



The NYCC agreed syllabus for Religious Education (2019-2024) requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Reception – Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 – Christians and Muslims or Jewish people.

Key Stage 2 – Christians, Muslims, Hindus and Jews.

Key Stage 2 Curriculum includes

- What do different people believe about God?
- Why is the Bible so important for Christians today?
- Why is Jesus inspiring to some people?
- Why do people pray?
- Why are festivals important to religious communities?
- Why do some people think that life is a journey and what significant experiences mark this?
- What does it mean to be a Christian in Britain today?
- What does it mean to be a Hindu in Britain today?
- What can we learn from religions about deciding what is right and wrong?
- Why do some people believe God exists?
- What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)
- What do religions say to us when life gets hard?
- If God is everywhere, why go to a place of worship?
- Is it better to express your beliefs in arts and architecture or in charity and generosity?
- What does it mean to be a Muslim in Britain today?
- What matters most to Christians and Humanists?
- What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1 (September – October half term)	Do we need to prove God's existence? <ul style="list-style-type: none"> Where did the six key world religions begin? What is the difference between facts, beliefs, and opinions? Why do Muslims believe in God? Why did the Buddha think belief in God was unimportant? Mid-point Assessment In Buddhist thinking, what can save us from pain and suffering? Do Thomas Aquinas' '5 Ways' justify Christians' belief in God? Do they prove God? 	Is death the end? <ul style="list-style-type: none"> What do people believe about life? What do people believe about an afterlife? Why do we have funerals? Mid-point assessment What do Buddhist people believe about life and death? Does death matter to a Humanist? Is this life hell? Assessment DIRT 	Foundation knowledge <ul style="list-style-type: none"> Introduction to Christianity Denominations Churches Trinity Revision Assessment DIRT Introduction to Islam Five Pillars Prayer Hajj Muhammad Assessment DIRT <hr/> Why is there suffering? Are there any good solutions? <ul style="list-style-type: none"> What types of suffering are in the world? Is suffering a natural human state? What can Christians learn from the Bible about why suffering happens? 	Christianity – The role of the Church in the local and worldwide community <ul style="list-style-type: none"> Food banks and street pastors Mission, evangelism and church growth Working for reconciliation How Christian churches respond to persecution (2 lessons) CAFOD, Christian Aid and Tearfund Revision Summative assessment DIRT 	COMPONENT 1: THE STUDY OF Islam <ul style="list-style-type: none"> The 5 Pillars of Sunni Islam and the 10 Obligatory Acts of Shi'a Islam Shahadah Salah (2 lessons) Sawm (2 lessons) Zakah (2 lessons) Hajj (Eid-ul-Adhad) (2 lessons) Jihad The 10 Obligatory Acts of Shi'a Islam 7-10 (2 lessons) Id-UI Fitr Ashura Revision Timed Assessment DIRT <hr/> COMPONENT 2: THEMATIC STUDIES Theme E: Religion, Crime & Punishment <ul style="list-style-type: none"> Good and evil intentions and actions (2 lessons) Reasons for crime (2 lessons) Is crime ever evil? (2 lessons) 	Not applicable	Not applicable

					<ul style="list-style-type: none"> Views about people who break the law (2 lessons) Views about different types of crime (2 lessons) Revision Assessment DIRT 		
<p>Autumn 2 (November to Christmas)</p>	<p>Do we need to prove God's existence?</p> <ul style="list-style-type: none"> Can people experience God? How could we tell? (Christianity) What are the best atheist arguments against God? Can atheists prove there is no God? Assessment DIRT <p>-----</p> <p>What is so radical about Jesus?</p> <ul style="list-style-type: none"> What was Jesus like? Why did some people have a problem with Jesus? 	<p>Is death the end?</p> <ul style="list-style-type: none"> Assessment DIRT <p>-----</p> <p>What is ethics?</p> <ul style="list-style-type: none"> What is ethics? How should we live if God is dead? Are goodness and pleasure the same? What should we do with the runaway train? 	<p>Why is there suffering? Are there any good solutions?</p> <ul style="list-style-type: none"> How do Christians make sense of suffering? How can a good God allow suffering? How far are humans able to overcome suffering? Are there any good solutions to suffering? Revision Assessment DIRT <p>-----</p> <p>Should happiness be the purpose of life?</p> <ul style="list-style-type: none"> What is happiness? How does happiness fit in Christianity? Part 1 How does 	<p>COMPONENT 2: THEMATIC STUDIES Theme D: Religion, Peace & Conflict</p> <ul style="list-style-type: none"> Peace and Justice Forgiveness and Reconciliation Violence, including violent protest (2 lessons) Terrorism (2 lessons) War (2 lessons) Nuclear War (2 lessons) The Just War Theory The Holy War Revision 	<p>COMPONENT 2: THEMATIC STUDIES Theme E: Religion, Crime & Punishment</p> <ul style="list-style-type: none"> The aims of punishment (2 lessons) The aims of punishment (religious attitudes) The treatment of criminals Prison Corporal punishment Community service Forgiveness (2 lessons) The death penalty (2 lessons) Revision Assessment DIRT <p>-----</p> <p>COMPONENT 2: THEMATIC STUDIES Theme B: Religion and</p>		

