



Liden Academy
RE Progression

Date of approval: September 2022
Approved by: Liden Academy Committee
Date of review: September 2024

Liden Academy Progression of Knowledge, Skills and Understanding in RE

Purpose

Religious education contributes dynamically to children’s and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews. Also they should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. There are opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond. A key aim is to learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to **differ**.

Key Concepts

Incarnation, God/Creation, Salvation, Gospel,

Curriculum overview EYFS to Year 6

Religious Education – Long Term Plan – 2022/2023						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Christianity Judaism Hinduism Sikhism Islam	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Year 1 Christianity Judaism	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Year 2 Christianity Islam	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
Year 3 Christianity Hinduism	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus’ Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is ‘good’ about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
Year 4 Christianity Judaism	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
Year 5 Christianity Hinduism	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God?	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true?	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die?	Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

	Religion: Hinduism	Religion: Christianity		Religion: Christianity	Religion: Hinduism
Year 6 Christianity Islam	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i>

EYFS

The EYFS curriculum consists of 6 themes. These are:

What makes people special?	What is Christmas?	How do people celebrate	What is Easter?	What can we learn from stories?	What makes places special?
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These cover the following EYFS early learning goals:

Communication and Language	Personal, Social and Emotional Development	Understanding the World
<ul style="list-style-type: none"> Listening and Attention <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Curriculum Progression: Swindon Agreed Syllabus for RE Outcomes met using Discover RE scheme

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews
- Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews

Know about and understand a range of religious and non-religious worldviews so they can:
<ul style="list-style-type: none"> • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals • identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Y1	Y2	Y3	Y4	Y5	Y6
Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Concept: Salvation Key Content: Preparing for a special person The Messiah Religion: Christianity	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Key Content: Good Samaritan, Love your neighbour, Healing the paralysed man	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation Key Content: Jesus and the blind man- The paralysed man – Miracles Religion: Christianity	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Concept: Incarnation Key Content: Christmas symbols, angel, star, gifts, Incarnation, Christingle	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Key Content: Love your neighbour, Faith in action, Christian charities, Mother Teresa, Martin Luther King, prayer, Communion, church. Religion: Christianity	

	Religion: Christianity		Religion: Christianity		
	Theme: Christmas – Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world? Concept: Incarnation Key Content: Saviour, Advent, Jesus' teachings, Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Concept: Salvation Key Content: The Last Supper, Crucifixion, forgiveness Religion: Christianity		Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Key Content: Good deeds, Rama, re-incarnation, Sadhu Religion: Hinduism	
	Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Key Content: Prayer, commitment to Allah Religion: Islam	Theme: Pilgrimage to the River Ganges Key Question: How can Brahman be everywhere and in everything? Key Content: Brahman, deities, Ganesha, Trimurti, Religion: Hinduism			
	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Key Content: Mosque, washing, prayer in a mosque. Religion: Islam				

Milestones

Know about and understand a range of religious and non-religious worldviews so they can:		
Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals		
End of KS1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	End of KS2 Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	End of KS3 Explain and interpret ways that the history and culture of religious and non-religious worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religious and non-religious worldviews		
End of KS1 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	End of KS2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	End of KS3 Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religious and nonreligious worldviews as coherent systems or ways of seeing the world;
Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.		
End of KS1 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	End of KS2 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	End of KS3 Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them
Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews aso they can:		
<ul style="list-style-type: none"> • explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • appreciate and appraise varied dimensions of religion. 		

Y1	Y2	Y3	Y4	Y5	Y6
Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Theme: Easter – Resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion?	Theme: Christmas Key Question: Has Christmas lost its true meaning?	Theme: Easter Key Question: Is forgiveness always possible for Christians?	Theme: Christmas Key Question: Is the Christmas story true?	Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Concept: Incarnation Key Content: Giving – care taken as to the choice of gift Religion: Christianity	Concept: Salvation Key Content: Easter symbols – resurrection- new life – egg Religion: Christianity	Concept: Incarnation Key Content: Symbols, key message to Christians, ways of celebrating. Religion: Christianity	Concept: Salvation Key Content: The Last Supper, Forgiveness, Jesus’ teachings on enemies, anger, revenge, Religion: Christianity	Concept: Incarnation Key Content: Christmas story Religion: Christianity	Concept: Incarnation Key Content: Celebrations and traditions, symbols Religion: Christianity
Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Key Content: Special day – Shabbat meal – synagogue Religion: Judaism		Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Key Content: Story of Rama and Sita, Divali, Lakshmi, temple Religion: Hinduism	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Key Content: Rites of Passage and good works, Shabbat, Bar/Bat Mitzvah, Mitzvoth, Tu B’Shevat Religion: Judaism	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Concept: Salvation Key Content: Last Supper, Holy week, Crucifixion Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept: Gospel Key Content: Festivals, charities, Christianity in society Religion: Christianity
Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Key Content: Forgiveness – repentance – Food and symbolism New year plans, prayer, synagogue Religion: Judaism		Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Key Content: River Ganges, pilgrimage, funeral customs, Varanasi Religion: Hinduism		Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Key Content: Is there a soul? trimurti, God, deities, Religion: Hinduism	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Key Content: Actions/consequences, Greater Jihad, Military Jihad, Qur’an, Lesser Jihad/Holy War Religion: Islam

