

Subject	PRE
Set	

Progression model:

Essentialism
Debate
Diversity

Curriculum Map



Year 7	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage						
Unit Title (Enquiry question)	<i>How important are grand narratives to religious believers? (BI6)</i>				<i>What does it mean to live a good life? (BI3)</i>				<i>How do religious believers express their beliefs? (BI2)</i>				<i>Why do religions and worldviews change? (BI1)</i>				<i>Does God exist? (BI6)</i>				<i>How should we live? (BI4)</i>			
Religion/Worldview	Old Testament (Abrahamic faiths)				Christianity				Hinduism				Hinduism				Philosophy of Religion				Ethics			
Sequencing: knowledge & skills	Knowledge: To learn the basic narrative of the Old Testament, to be introduced to the famous and influential stories that have shaped the Abrahamic faiths, from Genesis to the awaiting of a Messiah, to understand the core concepts of monotheism, the covenant, and the Messiah (BI6). Skills: To describe these stories in basic detail, to explain (at a basic level) how these stories influence the behaviour and actions of a believer, to explain how these stories may be interpreted differently by different denominations (BI3).				Knowledge: To learn the basic narrative of the New Testament, to learn the core stories that influence Christian belief, to understand the core concepts of the Messiah, atonement and the incarnation (BI6) Skills: To describe these stories in basic detail, to explain (at a basic level) how these stories influence the behaviour and actions of a believer, to explain how these stories may be interpreted differently by different denominations (BI3)				Knowledge: To be introduced to the idea that Hinduism is a very diverse religion that is hard to define, to learn how Hinduism developed, to be introduced to Hindu ideas about God, to learn basic Hindu philosophies about life, and understand how stories such as the Ramayana and Mahabharata help Hindus to navigate life (BI3) Skills: To describe the key beliefs and history of Hinduism in basic detail, to explain (at a basic level) how these beliefs influence the behaviour and actions of a believer, to explain how Hinduism may be practiced differently by different types of Hindus.				Knowledge: To be introduced to the idea that Hinduism is ever-evolving, to learn the ways in which Hindus practice their beliefs, to understand the caste-system and explain modern-day Hindu responses, to learn how modern-day Hindus navigate topical issues such as the environment and gender. Skills: To describe the key beliefs and practices of Hinduism in basic detail, to explain (at a basic level) how these beliefs influence the behaviour and actions of a believer, to explain how Hindus may approach religious practice and modern-day issues differently				Knowledge: To be introduced to the philosophy of religion, to learn theories of God's existence (teleological, cosmological), and learn theories arguing against the existence of God (problem of evil and suffering, arguments from science). Skills: To describe the key philosophical theories and explain their strengths and weaknesses and articulate a sound conclusion using evidence and justification.				Knowledge: To be introduced to key ethical theories: absolutism, relativism), and learn the strengths and weaknesses of each theory. Skills: To describe the key ethical theories and make links between these, Suggest reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggest sources that support/link to their reasons.			
Literacy & reading	Extracts from the Bible, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from the Bible, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from the Vedas, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from the Vedas, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Reading philosophy, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Reading philosophy, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.			
Adaptive teaching enrichment & cultural refs	Recall tasks every lesson using interleaving, Tier 2 and 3 vocabulary is explicit, new information delivered using economy of language and cognitive load theory is considered, hinge questions used to check understanding, modeling, oracy hooks are used to introduce a topic via discussion, resources are clear and minimalist, pictures used (dual coding), SAM method used for SEND students and KMS.																							
British Vals & SMSC Personal Devt	Rule of law				Individual liberty				Respect				Tolerance				Democracy				Individual liberty			
Careers	Archivist, lawyer, teacher, mediator, aid worker.				Chaplain, counsellor, politician, lawyer, aid worker, CEO, teacher, United Nations worker, civil servant, doctor, social worker				Equality, diversity and inclusion manager, fundraiser, artist, philosopher, scholar/academic.				Politician, community worker, faith leader, campaigner, equality and human rights worker.				Politician, lawyer, policy advisor				Politician, lawyer, policy advisor			

