



Religion, Philosophy and Education

In RPE, students explore beliefs, ideas and human behaviour through theology, philosophy, sociology and psychology, developing the knowledge, understanding and critical thinking skills needed to appreciate diverse perspectives and make sense of the world around them.

Key Stage 3 Long-Term Plan

Year 7

Year 8

Year 9

Autumn 1

Introduction to RPE: What's the point and purpose?

Students' awareness of world religions in this topic provides them with a basis of religious knowledge will allow them to access upcoming learning on world religions, beliefs and practices. In addition, skills of recall, description, discussion, evaluation, application of knowledge, analysis and critical thinking are required for further, substantive knowledge development in Year 8 and 9. The purpose of this topic is to re-establish Students' confidence in RPE, its aims and importance in a broad and balanced curriculum. This topic also aims to

Identity: Who are we?

After the year 7-summer term focus on Eastern Religions (Buddhism and Sikhism), students have the opportunity to study the topic of Identity from a less theological perspective for the first half of term 1 in year 8.

This is a good time for students to think more deeply about who they and what has shaped their personal identities so far, through different lenses and different worldviews, while also developing empathy and respect for others. Elements of all the year 7 topics deal with religious and non-

'God': Does the idea of 'God' make sense in modern Britain?

Students will know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, and students will know, understand and express common and divergent views and the basis for beliefs, teachings and practices within Christianity. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts. Students will consider a range of topics including that of the nature of God, creation, the figure of Jesus and beliefs in Great Britain. In Year 7 and Year 8, students

	provide Students with a bedrock of knowledge required to be successful in RPE, throughout KS3, and beyond.	religious identity to some extent (Christian, Jewish, Buddhist and Sikh in particular), and students will be encouraged to apply this knowledge to the new concepts they will be introduced to here. The work on Prejudice and Discrimination links specifically to future year 8 topic 'Philosophy and Ethics'.	will have considered the formation of a society as well as how religion fits into a society. Students will also have considered how religious belief might affect religious practice, as well as how religious belief and practice might have an impact within the religious community and pluralist community, in modern Britain. Students will also have considered what it might mean to live in modern Britain, and the implications that living in a pluralist society might have for religious believers and non-religious individuals. Students will also have considered how belief might affect practice, for example, in Philosophical and Ethical situations, such as when considering ideas of morality, right and wrong, good and bad, life and death and the afterlife. Students will begin to compare how different religions respond to different Philosophical and Ethical themes.
Autumn 1 Assessment:	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons

	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning
Autumn 2	The Island: What is a society? Discussing the sacred through a religion-neutral approach. We are stranded on a desert island for a half term! During this time, students will look at ideas surrounding the sacred, ceremonies, symbols, rules and government from this religion-neutral approach.	Judaism: What contributes to Jewish identity? Students should successfully be making links between what forms a society, why religions are part of society and also how different religions are important to different religious believers. For example, students will have knowledge on how a society is formed from The Island topic, in Year 7, have an understanding of what members of Eastern religions believe and how their beliefs influence their practice and Students would also have considered, at the beginning of Year 8, the idea of identity, what forms a person's identity and what it means to have an identity in society, especially through the idea of religion. Students will use this idea of belief in religion and how religion could influence	'God': Does the idea of 'God' make sense in modern Britain? Students will know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, and students will know, understand, and express common and divergent views and the basis for beliefs, teachings and practices within Christianity. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts. Students will consider a range of topics including that of the nature of God, creation, the figure of Jesus and beliefs in Great Britain. In Year 7 and Year 8, students will have considered the formation of a society as well as how religion fits into a society. Students will also have considered how religious belief might

		practice and have an impact in many aspects of a community, to consider how certain beliefs might affect their attitudes and approaches to different ideas. Students will combine their knowledge of religion and belief with Philosophy and Ethics. Students will consider how, for example, a monotheistic religion might respond to themes of good and evil, justice, morality and truth. Students will consider how there might be similarities and/ or differences between, and within, religious beliefs, as well as why these similarities and/ or differences might exist, connecting beliefs, in relation to a Philosophical and/ or Ethical theme. and then evaluating what affect such beliefs might have on an individual's practice.	affect religious practice, as well as how religious belief and practice might have an impact within the religious community and pluralist community, in modern Britain. Students will also have considered what it might mean to live in modern Britain, and the implications that living in a pluralist society might have for religious believers and non-religious individuals. Students will also have considered how belief might affect practice, for example, in Philosophical and Ethical situations, such as when considering ideas of morality, right and wrong, good and bad, life and death and the afterlife. Students will begin to compare how different religions respond to different Philosophical and Ethical themes.
Autumn 2 Assessment:	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and

