

TBS Curriculum Map

Year: 7

Subject: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Truth and values	Truth and values	Christianity	Christianity	Sikhism	Sikhism
Skills	Philosophy Use of evidence Investigation - asking relevant questions Spiritual - considering why people have faith. (personal and emotional) Expression – the ability to articulate ideas, beliefs and values	Ethics Moral - considering how people establish their moral rules and why they follow them. Analysis - distinguishing between opinion, belief and fact. Thinking - consider their rights and responsibilities	Beliefs and practices Social - considering how the UK is influenced by Christianity. Application – making links between religion and individual, community, national and international life	Beliefs and practices Cultural - looking at how religion has affected UK culture and the resultant positive and negative views of faith Expression – the ability to articulate ideas, beliefs and values	Beliefs and practices Expression - the ability to respond to religious ideas, beliefs and values Self-understanding - the ability to draw meaning from significant experiences in their own and others’ lives and from Sikhism	Beliefs and practices Empathy - the ability to see the world through the eyes of others, and to see issues from their point of view. Synthesis - connecting different aspects of Sikhism into a meaningful whole.
Knowledge	Reflection on ideas: What is knowledge? Can we trust our senses? What is truth? Ultimate questions Creation Myths Other myths such as the Loch Ness Monster and UFOs Does God exist? The meaning of Christmas	Reflection on ideas: Introduction to ethics Absolute and relative values The value of life The principle of equality Environmental ethics Is money good or bad? Business ethics Justice Rights of a child	Origins of Christianity Christian heroes Jesus The Bible Christian groups in the UK Christianity across the world and in art	Different Christian practices across the world Christianity and making a difference in the world Is the UK a Christian country?	The Guru Granth Sahib The Gurdwara What do Sikhs believe? Sikh values and the naming ceremony The Turban	The Gurus The Golden Temple The Sikh Diwali Vaisakhi Being a Sikh in Britain today
Cultural Capital			Careers week – visiting pastor		Handling of replica religious artefacts	
Curriculum overlap		History		PSHE	History	PSHE

TBS Curriculum Map

Year: 8

Subject: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Hinduism	Hinduism	Islam	Islam	Buddhism	Buddhism
Skills	<p>Beliefs</p> <p>Social – listening and responding respectfully when encountering people from different faiths and beliefs.</p> <p>Self-understanding - the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers</p>	<p>Practices</p> <p>Writing - develop logical arguments and cite evidence from religious texts</p> <p>Research - make appropriate use of the internet to investigate, analyse and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues</p> <p>Expression – through art</p>	<p>Beliefs and practices</p> <p>Application – identifying key Islamic values and their links with secular values.</p> <p>Empathy - developing the power of imagination to identify feelings such as love, forgiveness and sorrow through learning the life of Prophet Muhammad</p>	<p>Beliefs and practices</p> <p>Research - make appropriate use of the internet to investigate, analyse and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues</p> <p>Analysis - recognising bias, prejudice and stereotyping</p>	<p>Beliefs and practices</p> <p>Empathy - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow through learning the life of Buddha.</p> <p>Synthesis – reflection and connecting different aspects of Buddhism into a meaningful whole.</p>	<p>Beliefs and practices</p> <p>Self-understanding - the ability to draw meaning from significant experiences in their own and others’ lives and from religious questions and answers.</p> <p>Social - show both empathy and critical awareness.</p> <p>Expression – through art</p>
Knowledge	<p>India</p> <p>Brahman</p> <p>Atman</p> <p>God in image</p>	<p>Puja</p> <p>Samsara</p> <p>The Avatar</p> <p>Dance and Drama</p>	<p>Submission</p> <p>The Prophet Muhammad</p> <p>Who is Allah?</p> <p>The Mosque</p> <p>Salah</p>	<p>Zakah</p> <p>Hajj</p> <p>Music and Poetry</p> <p>Art</p> <p>Jihad</p> <p>Veil and Halal</p>	<p>The life of Buddha</p> <p>Suffering</p> <p>Overcoming suffering and the Eightfold Path</p> <p>Vihara</p> <p>Compassion</p>	<p>Meditation: prayer flags and wheels; Art; Buddha’s head</p> <p>Hinduism and the Environment</p>
Cultural Capital	<p>Works of art</p> <p>Dance and drama</p>	<p>Handling of replica religious artefacts</p>	<p>Presentation skills</p>	<p>Music, poetry and works of art</p>	<p>Handling of replica religious artefacts</p>	<p>Works of art</p>
Curriculum overlap	<p>Geography</p>	<p>Dance and Drama</p>		<p>Art</p>		<p>Geography</p>