Milestones

Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews		
Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities		
End of KS 1 Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	End of KS 2 Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	End of KS3 Explain the religious and non-religious worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value		
End of KS 1 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	End of KS 2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	End of KS3 Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religious and nonreligious worldviews, accounting for the impact of diversity within and between communities;
Appreciate and appraise varied dimensions of religion		
End of KS 1 Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	End of KS 2 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	End of KS3 Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;

Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:
<ul style="list-style-type: none"> investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all articulate clearly beliefs, values and commitments

Y1	Y2	Y3	Y4	Y5	Y6
Theme: Creation Story Key Question: Does God want Christians to look after the world? Concept: God/Creation Key Content:	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim?		Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians?	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God?	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Concept: Salvation Key Content:

Creation Story - environmental issues recycling/ stewardship Religion: Christianity	Key Content: Pilgrimage – Hajj – Makkah – significance – 5 pillars Religion: Islam		Key Content: Church, baptism, Eucharist, worship, daily life, prayer Religion: Christianity	Key Content: Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage Religion: Hinduism	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love Religion: Christianity
Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Concept: Incarnation Key Content: Zacchaeus -- Jesus stills the storm. Lazarus – friendship Religion: Christianity			Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Key Content: Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema Religion: Judaism		Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Key Content: Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War Religion: Islam
			Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Key Content: Kashrut, Kosher, Passover, Seder Meal Religion: Judaism		Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Key Content: 5 pillars – prayer – charity -fasting – Hajj pilgrimage. Religion: Islam

Milestones

Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews		
Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively		
End of KS 1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	End of KS 2 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	End of KS 3 Explore some of the ultimate questions that are raised by human life in ways that are well-informed, and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Enquire into what enables different communities to live together respectfully for the wellbeing of all		
End of KS 1 Find out about and respond with ideas to examples of co-operation between people who are different;	End of KS 2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	End of KS3 Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religious and non-religious worldviews;
Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		
End of KS 1 Find out about questions of right and wrong and begin to express their ideas and opinions in response.	End of KS 2 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	End of KS3 Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Year 7 Dorcan Academy feeder school Curriculum

<p>Curriculum Intent:</p> <p>Aim: The Dorcan Academy RE Curriculum encourages students to question different beliefs, practices, and ideas within their society. It empowers students to become tolerant and understanding young people, standing up to stereotypes and fighting common misconceptions about religious and non-religious communities within our society.</p> <p>How we do this: Students are required to come to RE lessons with an open and enquiring mind. They are expected to come to lessons ready to learn, and challenge themselves, and in return we will ensure their lessons are challenging, engaging, and inspiring to support this.</p> <p>Wider Key Skills:</p> <p>Communication skills Students will be able to communicate effectively via a clear and coherent voice using the correct language and style. These skills are harnessed, developed and mastered through collaborate work with peers, debates, presentations and interviewing people.</p> <p>Interpretation Students will be able to interpret Sources of Wisdom and Authority, as well as key religious teachings and government Acts from a range of different perspectives. Students need to understand a range of interpretations of teachings, as well as how to apply them.</p> <p>Empathy Helps us to understand the impact of past events on particular individuals or groups, and apply them to the rationale for different beliefs.</p> <p>Analytical skills</p>
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Year Group: 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	A-E of Religion	F-J of Religion	K-N of Religion	O-R of Religion	S-V of Religion	W-Z of Religion
Key Content/ Knowledge	<ul style="list-style-type: none"> • Atheism • Religious dress • Creation • Evolution • Extremism 	<ul style="list-style-type: none"> • Forgiveness • Gods and goddesses • Heaven and hell • Idols and icons • Jesus 	<ul style="list-style-type: none"> • Kosher and Halal • Laws • Muhammad • Norse Gods 	<ul style="list-style-type: none"> • Omni words • Prophets • Qur'an • Religious Leaders 	<ul style="list-style-type: none"> • Sin and salvation • Trinity • Ummah • Virtue and values 	<ul style="list-style-type: none"> • Worldwide church • Xenophobia • Yom Kippur • Zoroastrianism and other religions
Skills Covered	Define, describe, explain, influence	Define, describe, explain, influence, contrast, evaluate	Define, describe, explain, influence, contrast, evidence	Define, describe, explain, influence, contrast, evidence, evaluate	Define, describe, explain, influence, contrast, evidence, evaluate	Define, describe, explain, influence, contrast, evidence, evaluate
Assessment	Baseline assessment. Written end of unit assessment	Written cumulative end of unit assessment	Written cumulative end of unit assessment	Written cumulative end of unit assessment	Written cumulative end of unit assessment	Written end of unit assessment

Students will be able to examine information from a variety of Sources of Wisdom and Authority or historical religious figures. Students need to be able to examine the validity and value of different arguments from a range of perspectives.

Research skills

Students will be able to examine and process information from a large number of religious texts and other sources.

Writing skills

Students will be able to write in an academic style. They will be able to construct logical and sophisticated answers through analysing and evaluating different perspectives, using Sources of Wisdom and Authority to explain a wide range of views.

Social

Working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds.

Participating in a range of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Accepting and engaging with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Moral

Recognising the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Understanding of the consequences of their behaviour and actions.

Investigating and offering reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues.

Spiritual

Being reflective about students own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Having an enjoyment and fascination in learning about themselves, others and the world around them.

The use of imagination and creativity in their learning including the willingness to reflect on their experiences.

Cultural

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.

- Understanding Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

- The willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

- Developing an Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Year 7 Dorcan Academy RE Curriculum