
		Cycle A LTP for KS3 Religious Education		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Justice and Freedom Key question – Is it Fair? <ul style="list-style-type: none"> Identity and values 	Justice and Freedom Key question – Is it Fair? <ul style="list-style-type: none"> Identity and values 	Hopes and Visions Key question – What is life about? How should I live my life? <ul style="list-style-type: none"> Meaning and Purpose
	Knowledge & skills development	Believing: <ul style="list-style-type: none"> To explore global issues relating to justice, fairness and freedom To explore and recall the teachings of at least 2 different religions in relation to justice, fairness and freedom To begin to recognise that many of our rules today have a religious basis To begin to recognise the need for rules in upholding fairness Living: <ul style="list-style-type: none"> To experience rules in ensuring justice, fairness and freedom To begin to consider what should happen when rules are broken To experience/demonstrate forgiveness and know that people of faith believe in forgiveness Thinking: <ul style="list-style-type: none"> To demonstrate a basic personal understanding of justice, fairness and freedom To reflect and share a personal response on what various religions teach us about justice, fairness and freedom Core knowledge to be covered: <ol style="list-style-type: none"> Definitions of fairness (and equality) and justice 10 Commandments and 5 Pillars of Islam Bible parable about social injustice 1 Christian and 1 Islamic story about justice, fairness and freedom 	Believing: <ul style="list-style-type: none"> To understand and describe global issues relating to justice, fairness and freedom To compare and contrast the teachings of at least 2 different religions in relation to justice, fairness and freedom To relate some of our rules / laws today to the religious rules from which they are derived To explain the need for rules in upholding fairness Living: <ul style="list-style-type: none"> To evaluate rules in ensuring justice, fairness and freedom To consider what should happen when rules are broken and suggest why To understand and reflect on the importance on forgiving others and know that people of faith believe in forgiveness Thinking: <ul style="list-style-type: none"> To demonstrate an awareness of different interpretations of justice, fairness and freedom e.g. <i>equity versus equality</i> To reflect and share a personal response on what various religions teach us about justice, fairness and freedom Core knowledge to be covered: <ol style="list-style-type: none"> Definitions of fairness (and equality) and justice 10 Commandments and 5 Pillars of Islam Bible parable about social injustice 1 Christian and 1 Islamic story about justice, fairness and freedom 	Believing: <ul style="list-style-type: none"> To understand that religion offers hope in the face of suffering To learn about the contracts made between God and people in various religions (e.g. 10 commandments / 5 Pillars of Islam etc) To know that people are not perfect and that there is suffering in the world Living: <ul style="list-style-type: none"> To learn about how Christians are working to try and get rid of suffering – at the local / national / international level. Thinking: <ul style="list-style-type: none"> To consider whether all people suffer To think of ways that I can help others who are suffering Core knowledge to be covered: <ol style="list-style-type: none"> Non-ultimate questions have a factual / universally agreed answer / Ultimate questions have different possible answers and cannot be proven 1 Christian and 1 Muslim story which teaches how we Christians / Muslims should live their lives and follow the teachings of God / Allah 5 Pillars of Islam and the 10 Commandments as the basis of how Muslims / Christians should live their lives An example of how these teachings are practiced by faith members in the local community
Spring	Key area of understanding	Pilgrimage Key question – Why do people of faith make a pilgrimage? <ul style="list-style-type: none"> Beliefs and Practices 	Pilgrimage Key question – Why do people of faith make a pilgrimage? <ul style="list-style-type: none"> Beliefs and Practices 	Living a Faith: Rites of Passage Key question – What gives us a sense of identity and belonging? <ul style="list-style-type: none"> Identity and values
	Knowledge & skills	Believing: <ul style="list-style-type: none"> To know and begin to recall some sacred places for 	Believing: <ul style="list-style-type: none"> To research and describe sacred places for 	Believing:

	development	<p>different religions</p> <ul style="list-style-type: none"> To explore pilgrimage for different religions <p>Living:</p> <ul style="list-style-type: none"> To identify some places of significance in the local community <p>Thinking:</p> <ul style="list-style-type: none"> To identify and give a simple opinion about places that are important to me To express a simple opinion on pilgrimage <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> To know what a sacred place is To know about a range of sacred places of pilgrimage from major world religions and the reason why these places have become sacred. <ul style="list-style-type: none"> Christianity - Lourdes, France (as a place of healing) / Saint Bernadette, Islam - Mecca, Saudi Arabia Buddhism - Lumbini Bridge, Nepal Key similarities between the pilgrimages of different world religions 	<p>different religions</p> <ul style="list-style-type: none"> To understand and explain the importance of pilgrimage for people of faith <p>Living:</p> <ul style="list-style-type: none"> To describe places of significance in the local community <p>Thinking:</p> <ul style="list-style-type: none"> To describe and explain the significance of places that are important to me To express and justify an opinion on pilgrimage <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> To know what a sacred place is To know about a range of sacred places of pilgrimage from major world religions and the reason why these places have become sacred. <ul style="list-style-type: none"> Christianity - Lourdes, France (as a place of healing) / Saint Bernadette, Islam - Mecca, Saudi Arabia Buddhism - Lumbini Bridge, Nepal Key similarities between the pilgrimages of different world religions 	<ul style="list-style-type: none"> Baptism: promises made to God and to the community, marks entry into the community of believers who are trying to get rid of the suffering and make the world a better place Nam Karan: entry into Sikh Khalsa (community); use of Guru Granth Sahib in naming the child <p>Living:</p> <ul style="list-style-type: none"> Exploring different types of baptism: Identifying of and comparison between key features of baptism service and Sikh naming ceremony <p>Thinking:</p> <ul style="list-style-type: none"> Are names important? Why are some promises really special? <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Baptism (Christianity) and Nam Karan (Sikhism) Confirmation - This marks the Christian transition into adulthood where a person is choosing to be baptised and make a commitment to live a Christian life. The person being confirmed will often choose a confirmation name (a Saint's name with whom they feel they share similar characteristics – compare this with Native American naming ceremony). Bar Mitzvah / Bat Mitzvah and the Amrit ceremony. – To know that in the Jewish religion, girls are considered adult (responsible for their own actions in the eyes of God) at 12 and boys at 13. To know that Sikhs choose to undertake their coming of age ceremony when they feel they are ready.
Summer	Key area of understanding	<p>Passover</p> <p>Key questions – Where does people's faith come from? How do people express their faith?</p> <ul style="list-style-type: none"> Meaning and Purpose 	<p>Passover</p> <p>Key questions – Where does people's faith come from? How do people express their faith?</p> <ul style="list-style-type: none"> Meaning and Purpose 	<p>Places of Worship</p> <p>Key question – How do people express their faith?</p> <ul style="list-style-type: none"> Beliefs and Practices
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To explore the significance of Passover and other religious celebrations relating to justice and freedom 	<p>Believing:</p> <ul style="list-style-type: none"> To understand and explain the significance of Passover and other religious celebrations relating to justice and freedom 	<p>Believing:</p> <ul style="list-style-type: none"> To explore the use of religious symbolism within faith buildings

		<ul style="list-style-type: none"> To explore / experience what faith means to people in different religions <p>Living:</p> <ul style="list-style-type: none"> To know how Jewish people celebrate Passover To recall simple details about people who have used their faith to help them achieve great things To identify some symbols in my community <p>Thinking:</p> <ul style="list-style-type: none"> To express a simple response / opinion to key beliefs of different religions <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> The Passover story and how Passover is celebrated. Jewish people have a covenant relationship with God. A modern example of a person of faith who has drawn on their faith to achieve great things. 	<ul style="list-style-type: none"> To consider what faith means to people in different religions <p>Living:</p> <ul style="list-style-type: none"> To know how and explain why Jewish people celebrate Passover To research and describe people who have used their faith to help them achieve great things To identify and explain the significance of symbols in my community <p>Thinking:</p> <ul style="list-style-type: none"> To express and justify a response / opinion to key beliefs of different religions <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> The Passover story and how Passover is celebrated. Jewish people have a covenant relationship with God. A modern example of a person of faith who has drawn on their faith to achieve great things. 	<ul style="list-style-type: none"> To consider how the rules of faith buildings reflect the beliefs of its faith members <p>Living:</p> <ul style="list-style-type: none"> To consider what a faith building is – looking at various interpretations of faith buildings in different communities and around the world <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on what makes a place special To consider whether some places are more special than others <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> The importance of a local church: role for local Christian community; significance of artefacts found within church, how and why people worship there students must also cover 1 – 2 other places of worship in depth Places of worship are important focal point for the local religious community and serve to keep that group connected / support one another and reinforce their religious identity in serving their God
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh’s learners.