TBS Curriculum Map

Year: 9

Subject: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Challenges to faith	Challenges to faith	Ethics	Ethics	Judaism	Judaism
Skills	<p>Personal and emotional - reflect on their experiences and how these might relate to their learning in RE</p> <p>Collaborating - work both independently and collaboratively with others</p> <p>Social - listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs</p> <p>Composing arguments and debating</p>	<p>Critical thinking - think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways.</p> <p>Writing - weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p> <p>Reading - consider how and why texts have been influential and significant</p>	<p>Critical thinking - establishing what is right and wrong</p> <p>Writing - present material clearly, using appropriate layout and develop logical arguments and cite evidence;</p> <p>Debating - analyse critically their own and others' points of view.</p>	<p>Writing - use specialist vocabulary accurately and consistently</p> <p>Analysis - distinguishing between opinion, belief and fact; recognising bias, prejudice and stereotyping;</p>	<p>Beliefs and practices</p> <p>Writing - use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs</p> <p>Learning and thinking - investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding</p>	<p>Beliefs and practices</p> <p>Literacy - write in different styles such as poetry, diaries, extended writing and the synthesis of beliefs and ideas.</p> <p>Reading - make connections between different parts of a text</p> <p>Collaborating - work both independently and collaboratively with others</p>
Knowledge	<p>Reflections on: Why do people believe? How does science challenge belief? Is God out there? The idea of chance Suffering</p>	<p>Reflections on: Is belief in God reasonable? Slavery and civil rights MLK Malcolm X</p>	<p>Abortion Euthanasia Feminism</p>	<p>Saviour siblings Animal rights War Peace</p>	<p>Abraham Jewish signs and symbols</p> <p>Introduction to the Holocaust</p> <p>Jewish identity</p>	<p>Jewish art; music; poetry; literature</p> <p>Responses to the Holocaust: challenges to faith memorials</p>
Cultural Capital	BAME Global citizenship			Presentation skills		
Curriculum overlap	Science	History	History PSHE	PSHE	History	History

TBS Curriculum Map

Year: 10

Subject: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Christianity: Beliefs and teachings	Christianity: Practices	Islam: Beliefs and teachings	Islam: Practices	Christianity, philosophy and ethics in the modern world from a religious perspective: Relationships and families	Christianity, philosophy and ethics in the modern world from a religious perspective: Relationships and families
Skills	<p>Investigation - develop knowledge and understanding of Christianity</p> <p>Analysis – understanding teachings and sources of wisdom and authority of Christianity through their reading of key religious texts, other texts, and scriptures</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</p>	<p>Interpretation- understand significant common and divergent views and practices within Christianity</p> <p>Writing - the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p>	<p>Investigation - develop knowledge and understanding of Islam</p> <p>Analysis – understanding teachings and sources of wisdom and authority of Islam through their reading of key religious texts, other texts, and scriptures</p> <p>Engage with questions of belief, value, meaning, purpose, truth, and their influence on human life</p>	<p>Interpretation- understand significant common and divergent views and practices within Islam</p> <p>Writing - the ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</p>	<p>Interpretation - understand the influence of religion on individuals, communities and societies</p> <p>Writing and evaluation - the ability to argument issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.</p>	
Knowledge	Nature of God; Trinity Biblical accounts of the creation Story; Role and purpose of human beings; Interpretations of Genesis	Worship Sacraments Prayer Pilgrimage Celebrations	Core beliefs Tawhid Belief in Imams Belief in divine justice Prophethood	Public acts of worship – shahadah and salah Private acts of worship Zakah Sawm Hajj Id-ul-Adha	Relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination	

TBS Curriculum Map

	<p>Problem of evil and suffering and righteous God</p> <p>Jesus Christ</p> <p>Role of Jesus' teachings and life as an example for Christians</p> <p>Christian love and belief about Jesus</p> <p>Jesus' teaching in the Sermon on the Mount</p> <p>Incarnation, resurrection and ascension</p> <p>Concept of salvation</p> <p>Eschatological beliefs</p>	<p>Church in the local community and living practices</p> <p>Mission</p> <p>Role of the church in the wider world</p>	<p>The role and importance of the prophets</p> <p>Muhammad</p> <p>Books (Kutub)</p> <p>Angels</p> <p>Eschatological beliefs</p> <p>Life After Death</p>	<p>Id-ul-Fitr</p> <p>Id-ul-Ghadeer</p> <p>Ashura</p> <p>Jihad</p>	
Cultural Capital	<p>Global citizenship</p> <p>Handling of replica religious artefacts</p>				
Curriculum overlap					<p>PSHE</p> <p>History</p>

TBS Curriculum Map

Year: 11

Subject: RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Christianity, philosophy and ethics in the modern world from a religious perspective: the existence of God	Christianity, philosophy and ethics in the modern world from a religious perspective: religion, peace and conflict	Christianity, philosophy and ethics in the modern world from a religious perspective: dialogue within and between religions and non-religious beliefs	Revision and exam preparation	Revision and exam preparation	
Skills	Understand the influence of religion on individuals, communities and societies Writing - the ability to construct well-argued, well-informed, balanced and structured written arguments					
Knowledge	The existence of God, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment	Religion, peace and conflict; violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation	Religious and non-religious beliefs' responses to critiques of their beliefs Study of a range of attitudes towards those with different religious views – inclusivist, exclusivist and pluralist approaches.	Revision of topics with particular focus on answering exam style questions	Revision of topics with particular focus on the Paper 3 (thematic studies)	
Cultural Capital						
Curriculum overlap		History				