

Subject	RPE
Term	Cycle 1
Duration (approx.)	12 Lessons
Module	What happens when we die?

Factual knowledge to be taught and assessed (including subject specific vocabulary).

AO1: Demonstrate knowledge and understanding of Hinduism, Christianity and Humanism with reference to the question of life after death.

AO2: Evaluate personal and religious attitudes towards this question.

Skills and concepts to be developed and assessed (linking to identified AOs)

Introduction to Hindu beliefs about Brahman, Vishnu and Shiva. Hindu beliefs about reincarnation, the atman, samsara, karma, dharma and moksha.

Christian beliefs about heaven, hell, purgatory and parables of the sheet and the goats.

Humanist beliefs about life after death.

Formative Assessment/key piece of work prior to end of unit:

1. "I can discuss" crib sheet will demonstrate pupil's level of involvement on this topic.
2. HW tasks:
 - A) Do memories of past lives provide evidence for the after life?
 - B) Do ghosts provide evidence for life after death?
 - C) Do near death experiences convince you?

Summative Assessments

AO1: Key Hindu terms test.

AO2: "Death is a comma, not a full stop". Discuss this statement. You must include your opinion and refer to religious and non-religious beliefs.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Christian beliefs about life after death as explored in year 7 through cycle 1 Philosophy and cycle 3 the Bible.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

- Key terms quizzes
- Word mats
- Draft and re-draft work to promote excellence

Link forward: where next for the learning?

The Hindu and Christian festivals topic explores the links between beliefs about life after death and practices at Easter, Christmas, Divali and Holi.

Subject	RPE
Term	Cycle 1
Duration (approx.)	12 Lessons
Module	Festivals

Factual knowledge to be taught and assessed (including subject specific vocabulary).

AO1: Demonstrate knowledge and understanding of Hinduism and Christianity, including beliefs, practices and sources of authority and how these differ within the community.

AO2: Analyse and evaluate forms of worship in Hinduism and Christianity, including their significance and influence.

Skills and concepts to be developed and assessed (linking to identified AOs)

Diverse beliefs regarding Sacraments
 The role, meaning and celebration of Baptism and Eucharist: John 3:3-6
 Diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches.
 How Christmas and Easter are celebrated with reference to Holy week.
 The diverse origins, features and meaning of:
 Diwali – with reference to how this festival is practised by different Hindu communities in Britain
 Holi – with reference to how this is practised by different Hindu communities in Britain
 Raksha Bandhan: myths of King Bali and Lakshmi.

Formative Assessment/key piece of work prior to end of unit:

1. For the festivals test, pupils will complete a knowledge organiser detailing the information from the syllabus for this unit. This will give them a comprehensive resource to revise for their test in year 8, and will travel with them into year 11.
2. Plickers test to recap the life of Jesus and Holy week.

Summative Assessments

AO1: Festivals test of core celebrations in Hinduism and Christianity /20
 AO2: Explain the importance of Holy week, GCSE 5 mark answer.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Core Hindu beliefs about life after death.
 Core Christian beliefs from year 7 parables and Bible learning.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Key terms quizzes
 Word mats
 Draft and re-draft work to promote excellence

Link forward: where next for the learning?

Using knowledge of Christianity and developing evaluation skills to discuss the status of Jesus as the Son of God.

Subject	RPE
Term	Cycle 3
Duration (approx.)	12 Lessons
Module	Jesus

Skills and concepts to be developed and assessed (linking to identified AOs)

AO1: Demonstrate knowledge and understanding of Christianity with respect to Jesus’s life and ministry as a historical religious figure.

AO2: Analyse and evaluate personal and religious responses towards the status of Jesus as the Son of God.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

The roles of Jesus and the Bible as sources of moral authority for Christianity.
 The parables and miracles of Jesus as told in the gospels.
 Beliefs and teachings about Incarnation (John 1:14, Luke 1:28-33), crucifixion (Matthew 27:28-50) and resurrection (Luke 24:1-9, 1 Corinthians 15:3-8 and 12-14).
 Ability to respectfully evaluate and express different beliefs about Jesus’ status.

Formative Assessment/key piece of work prior to end of unit:

To plan the essay, pupils will create a flow diagram of the question, using thumbnail images of the life of Jesus. Each image must include description of the event and two viewpoints that indicate whether Jesus was or was not an ordinary man.
 Pupils must use the success criteria available for this question to peer assess each other's work. Work must then be improved before handing in to be marked.

Summative Assessment

“Jesus was just an ordinary man”. Discuss this statement showing that you have thought of more than one point of view. (You must refer to religion and belief in your answer). 15 marks.
 Key terms test.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Core Christian beliefs from year 7 parables and Bible learning.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Key terms quizzes
 Word mats
 Draft and re-draft work to promote excellence

Link forward: where next for the learning?

Using knowledge of Christianity and reflections upon the life of Jesus, pupils will be considering the place of Christianity in 21st century Britain, with particular reference to Christmas, Easter and the sacraments.