding. 			encouraged to challenge each other respectfully.
	3 Christian festivals. What happens at Easter and why?	To understand what happens and Easter and why this happens?	<ul style="list-style-type: none"> - To be able to explain what Easter is and how it is celebrated by both adherents and secular society - To be able to explain the religious significance of the story and what it proves for Christians. - To be able to evaluate the importance of 	<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. 			

			the Easter celebrations.	<ul style="list-style-type: none"> - Video used to support understanding. - Hermeneutics – use religious text to give meaning and understanding. 			
4 What is the role of the church in the community? (street pastors)	To understand what a street pastor is and why they do the work they do.	<ul style="list-style-type: none"> - To be able to explain what a street pastor is. - To be able to explain why using religious texts/ideas or concepts. - To evaluate if Christians have a responsibility to help others – such as street pastors. 	<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. - Hermeneutics – use religious text to give meaning and understanding. 				
5 What is the role of the church in the community	To understand what the Trussell trust is and what it aims to achieve.	<ul style="list-style-type: none"> - To be able to explain what the Trussell trust is. 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 				

	(Trussell Trust foundation)		<ul style="list-style-type: none"> - To be able to show how the Trussell trust uses Christian values in their work (sheep and Goats). - To evaluate if Christians, have a responsibility to help others. 	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	6 What is mission in Christianity?	To understand what a mission is any why some Christians see this as a vocation.	<ul style="list-style-type: none"> - To be able to explain what mission is. - To be able to show how mission uses Christian values in their work. – Link to religious texts. - To evaluate whether Christians, have a responsibility to help others. 	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	7 What is evangelism?	To understand what evangelism is any why some Christians see this as a vital part of their faith.	<ul style="list-style-type: none"> - To be able to explain evangelism and its importance to some Christians. - To be able to link evangelism to religious texts or ideas. - To evaluate whether Christians have a responsibility to help others/ covert others. 	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	8 How does the church grow?	To understand why Christians believe they have a responsibility to	<ul style="list-style-type: none"> - To be able to explain what church growth is and why it is 	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

		spread their faith. Explore how different religious groups do this.	important for Christians. <ul style="list-style-type: none">- To be able to explain different ways Christians do this.- To reflect on their own or secular responses to this and articulate their own belief on the morality of this.	<ul style="list-style-type: none">- Writing frames used to support the less able.- Differentiated questioning used to support or challenge.- Video used to support understanding.- Hermeneutics – use religious text to give meaning and understanding.			
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Term 5 – Buddhist Beliefs

Key words / concepts – the 4 sights, Enlightenment, Buddha, three watches of the night, Mara, the 4 temptations, 4 noble truths – dukkha, tanha, nirodha, magga

Overarching Big question	Big Question	Lesson Objective	Learning Aims/Outcomes	Opportunities for Differentiation	Assessment	Homework	Personal Development curriculum links (SMSC, British Values, PSHE)
<p>Who was the Buddha?</p> <p>What did the Buddha believe?</p> <p>What is Buddhism?</p>	<p>1 What was the early Buddha’s life like?</p>	<p>To understand who Siddhartha Gautama was and what his early life was like before his renunciation</p>	<p>To understand the key events of Siddhartha’s early life, including the Four Sights.</p> <p>To analyse how these experiences challenged his view of the world.</p> <p>To evaluate how far Siddhartha’s early life shaped his decision to seek enlightenment.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 	<p>6) X1 24-mark Teacher assessed assessment.</p> <p>7) Peer assessed knowledge quiz.</p> <p>8) PIT to be carried out to review and improve – students will focus on content and exam skills.</p> <p>9) Recap quizzes used.</p> <p>10) Freeze green pen self-assessments.</p>	<p>A termly homework project on the content for this term</p>	<p><u>SMSC</u> 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 Christian beliefs about God. 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. <u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied. <u>British values</u> 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</p>
	<p>2 What is an ascetic and why did Buddha become one?</p>	<p>To explore why the Buddha became an ascetic and why he rejected this path</p>	<p>To understand what asceticism is and how it shaped Siddhartha’s journey.</p> <p>To analyse the limitations of extreme</p>	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

			<p>self-denial as a route to enlightenment.</p> <p>To evaluate why the Buddha concluded that the Middle Way was preferable to asceticism.</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. - Hermeneutics – use religious text to give meaning and understanding. 			<p>encouraged to challenge each other respectfully.</p>
	<p>3 What is enlightenment and how did Buddha achieve it?</p>	<p>To understand the meaning of enlightenment and the Buddha's path to achieving it</p>	<p>To understand the events and practices that led to Siddhartha's enlightenment.</p> <p>To analyse the role of meditation and temptation in his final quest.</p> <p>To evaluate the significance of enlightenment in the foundations of Buddhism.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	4 The Three Marks of Existence: What is suffering? (Dukkha)	To understand the concept of Dukkha and its role in Buddhist belief	<p>To understand what Buddhists mean by suffering (Dukkha).</p> <p>To analyse how Dukkha is present in different aspects of life.</p> <p>To evaluate whether recognising suffering is necessary for personal growth.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	5 The Three Marks of Existence: What is non-self? (Anatta)	To understand the Buddhist concept of non-self and its implications	To understand the meaning of Anatta in Buddhist teaching.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