			<p>happiness fit in Christianity? Part 2</p> <ul style="list-style-type: none"> • What does a secular view of happiness look like, and how does it compare with ideas in religion? • Should happiness be the purpose of life? • Revision • Assessment • DIRT 		<p>Life: The Origins of the Universe & Life</p> <ul style="list-style-type: none"> • Relationship between scientific views (Big Bang Theory & Religious Views) • Relationship between scientific views (Evolution & Religious Views) 		
<p>Spring 1 (January – February half term)</p>	<p>What is so radical about Jesus?</p> <ul style="list-style-type: none"> • Who were the Jewish people expecting to save them? • Mid-point assessment • How does the role of women in Jesus' life have an impact on how radical he was? • How do Jesus' views towards inequality and injustice have an impact on how radical he was? • What is so radical about Jesus? • Assessment 	<p>What is ethics?</p> <ul style="list-style-type: none"> • Mid-point assessment • What is the banality of evil? • Are we more than mere matter? • How ethical is artificial intelligence? • Are animals as important as humans? • Assessment • DIRT 	<p>What difference does it make to believe in..?</p> <ul style="list-style-type: none"> • What do we value? • What does it mean to be chosen? • What Christian concepts have stood the test of time? • Is there any benefit to serving others? • What concepts are important to Muslims? • What do we believe? • Revision • Assessment • DIRT <p>-----</p> <p>Does living biblically</p>	<p>COMPONENT 2: THEMATIC STUDIES Theme D: Religion, Peace & Conflict</p> <ul style="list-style-type: none"> • Assessment • DIRT • Religion and Belief as a cause of war and violence (2 lessons) • Religious understanding of and attitudes to pacifism (2 lessons) • Religion and peace-making in the 21st Century • Religious responses to victims of war (2 lessons) 	<p>COMPONENT 2: THEMATIC STUDIES Theme B: Religion and Life: The Origins of the Universe & Life</p> <ul style="list-style-type: none"> • Religious teachings about the origins of the universe & origins of human life • Why scientific and religious teachings might be considered incompatible (2 lessons) • Revision • Assessment • DIRT (+ knowledge quiz whole course) • Religious teachings about the value of 		

	<ul style="list-style-type: none"> • DIRT 		<p>mean obeying the whole Bible?</p> <ul style="list-style-type: none"> • What is a moral code? How do Christians use the Bible to help them live? • What is a moral code? How do Christians use the Bible to help them live? • What is a moral code? How do Christians use the Bible to help them live? • Why did some people have a problem with Jesus? • Why did some people have a problem with Jesus? • Revision • Assessment • DIRT 	<ul style="list-style-type: none"> • Revision • Assessment <p>DIRT (+ knowledge quiz whole course)</p> <p>-----</p> <p>COMPONENT 2: THEMATIC STUDIES</p> <p>Theme A: Relationships & Families</p> <ul style="list-style-type: none"> • Human sexuality (Heterosexual & Homosexual relationships) (2 lessons) • Sexual relationships before and outside of marriage (2 lessons) • Contraception and family planning (2 lessons) 	<p>the world and the duty of human beings to protect it</p> <ul style="list-style-type: none"> • Religious teachings about the use and abuse of the environment • Religious teachings about the use and abuse of animals • Revision • Assessment • DIRT (+ knowledge quiz whole course) • Sanctity and quality of life • Religious teachings about abortion (2 lessons) • Religious teachings about euthanasia (2 lessons) • Religious teachings about death and an afterlife. • Revision • Assessment • DIRT <p>-----</p> <p>Revision</p> <ul style="list-style-type: none"> • Christianity revision • Past paper practice • DIRT 		
Spring 2	How can people express the spiritual	Should religious buildings be sold to	COMPONENT 1: THE STUDY OF RELIGIONS:	COMPONENT 2: THEMATIC STUDIES	Revision <ul style="list-style-type: none"> • Islam revision 		