	Term	Aut 1	Unit	7	Term	Aut 2	Unit	8	Term	Spr 1	Unit	9	Term	Spr 2	Unit	10	Term	Sum 1	Unit	11	Term	Sum 2	Unit	12
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage							
Unit Title (Enquiry question)	<i>How do holy books influence belief? (BI6)</i>				<i>How important is ritual to religious identity? (BI5)</i>				<i>Can we cure suffering? (BI2)</i>				<i>What is the meaning of life? (BI1)</i>				<i>Is Hackney becoming more or less religious? (BI6)</i>				<i>Has science made religion redundant? (BI4)</i>			
Religion/Worldview	Judaism				Judaism				Buddhism				Buddhism				Local religion and worldviews				Philosophy & Ethics			

Year 8	Sequencing: knowledge & skills	Knowledge: To build on the understanding of the nature of God and the covenant and explore how these beliefs have shaped Jewish identity. To explore concepts such as the messiah, the Temple, the promised land, the mitzvot, shabbat. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Knowledge: To build on the understanding of ritual as a form of religious expression and explore how practices have shaped Jewish identity. To explore rituals such as shabbat, bar/bat mitzvah, pichuach nefesh. To understand at a basic level the concept of Zionism. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Knowledge: To build on an understanding of dharma and atman (Y7SPR1), and understand Buddhist beliefs about the meaning of life. To explore how Siddhartha Gautama came to be the Buddha and understand how this impacts the life of modern day Buddhists. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Knowledge: To build on the understanding of ritual as a form of religious expression and understand its role in Buddhist life. To explore key issues for modern-day Buddhists, such as gender equality and the environment. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Knowledge: To build on the understanding of continuity, change, and diversity in religion. To explore local demographics from the 2021 census and explore what this tells us about the local community. To explore key issues and how local religious communities respond to these. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.	Knowledge: To build on the understanding of arguments for and against the existence of God. To explore how scientific developments, as well as contemporary issues such as war and liberation movements have posed dilemmas for religious believers. To explore the diversity within belief in response to these issues. Skills: Describe beliefs, practices and sources. Make links between these. Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions. Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these. Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.
	Literacy & reading	Extracts from the Torah, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.	Extracts from the Torah, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.	Extracts from Buddhist sacred texts, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.	Extracts from Buddhist sacred texts, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.	Reading articles and publications, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.	Reading articles and publications, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.
	Adaptive teaching	Recall tasks every lesson using interleaving, Tier 2 and 3 vocabulary is explicit, new information delivered using economy of language and cognitive load theory is considered, hinge questions used to check understanding, modeling, oracy hooks are used to introduce a topic via discussion, resources are clear and minimalist, pictures used (dual coding), SAM method used for SEND students and KMS.					
	Enrichment & cultural	Engaging with historic texts in original format, analysing artistic interpretations of stories, opportunities for philosophical discussion, understanding the enduring impact of these texts on believers and society throughout history.					
	British Vals & SMSC	Rule of law	Tolerance	Individual liberty	Respect	Democracy	Individual liberty
	Personal Devt	Teaching empathy and listening through oracy, understanding the impact of narratives on modern day belief, modelling social communication through discussion.					
	Careers	Archivist, lawyer, teacher, mediator, aid worker.	Chaplain, counsellor, politician, lawyer, aid worker, CEO, teacher, United Nations worker, civil servant, doctor, social worker	Equality, diversity and inclusion manager, fundraiser, artist, philosopher, scholar/academic.	Politician, community worker, faith leader, campaigner, equality and human rights worker.	Politician, lawyer, policy advisor, councillor, social worker, teacher, academic, researcher	Politician, lawyer, policy advisor, doctor, scientist, researcher