			<p>To analyse how belief in non-self challenges everyday ideas about identity.</p> <p>To evaluate how convincing the idea of Anatta is in explaining human experience.</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. - Hermeneutics – use religious text to give meaning and understanding. 			
	<p>6 The Three Marks of Existence: What is impermanence? (Anicca)</p>	<p>To understand the concept of impermanence and its significance in Buddhism</p>	<p>To understand what Anicca teaches about change and existence.</p> <p>To analyse the impact of impermanence on suffering and attachment.</p> <p>To evaluate whether accepting impermanence leads to greater peace of mind.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	7 What are the Four Noble Truths and why are they important?	To explore the Four Noble Truths and their role in Buddhist teaching	<p>To understand the content of the Four Noble Truths.</p> <p>To analyse how each Truth builds towards a solution to suffering.</p> <p>To evaluate how useful the Four Noble Truths are in addressing modern suffering.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	8 How does the Eightfold Path enable Enlightenment ?	To understand how the Eightfold Path supports the Buddhist	To understand the purpose of each part of the Eightfold Path.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

		journey to enlightenment	<p>To analyse how the Path promotes ethical living and mental discipline.</p> <p>To evaluate how realistic or achievable the Path is in daily life.</p>	<ul style="list-style-type: none">- Writing frames used to support the less able.- Differentiated questioning used to support or challenge.- Video used to support understanding.- Hermeneutics – use religious text to give meaning and understanding.			
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Term 6 – Buddhist Beliefs

Key words / concepts – Middle way, Samsara, reincarnation, Dharma, Buddha, Sangha, Dependent Arising, Dukkha, anicca, anatta, dukkha, bodhisattva, arhat, skandhas, pureland

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 Dharma and how is it understood?	To understand the meaning of Dharma and its central role in Buddhism	<p>To understand how Dharma guides Buddhist thought and behaviour.</p> <p>To analyse the connection between Dharma and the teachings of the Buddha.</p> <p>To evaluate how far following Dharma leads to spiritual fulfilment.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 	<p>11) X1 24-mark Teacher assessed assessment.</p> <p>12) Peer assessed knowledge quiz.</p> <p>13) PIT to be carried out to review and improve – students will focus on content and exam skills.</p> <p>14) Recap quizzes used.</p> <p>15) Freeze green pen self-assessments.</p>	A termly homework project on the content for this term	<p><u>SMSC</u> 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 Christian beliefs about God. 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.</p> <p><u>Protected characteristics</u> Religion – students actively must show respect towards the religion being studied.</p> <p><u>British values</u> 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</p>
	2 What keeps the wheel of Dharma turning?	To understand what sustains Buddhist teachings over time	To understand the role of the Buddha, Dharma and Sangha in the Three Refuges.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			<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</p>

			<p>To analyse how the Three Refuges support the continuation of Buddhism.</p> <p>To evaluate how effective the Three Refuges are in supporting spiritual growth.</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. - Hermeneutics – use religious text to give meaning and understanding. 			disagree. – they are encouraged to challenge each other respectfully.
	3 What is the role of destiny within Buddhist thought? (Arhat)	To understand the concept of Arhat in Theravada Buddhism	<p>To understand the qualities and path of an Arhat.</p> <p>To analyse how the Arhat path relates to enlightenment and personal effort.</p> <p>To evaluate whether the Arhat ideal offers a meaningful goal for Buddhists today.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	4 What is the role of destiny within Buddhist thought? (Bodhisattva, the Six Perfections)	To understand the Bodhisattva ideal and the role of the Six Perfections	<p>To understand the qualities of a Bodhisattva in Mahayana Buddhism.</p> <p>To analyse the purpose of the Six Perfections in guiding spiritual development.</p> <p>To evaluate how far the Bodhisattva path reflects Buddhist values.</p>	<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. - Hermeneutics – use religious text to give meaning and understanding. 			
	5 What is the role of destiny within Buddhist	To understand Pureland Buddhism and its view of	To understand the key beliefs and practices in Pure Land Buddhism.	<ul style="list-style-type: none"> - Extension wall used for challenge – based on blooms. 			

	thought? (Pureland)	rebirth and destiny	<p>To analyse how Pure Land beliefs differ from other Buddhist paths to enlightenment.</p> <p>To evaluate the appeal and accessibility of Pure Land Buddhism for believers.</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. - Hermeneutics – use religious text to give meaning and understanding. 			
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