<p>(February – Easter)</p>	<p>through the arts?</p> <ul style="list-style-type: none"> • What's the difference between spiritual and religious? • How do Christians express beliefs and devotion through visual art? • How do Christians make spiritual music? • Mid-point assessment • What is the point of a Sand Mandala? • What is the purpose of the Shinnyo-en Lantern Floating ceremony? 	<p>feed the starving?</p> <ul style="list-style-type: none"> • Do religious people do more to help the starving? • What difference does a Mosque make to Muslim life? • Why is prayer so important to Muslims? • What does the Sikh community do through its worship and building to combat poverty? • Mid-point assessment • How much wealth is there in Christian buildings? 	<p>BELIEFS, TEACHINGS AND PRACTICES</p> <p>Christianity – Key beliefs: The Nature of God</p> <ul style="list-style-type: none"> • God as omnipotent, loving and just • The oneness of God and the Trinity • The creative Word and how this influences Christian understanding of creation (2 lessons) • Classical teaching about life after death, judgement and heaven and hell (2 lessons) • Revision • Formative assessment • DIRT <p>Christianity – The Person of Jesus Christ</p> <ul style="list-style-type: none"> • The theological concept of incarnation and its meaning • Crucifixion as a historical reality and a theological event (2 lessons) • Using the narratives to come to an understanding of the resurrection 	<p>Theme A: Relationships & Families</p> <ul style="list-style-type: none"> • Revision • Assessment • DIRT • Nature of families • Purpose of families • Contemporary family issues • Roles of men and women (3 lessons) • Revision • Assessment • DIRT 	<ul style="list-style-type: none"> • Past paper practice • DIRT • Theme 1 revision • Past paper practice • DIRT • Theme 2 revision 		
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<p>Summer 1</p> <p>Easter – May half term)</p>	<p>How can people express the spiritual through the arts?</p> <ul style="list-style-type: none"> • What is Jewish klezmer music? • What is the ‘idea of the Holy’? • Assessment • DIRT <p>What is good and challenging about being a Muslim/Buddhist teenager in Britain today?</p> <ul style="list-style-type: none"> • How do teenagers express their commitments? • What is it like to be a young Muslim in Britain? 	<p>Should religious buildings be sold to feed the starving?</p> <ul style="list-style-type: none"> • What are the deeper meanings of Christian worship? • What does Christian worship in the 21st Century look like? • What does it mean to talk about the ‘function of worship’ in the sociology of religion? • What are the best arguments about whether religious buildings should be sold to feed the starving? • Assessment • DIRT 	<p>Christianity – The Person of Jesus Christ</p> <ul style="list-style-type: none"> • How Jesus Christ is the key to Christian teaching and beliefs about sin and salvation (3 lessons) • Revision • Summative assessment • DIRT <p>-----</p> <p>Christianity – Worship & Festivals (Different forms of worship and their significance)</p> <ul style="list-style-type: none"> • Key differences in types of worship (2 lessons) • The Lord’s Prayer, set prayers and informal prayer • Theological understanding of the concept of sacrament and how this applies to the practice of some churches • A memorialist 	<p>COMPONENT 1: THE STUDY OF RELIGIONS: BELIEFS, TEACHINGS AND PRACTICES</p> <p>Islam</p> <ul style="list-style-type: none"> • The 6 articles of faith in Sunni Islam (2 lessons) • The 5 roots of Usul ad-Din in Shi’a Islam (2 lessons) • The oneness of God (Tawhid) • The nature of God 	<p>Revision</p> <ul style="list-style-type: none"> • Theme 2 revision • Past paper practice • DIRT • Theme 3 revision • Past paper practice • DIRT • Theme 4 revision • Past paper practice • DIRT 	

			<p>understanding of believer's baptism and the importance of this understanding to the practice of some churches</p> <ul style="list-style-type: none"> • Revision • Formative assessment • DIRT 				
<p>Summer 2</p> <p>*In this half term, all year groups are short by one week. This is to enable the full Scheme of Learning to be covered despite Bank Holidays and event days that take away lesson time*</p>	<p>What is good and challenging about being a Muslim/Buddhist teenager in Britain today?</p> <ul style="list-style-type: none"> • How can Muslims respond when they are pictured as terrorists or fanatics? • Mid-point assessment • What is jihad and how can it be understood by non-Muslims? • What do the three treasures give to Buddhists today? • What is the value of belonging to the Buddhist community? • What types of evil and suffering are 	<p>Does religion help people to be good?</p> <ul style="list-style-type: none"> • What difference does having a faith make to living? • What good comes of going to a place of worship? • Mid-point assessment • What codes for living are important to people? • How does Buddhism help people to live a good life? • Does religion always lead people to be good? • Assessment • DIRT 	<p>Christianity – Worship & Festivals (Different forms of worship and their significance)</p> <ul style="list-style-type: none"> • The sacramental nature of Holy Communion and the way this influences some churches (CofE/RC) • The sacramental nature of Holy Communion and the way this influences some churches (Orthodox Christian) • Memorialist understanding of Holy Communion (Baptist & Pentecostal) • Revision • Formative assessment • DIRT 	<p>COMPONENT 1: THE STUDY OF RELIGIONS: BELIEFS, TEACHINGS AND PRACTICES</p> <p>Islam</p> <ul style="list-style-type: none"> • Angels • Predestination (al-Qadr) and human freedom • Life after death (Aakhirah) • Prophethood (Risalah) • The Qur'an (2 lessons) • Other holy books • The Imamate in Shi'a Islam • Timed Assessment • DIRT 	-		

	caused by humanity? <ul style="list-style-type: none">• Assessment• DIRT		<ul style="list-style-type: none">• Pilgrimage Lourdes• Pilgrimage Iona• Christmas• Easter• Revision• Summative assessment• DIRT				
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