

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
<p><u>Understanding</u> = Understanding humanity (including subject content, subject specific skills, cultural capital) <u>Practising</u> = Practising humanity (including personal skills, British Values, mental health, moral education, spiritual education) <u>Contributing</u> = Contributing to humanity (including forming views on current issues, transferable skills, aspiration, careers and employability, social education)</p>				
2 lessons	What is RS all about?	<p><u>Understanding</u> = basic information about the teachings, narratives, rituals, experiences, ethics, communal and material dimensions of six major religions; understanding of atheism, agnosticism and Humanism <u>Practising</u> = diversity of thought, belief and practice in British society and culture <u>Contributing</u> = explaining impact of religious and other views on society</p>	<p><u>Understanding</u> = explaining, comparing and contrasting basic beliefs <u>Practising</u> = tolerance and respect of different views and practices; seeing value in ideas that they don't believe; listening to others <u>Contributing</u> = articulating and explaining new ideas</p>	<p>Pupils need to understand the value of the subject as they begin study</p> <p>Provides a baseline overview of key concepts and skills that will be developed over the next 5 years</p>
10 lessons	What does it mean to belong to the Jewish community?	<p><u>Understanding</u> = how community is formed and practiced in Judaism; life and importance of Abraham; life and leadership of Moses; the Exodus; the Passover festival; the Sabbath; the synagogue; scriptures; food laws; festivals <u>Practising</u> = importance of faith, community and leadership for humanity; how Jewish beliefs about Sabbath can inform the concepts of rest and work; learning from the lives of Moses and Abraham; how humans learn and apply the truth <u>Contributing</u> = applying lessons from Jewish history to modern-day ideas about community</p>	<p><u>Understanding</u> = explaining, comparing, contrasting and evaluating Jewish beliefs and practices; use of evidence (scripture) <u>Practising</u> = living as a community; learning to 'rest' meaningfully; developing empathy <u>Contributing</u> = reading/writing skills; listening and debating; being a good leader; recognising different ways to remember and learn from the past to improve the present; applying beliefs to modern-day situations</p>	<p>Background information for Christianity and Islam</p> <p>Beginning to explore links between beliefs and practices</p> <p>Agreed Syllabus – 'Where do I belong?' focus of year 7, through study of a religion related to Christianity</p>

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<p>9 lessons</p>	<p>What does it mean to belong to the Christian community?</p>	<p><u>Understanding</u> = what it means to be Christian; famous and ‘typical’ Christians’ views on the role of Christianity in their lives; the impact of being a Christian socially and ethically; how Christianity influences British culture and society; key Christian ethical values including agape, teachings of Jesus and the 10 commandments; how Christian ethics and values are applied; Christian charities; Christian families; worship and the importance of the Church; Christianity in the media <u>Practising</u> = how Christian ethical principles such as agape and the 10 commandments might be important today; respect for all; how people can live ‘good’ lives in community <u>Contributing</u> = applying ethical concepts to modern-day situations; how people should live/ behave as part of a community; importance of social action and charity work</p>	<p><u>Understanding</u> = explaining, comparing, contrasting and evaluating Christian beliefs and practices; use of evidence (scripture) <u>Practising</u> = living as a community; learning to tolerate, respect and value others; helping others <u>Contributing</u> = reading/writing skills; listening and debating; being a ‘good person’; applying beliefs and values to modern-day situations; interpretation of scripture; finding opportunities to help those in need (charities)</p>	<p>Building on understanding of community and faith from Judaism topic Following narrative of Christianity from origins in Judaism Reinforcing links between beliefs and practices Agreed Syllabus – ‘Where do I belong?’ focus of year 7, through Christianity Preparation for later study of morality and values (year 9).</p>

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9 lessons	How does it mean to belong to the Sikh community?	<p><u>Understanding</u> = origins of Sikhism; Guru Nanak; Guru Gobind Singh; formation of the Khalsa (community) and why this is important; the 5 Ks; the Guru Granth Sahib; beliefs about God and equality; the Gurdwara; the langar; practising equality (especially in the treatment of men/women and different religions); rites of passage (birth, amrit, marriage and death); festivals</p> <p><u>Practising</u> = Sikh beliefs about equality and how they are put into action; respect and tolerance of all; ideas about common duties and vices</p> <p><u>Contributing</u> = ways of supporting people in need and promoting/encouraging equality</p>	<p><u>Understanding</u> = explaining, comparing, contrasting and evaluating Sikh beliefs and practices; use of evidence (scripture)</p> <p><u>Practising</u> = living as community; tolerating, respecting, accepting people in spite of differences; valuing and helping people in need; avoiding actions that harm others; living in accordance with 'duty'</p> <p><u>Contributing</u> = helping those in need, regardless of gender, race, religion etc. (finding opportunities to do this); reading/writing; interpretation of scripture; evaluating ideas; skills in debating and listening to others</p>	<p>Building on understanding of community and faith from Judaism and Christianity topics</p> <p>Agreed Syllabus – 'Where do I belong?' focus of year 7, through a religion other than Christianity</p> <p>Preparation for studying Hinduism and Buddhism, due to dharmic foundations</p> <p>Providing a contrast to Abrahamic faiths</p> <p>Preparation for studying values in year 9.</p>