

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Is there a God?	Is there a God?	What happens when humans die?	What happens when humans die?	How do places of worship reflect religious beliefs?	How have religious beliefs positively influenced the actions of important figures?
Skill(s)	Debating, explaining, reasoning, evaluating, Scriptural analysis, linking beliefs to expressions and practices.	Debating, explaining, reasoning, evaluating, Scriptural analysis, linking beliefs to expressions and practices.	Debating, explaining, reasoning, evaluating, Scriptural analysis, linking beliefs to expressions and practices.	Debating, explaining, reasoning, evaluating, Scriptural analysis, linking beliefs to expressions and practices.	Analysing features, linking beliefs to features, creating and drawing places of worship.	Scriptural analysis, public speaking, listening, note taking, research teamwork for presentations.
PD/T&E	Tolerance, respect for others' beliefs.	Tolerance, respect for others' beliefs.	Tolerance, respect for others' beliefs.	Tolerance, respect for others' beliefs.	Tolerance, respect for others' beliefs.	Tolerance, respect for others' beliefs.
Futures	Teacher, lecturer, lawyer, humanitarian worker, charity worker, Priest, Deacon, Rabbi, Gyani, Historian.	Teacher, lecturer, lawyer, humanitarian worker, charity worker, Priest, Deacon, Rabbi, Gyani, Historian.	Rabbi, Priest, Imam, teacher, lecturer, embalmer, funeral director.	Rabbi, Priest, Imam, teacher, lecturer, embalmer, funeral director.	Architect, council planning officer, Historian, Priest, Gyani, Imam.	Teacher, lecturer, researcher, humanitarian worker, civil rights lawyer, Historian.

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<b>Year 8</b>	<b>How does belief influence a believer's lifestyle choices, both daily and at key moments in their life?</b>	<b>How does belief influence a believer's lifestyle choices, both daily and at key moments in their life?</b>	<b>What is the purpose of pilgrimage for believers?</b>	<b>Does the environment matter?</b>	<b>Why does suffering exist?</b>	<b>How have religious beliefs influenced past and present responses to the issues of slavery?</b>
<b>Skill(s)</b>	Explaining, evaluating, comparing, linking beliefs to practices, Scriptural analysis.	Explaining, evaluating, comparing, linking beliefs to practices, Scriptural analysis.	Explaining, evaluating, linking beliefs to practices, Scriptural analysis.	Explaining, evaluating, linking beliefs to practices, creating individual and wide scale solutions, Scriptural analysis.	Explaining, evaluating, linking beliefs to practices, creating individual and wide scale solutions, Scriptural analysis.	Explaining, evaluating, linking beliefs to practices, Scriptural analysis.
<b>PD/T&amp;E</b>	Tolerance, respecting other people's beliefs.	Tolerance, respecting other people's beliefs.	Tolerance, respecting other people's beliefs.	Looking after the environment.	Equality, recognising and ending discrimination.	Equality, recognising and ending discrimination.
<b>Futures</b>	Rabbi, Priest, Imam, events planner.	Rabbi, Priest, Imam, banker, butcher, chef, Food Technology teacher, food buyer.	Tour guide, holiday rep.	Environmentalism, town planner, council planner, architect, animal ethics lawyer, farmer.	Human rights lawyer, activist, humanitarian worker, charity worker, electrician, plumber.	Human rights lawyer, activist, teacher, lecturer.

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<b>Year 9 - 'Is Social Justice Possible?' covered in Units 2, 5 and 6</b>	<b>Is happiness the purpose of life?</b>	<b>Should societies strive for equality or equity for their citizens?</b>	<b>How do religious beliefs about the value of human life affect decisions about the ending of life?</b>	<b>What do people believe about types of families and their purposes?</b>	<b>How do believers think criminals should be punished?</b>	<b>Can religion help people find peace?</b>
<b>Skill(s)</b>	Debating, evaluating, analysing Scripture, explaining contrasting viewpoints.	Empathising, analysing Scripture, research, linking beliefs to practices.	Empathising, debating, analysing Scripture, research, linking beliefs to practices.	Empathising, debating, analysing Scripture, research, linking beliefs to practices.	Empathising, debating, analysing Scripture, research, linking beliefs to practices.	Empathising, debating, critiquing, analysing Scripture, research, linking beliefs to practices.
<b>PD/T&amp;E</b>	Tolerance, respecting other people's beliefs, anti-discrimination.	Tolerance, respecting other people's beliefs, anti-discrimination.	Tolerance, respecting other people's beliefs, keeping healthy.	Tolerance, respecting other people's beliefs, keeping healthy.	Tolerance, respecting other people's beliefs, alcohol, smoking, drugs.	Tolerance, respecting other people's beliefs, anti-discrimination.
<b>Futures</b>	Teacher, lecturer, public speaker, human rights activist, human rights lawyer, charity worker, Rabbi, Priest, MP, nun, monk, doctor, lawyer, soldier.	Teacher, lecturer, public speaker, human rights activist, human rights lawyer, charity worker, Rabbi, Imam, Priest, MP.	Teacher, lecturer, public speaker, human rights activist, human rights lawyer, charity worker, Rabbi, Priest, Imam, MP.	Teacher, lecturer, public speaker, human rights activist, human rights lawyer, charity worker, Rabbi, Priest, MP.	Teacher, lecturer, public speaker, human rights activist, lawyer, judge. charity worker, Rabbi, Priest, MP.	Teacher, lecturer, public speaker, human rights activist, human rights lawyer, charity worker, Rabbi, Priest, MP, soldier.