	Term	Aut 1	Unit	13	Term	Aut 2	Unit	14	Term	Spr 1	Unit	15	Term	Spr 2	Unit	16	Term	Sum 1	Unit	17	Term	Sum 2	Unit	18
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage							
Unit title:	Unit 1: Christianity				Unit 1: Christianity				Unit 2: Islam				Unit 2: Islam				Unit 3: Relationships and Families				Unit 3: Relationships and Families			
Sequencing: knowledge & skills	<ul style="list-style-type: none"> The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). 				<ul style="list-style-type: none"> Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Beliefs and teachings about: <ul style="list-style-type: none"> the incarnation and Jesus as the Son of God the crucifixion, resurrection and ascension sin, including original sin the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement. 				<ul style="list-style-type: none"> The six articles of faith in Sunni Islam and five roots of 'Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. 				<ul style="list-style-type: none"> Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books: <ul style="list-style-type: none"> Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance. 				<ul style="list-style-type: none"> Human sexuality including: heterosexual and homosexual relationships. Sexual relationships before and outside of marriage. Contraception and family planning. The nature and purpose of marriage. Same-sex marriage and cohabitation. Divorce, including reasons for divorce, and remarriage. Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. 				<ul style="list-style-type: none"> The nature of families, including: <ul style="list-style-type: none"> the role of parents and children extended families and the nuclear family. The purpose of families, including: <ul style="list-style-type: none"> procreation stability and the protection of children educating children in a faith. Contemporary family issues including: <ul style="list-style-type: none"> same-sex parents polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples. 			
Literacy & reading	Extracts from the The Bible, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from the The Bible, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from Islamic sources of authority, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Extracts from Islamic sources of authority, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.			
Adaptive teaching	Recall tasks every lesson using interleaving, Tier 2 and 3 vocabulary is explicit, new information delivered using economy of language and cognitive load theory is considered, hinge questions used to check understanding, modeling, oracy hooks are used to introduce a topic via discussion, resources are clear and minimalist, pictures used (dual coding), SAM method used for SEND students and KMS.																							
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Personal Devt	Teaching empathy and listening through oracy, understanding the impact of narratives on modern day belief, modelling social communication through discussion.					
Careers	Archivist, lawyer, teacher, mediator, aid worker.	Chaplain, counsellor, politician, lawyer, aid	Equality, diversity and inclusion manager,	Politician, community worker, faith leader,	Politician, lawyer, policy advisor, councillor,	Politician, lawyer, policy advisor, doctor,

	Term	Aut 1	Unit	19	Term	Aut 2	Unit	20	Term	Spr 1	Unit	21	Term	Spr 2	Unit	22	Term	Sum 1	Unit	23	Term	Sum 2	Unit	24
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage							
Unit Title	Religion, Peace, and Conflict				Religion, Peace, and Conflict				Religion, Peace, and Conflict				Revision				Revision				Religion, crime and punishment			
Sequencing: knowledge & skills	<ul style="list-style-type: none"> The meaning and significance of: <ul style="list-style-type: none"> peace justice forgiveness reconciliation. Violence, including violent protest. Terrorism. Reasons for war, including greed, self-defence and retaliation. 				<ul style="list-style-type: none"> The just war theory, including the criteria for a just war. Holy war. Pacifism Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. 				<ul style="list-style-type: none"> The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation. 				Essay structure and 12-mark practice, scripture and knowledge drilling				Targeted revision based on knowledge skills deficits				Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: poverty and upbringing mental illness and addiction greed and hate opposition to an unjust law. Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder.			
Literacy & reading	Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.				Bible and Qur'an teachings, comprehension, opportunities to read aloud and discuss how texts can be interpreted by believers. Explicit teaching of Tier 2 vocabulary and frequent opportunities for oracy.							
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British Vals & SMSC	Rule of law				Tolerance				Individual liberty				Respect				Democracy				Individual liberty			
Personal Devt	Teaching empathy and listening through oracy, understanding the impact of narratives on modern day belief, modelling social communication through discussion.																							
Careers																								

	Term	Aut 1	Unit	25	Term	Aut 2	Unit	26	Term	Spr 1	Unit	27	Term	Spr 2	Unit	28	Term	Sum 1	Unit	29	Term	Sum 2	Unit	30
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage							
Unit Title	Is all life sacred?				Is England a secular country?				How is religion portrayed in the media?				Religion and activism				What makes us human?							
Sequencing: knowledge & skills																								
Literacy & reading																								
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