		Cycle B LTP for KS3 Religious Education		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Saints and Heroes Key question – What makes a hero? <ul style="list-style-type: none"> Beliefs and Practices 	Saints and Heroes Key question – What makes a hero? <ul style="list-style-type: none"> Beliefs and Practices 	Hopes and Visions Key question – What is life about? How should I live my life? <ul style="list-style-type: none"> Meaning and Purpose
	Knowledge & skills development	Believing: <ul style="list-style-type: none"> To know and recall some key details of the lives of various modern day and Biblical heroes and Saints such as Moses, Noah, Jesus / Mother Theresa, Martin Luther King, Florence Nightingale To understand what a hero is and what a Saint is To recognise some good deeds performed by Saints / heroes Living: <ul style="list-style-type: none"> To know and begin to recall some information about a Patron Saint To experience and give a simple opinion of a celebration of a Patron Saint To experience the impact of a Saint on the Christian/Jewish communities. To experience the impact of a hero on a national / local community. Thinking: <ul style="list-style-type: none"> To know and give a simple opinion on the key teachings of Saints/heroes Core knowledge to be covered: <ol style="list-style-type: none"> Recognise key differences between a hero and a Saint Heroes/ saints serve as role models to their (religious) community A patron saint and their celebrated day 	Believing: <ul style="list-style-type: none"> To understand and describe the religious significance of various modern day and Biblical heroes and Saints such as Moses, Noah, Jesus / Mother Theresa, Martin Luther King, Florence Nightingale To identify similarities and differences in the teachings of Saints / heroes. To suggest what motivated Saints / heroes to do good deeds Living: <ul style="list-style-type: none"> To know and recall some information about a Patron Saint To suggest simple reasons for the social / religious importance of celebrating a Patron Saint To describe the impact of a Saint on the Christian/Jewish communities. To describe the impact of a hero on a national / local community. Thinking: <ul style="list-style-type: none"> To suggest simple reasons for worshipping / celebrating Saints / heroes Core knowledge to be covered: <ol style="list-style-type: none"> Recognise key differences between a hero and a Saint Heroes/ saints serve as role models to their (religious) community A patron saint and their celebrated day 	Believing: <ul style="list-style-type: none"> To understand that religion offers hope in the face of suffering To learn about the contracts made between God and people in various religions (e.g. 10 commandments / 5 Pillars of Islam etc) To know that people are not perfect and that there is suffering in the world Living: <ul style="list-style-type: none"> To learn about how Christians are working to try and get rid of suffering – at the local / national / international level. Thinking: <ul style="list-style-type: none"> To consider whether all people suffer To think of ways that I can help others who are suffering Core knowledge to be covered: <ol style="list-style-type: none"> Non-ultimate questions have a factual / universally agreed answer / Ultimate questions have different possible answers and cannot be proven 1 Christian and 1 Muslim story which teaches how we Christians / Muslims should live their lives and follow the teachings of God / Allah 5 Pillars of Islam and the 10 Commandments as the basis of how Muslims / Christians should live their lives An example of how these teachings are practiced by faith members in the local community
Spring	Key area of understanding	Community Key question – What does it mean to belong to a faith? <ul style="list-style-type: none"> Identity and values 	Community Key question – What does it mean to belong to a faith? <ul style="list-style-type: none"> Identity and values 	Living a Faith: Rites of Passage Key question – What gives us a sense of identity and belonging? <ul style="list-style-type: none"> Identity and values
	Knowledge & skills	Believing: <ul style="list-style-type: none"> To experience / know some simple rituals and 	Believing: <ul style="list-style-type: none"> To compare and contrast some simple rituals and 	Believing:

	development	<p>routines of various secular and religious groups</p> <ul style="list-style-type: none"> To recognise different groups (secular / religious) and give a simple opinion on how it feels to belong to a group <p>Living:</p> <ul style="list-style-type: none"> To begin to identify some secular and religious groups we belong to <p>Thinking:</p> <ul style="list-style-type: none"> To give an opinion on how being part of a group makes us feel To begin to state simple ways people in a group look after each other <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Recognise some key positives and negatives of belonging to a group Badges, uniforms, rituals are all important ways of creating a sense of belonging and identity for members of a (religious) group Symbols are an important way of preserving the beliefs and values of a group over time Symbolism in Easter celebrations- how they relate back to the story / its teachings and how they create a sense of shared Christian identity/belonging 	<p>routines of various secular and religious groups</p> <ul style="list-style-type: none"> To explore positive and negative impact of belonging to a secular / religious groups <p>Living:</p> <ul style="list-style-type: none"> To identify some secular and religious groups we belong to To suggest simple reasons why people join these groups (e.g. social / religious reasons) <p>Thinking:</p> <ul style="list-style-type: none"> To give an opinion on how being part of a group makes us feel and relate this to why people join secular or religious groups To state simple ways people in a group look after each other <p>Core knowledge to be covered:</p> <ul style="list-style-type: none"> Recognise some key positives and negatives of belonging to a group Badges, uniforms, rituals are all important ways of creating a sense of belonging and identity for members of a (religious) group Symbols are an important way of preserving the beliefs and values of a group over time Symbolism in Easter celebrations- how they relate back to the story / its teachings and how they create a sense of shared Christian identity/belonging 	<ul style="list-style-type: none"> Baptism: promises made to God and to the community, marks entry into the community of believers who are trying to get rid of the suffering and make the world a better place Nam Karan: entry into Sikh Khalsa (community); use of Guru Granth Sahib in naming the child <p>Living:</p> <ul style="list-style-type: none"> Exploring different types of baptism: Identifying of and comparison between key features of baptism service and Sikh naming ceremony <p>Thinking:</p> <ul style="list-style-type: none"> Are names important? Why are some promises really special? <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> Baptism (Christianity) and Nam Karan (Sikhism) Confirmation - This marks the Christian transition into adulthood where a person is choosing to be baptised and make a commitment to live a Christian life. The person being confirmed will often choose a confirmation name (a Saint's name with whom they feel they share similar characteristics – compare this with Native American naming ceremony). Bar Mitzvah / Bat Mitzvah and the Amrit ceremony. – To know that in the Jewish religion, girls are considered adult (responsible for their own actions in the eyes of God) at 12 and boys at 13. To know that Sikhs choose to undertake their coming of age ceremony when they feel they are ready.
Summer	Key area of understanding	<p>Our World Key question – Where does our world come from and how should we look after it?</p> <ul style="list-style-type: none"> Meaning and Purpose 	<p>Our World Key question – Where does our world come from and how should we look after it?</p> <ul style="list-style-type: none"> Meaning and Purpose 	<p>Places of Worship Key question – How do people express their faith?</p> <ul style="list-style-type: none"> Beliefs and Practices
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To experience / know some different secular and non-secular creation stories 	<p>Believing:</p> <ul style="list-style-type: none"> To compare and contrast different secular and non-secular creation stories 	<p>Believing:</p> <ul style="list-style-type: none"> To explore the use of religious symbolism within faith buildings

		<ul style="list-style-type: none"> To begin to understand some religious teachings about Man’s responsibility to look after our world <p>Living:</p> <ul style="list-style-type: none"> With support, identify simple ways that Creation Stories teach us about the beauty and wonder of the world Experience / begin to suggest ways in which we can look after our local environment <p>Thinking:</p> <ul style="list-style-type: none"> To express a simple opinion about Creation stories To express a simple opinion on some religious teachings about Man’s responsibility to look after our world <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> An understanding of the beauty / wonder and some of the patterns and rules present in the natural world The Creation story of 2 religions, including Christianity A traditional secular Creation story / Big Bang theory Examples of how man is failing to look after the environment Examples of how man is working to look after the environment An example of Christianity’s view on looking after our World 	<ul style="list-style-type: none"> To understand and describe some religious teachings about Man’s responsibility to look after our world <p>Living:</p> <ul style="list-style-type: none"> Identify simple ways that Creation Stories teach us about the beauty and wonder of the world Suggest ways in which we can look after our local environment <p>Thinking:</p> <ul style="list-style-type: none"> To express and justify a simple opinion about Creation stories To express and justify a simple opinion on some religious teachings about Man’s responsibility to look after our world <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> An understanding of the beauty / wonder and some of the patterns and rules present in the natural world The Creation story of 2 religions, including Christianity A traditional secular Creation story / Big Bang theory Examples of how man is failing to look after the environment Examples of how man is working to look after the environment An example of Christianity’s view on looking after our World 	<ul style="list-style-type: none"> To consider how the rules of faith buildings reflect the beliefs of its faith members <p>Living:</p> <ul style="list-style-type: none"> To consider what a faith building is – looking at various interpretations of faith buildings in different communities and around the world <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on what makes a place special To consider whether some places are more special than others <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> The importance of a local church: role for local Christian community; significance of artefacts found within church, how and why people worship there students must also cover 1 – 2 other places of worship in depth Places of worship are important focal point for the local religious community and serve to keep that group connected / support one another and reinforce their religious identity in serving their God
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh’s learners.



AQA Entry level trajectory LTP for KS4 Religious Education

		Y10	Y11
Autumn	Key area of understanding	<p>What do People Believe? : Creation and Science Key question – How was our World created?</p> <ul style="list-style-type: none"> Beliefs and Practices 	<p>What do People Believe? : God Key question – What is God?</p> <ul style="list-style-type: none"> Beliefs and Practices
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To learn the key beliefs of the creation stories of several religions To learn the key beliefs of Humanist / Scientific theory of creation <p>Living:</p> <ul style="list-style-type: none"> To consider the creation beliefs of those around us To consider how these beliefs have been shaped over time – i.e. alongside advances in scientific understanding <p>Thinking:</p> <ul style="list-style-type: none"> To consider my personal creation beliefs To consider whether the Humanist and religious creation beliefs can be reconciled in any way 	<p>Believing:</p> <ul style="list-style-type: none"> Christians believe in one God To know that Christians believe that God is the Creator To learn some beliefs about what God is like <p>Living:</p> <ul style="list-style-type: none"> To experience different types of prayer/worship To consider how God teaches us to live <p>Thinking:</p> <ul style="list-style-type: none"> To consider whether God is real To understand the difference between believing and knowing <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> Development of the God idea over time – animism – polytheism – monotheism – atheism / agnosticism and humanism Know that God is perceived in different ways by different religions. Recognise that religion offers a response to the life’s unanswerable (ultimate) questions such as what happens to you when you die. In spite of human advances, man is yet to solve any of life’s unanswerable questions. Facts can be proven with evidence and belief is based on things which are felt but cannot be proven. Cosmological argument - an argument for the existence of God which claims that all things in nature depend on something else for their existence (i.e. are contingent), and that the whole cosmos must therefore itself depend on a being which exists independently or necessarily. Argument by design - This is an argument for the existence of God. It points to evidence that suggests our world works well – i.e. that it was designed in a specific way. The argument follows that if it was designed like this, then someone or something must have designed it
Spring	Key area of understanding	<p>Being Human : Justice and Freedom Key question – What do different religions teach about freedom and justice? Why is there conflict in the world?</p> <ul style="list-style-type: none"> Identity and values 	<p>Being Human : Charity Key question – What is charity?</p> <ul style="list-style-type: none"> Identity and values

	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To explore religious stories about freedom and justice To understand the religious definitions of freedom <p>Living:</p> <ul style="list-style-type: none"> To discover examples of when religious leaders have used their faith to inspire freedom To discover examples of when religious diversity has created conflict <p>Thinking:</p> <ul style="list-style-type: none"> To consider how I can be respectful of the beliefs and faiths of others <p>Core knowledge to be covered:</p> <ol style="list-style-type: none"> A Jewish and Hindu story about freedom and Justice e.g. The Passover story and the Story of Rama and Sita. The Hindu concept of Dharma. The Jewish and Hindu interpretations of freedom. An example of religious fights for freedom /struggles with persecution. Example of when a good religious deed has led to religious intolerance Belonging to a (religious) group can create a sense of identity and belonging for those in the group however it can be exclusive of others and lead to conflict between groups which hold different views. 	<p>Believing:</p> <ul style="list-style-type: none"> To explore the role of charity in different religions / cultures To consider inequality on a global and local scale <p>Living:</p> <ul style="list-style-type: none"> To explore the work of a local charity <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on why and how we as individuals can help others To consider what charitable causes are most important to me
Summer	Key area of understanding	<p>Expressing Beliefs: Creativity Key question – How do people express their ideas of justice and freedom? What are the challenges to faith in the modern world?</p> <ul style="list-style-type: none"> Meaning and Purpose 	<p>Expressing Beliefs : Places of Worship Key question – How do places of worship give people of belonging?</p> <ul style="list-style-type: none"> Meaning and Purpose
	Knowledge & skills development	<p>Believing:</p> <ul style="list-style-type: none"> To understand Christian ideas about justice and freedom To understand Hindu ideas about justice and freedom To understand Sikh ideas about justice and freedom <p>Living:</p> <ul style="list-style-type: none"> To explore how religions respond to modern day issues such as abortion and laïcité To explore the creative responses of religions and faith members to promote faith and worship in modern society <p>Thinking:</p>	<p>Believing:</p> <ul style="list-style-type: none"> To look at how various religions worship and celebrate key religious festivals To consider what makes a building sacred and how different faith groups worship in these buildings <p>Living:</p> <ul style="list-style-type: none"> To consider how worship / communal celebration brings communities together and strengthens bonds <p>Thinking:</p> <ul style="list-style-type: none"> To reflect on what is important to me To consider how I feel and act in religious places and ceremonies

		<ul style="list-style-type: none"> • Is it important to be able to express your beliefs in different ways? • What does justice and freedom of expression mean to me? <p><u>Core knowledge to be covered:</u></p> <ol style="list-style-type: none"> 1. What justice means and how it is defined in different religions (Hinduism, Christianity and possibly Sikhism) 2. Religious views on abortion and laïcité (not complex group) 3. How religions have adapted their teachings to deal with complex modern day issues (not complex group) 4. How religions have adapted to maintain their appeal / relevance to modern faith members (through music, art and dance) 	
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The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.