	past learning	past learning	past learning
Spring 1	Heroes: How do people put their faith into Action? Students will look at people who have stood up for their faith and fought for their religion. After considering each person, students will be given real-life examples of faith in action and will evaluate whether they were right to put their faith in action.	Good and Evil: What causes ordinary people to do appalling things? This topic allows Students to consider the idea of good and evil, from a religious perspective. This links in with previous topics, such as considering Judaism and Eastern Religions. This topic also allows them to consider the idea of society, linking with a previous topic of The Island, considering how good and evil might contribute to a functioning society. This topic will link to consider War, Peace and Justice, the ethics of War and Life and Death.	Relationships: What issues are raised between relationships and religion in modern Britain? Learning about the way society is structured in Year 7 ('The Island'), Personal Identity and Morality in year 8 will all prepare students for the big issues dealt with in the topic of Relationships; again, this requires students to show maturity and respect for others. Their understanding of Britain as a pluralist society from last term's topic should help them put the work into context. Students will look at the nature of families in society, the purpose of marriage and why it is important in society, sexual relationships, the nature of the diverse types of sexual relationships and issues of equality in terms of gender prejudice and discrimination. This topic will also consider attitudes towards these areas from both Christian and non-religious perspectives.

Spring 1 Assessment:	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning
Spring 2	Jesus: Was he just an ordinary man? Links to future year 8 topic 'Identity' where Christian and Jewish Identity are explored. Jesus also provides an excellent example of a 'Good' person with traits which can be used as examples in the 'Good'. Students will begin to reflect on the meaning of Christian values, British values, and the Academy values they are developing as individuals over the course of their education. They will begin to recognise what these look like in action through looking at key historical/religious figures, their actions, and the impact these have on individuals and society.	War, Peace and Justice: Is war ever just? This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation (an idea from Prof Ted Cattle, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative skills using different dimensions of the topic.	Relationships: What issues are raised between relationships and religion in modern Britain? Learning about the way society is structured in Year 7 ('The Island'), Personal Identity and Morality in year 8 will all prepare students for the big issues dealt with in the topic of Relationships; again, this requires students to show maturity and respect for others. Their understanding of Britain as a pluralist society from last term's topic should help them put the work into context. Students will look at the nature of families in society, the purpose of marriage and why it is important in society, sexual

			relationships, the nature of the different types of sexual relationships and issues of equality in terms of gender prejudice and discrimination. This topic will also consider attitudes towards these areas from both Christian and non-religious perspectives.
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Summer 1	Buddhism: Is it the religion of happiness? Students will be introduced to Buddhism and then will have to demonstrate their subject knowledge in the form of a project-based-learning task. A complex	P4C allows students to exercise higher-level thinking skills by considering a variety of philosophical and ethical questions. Students will be taught how to hold a successful, and respectful discussion to ensure they have the bedrock for P4C. A story, picture, question or statement may be read to	Islamophobia: How can tolerance be promoted in modern Britain? This topic leads on from other topics about both Monotheistic and Polytheistic religions. From considering these previously, Students will be able to compare Islam with other religions.

	question/situation/issue will be presented to students and they will have to use their creativity and investigative skills to produce a response to this question/situation/issue.	the students and a 'community of enquiry' discussion will stem from there.	This topic also allows for Students to compare beliefs with other religions. Students will know and understand that Islam is one of a diverse range of religious traditions and beliefs in Great Britain. In this topic, students will consider a range of topics, including that of the nature of Allah, the importance of Prophets and Angels in Islam, beliefs surrounding the afterlife and consider some of the most important foundations in a Muslim's faith. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts.
Summer 1 Assessment:	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • End of topic checks of understanding of recent and past learning
Summer 2	Sikhism: Is it the religion of	Life and Death: Is there an afterlife?	Islamophobia: How can tolerance be

	equality? From considering the role of women in Sikhism and the purpose of the Langar, to understanding the Sikh response to prejudice and discrimination, students will explore whether Sikhism and equality are closely linked, or not.	Students will be looking at the ideas of life and death from both religious and non-religious views. They will be questioning whether a belief in life after death is reasonable or unreasonable and ensuring any perspective they argue is well-reasoned and justified.	promoted in modern Britain? This topic leads on from other topics about both Monotheistic and Polytheistic religions. From considering these previously, Students will be able to compare Islam with other religions. This topic also allows for Students to compare beliefs with other religions. Students will know and understand that Islam is one of a diverse range of religious traditions and beliefs in Great Britain. In this topic, students will consider a range of topics, including that of the nature of Allah, the importance of Prophets and Angels in Islam, beliefs surrounding the afterlife and consider some of the most important foundations in a Muslim's faith. References to relevant sources of wisdom and authority are included, such as those of scripture and/or sacred texts.
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	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning	- Teachers monitor work and address misconceptions - End of topic checks of understanding of recent and past learning
What will a student know by the end of each year? Why?	Students will know: - The basic beliefs and practices of major world religions (e.g. Christianity, Buddhism, Sikhism) - Key religious figures (e.g. Jesus, Buddha, Guru Nanak) and why they matter - How a society works, including rules, symbols, and shared values - What it means to put faith into action - Core religious vocabulary (e.g. sacred, belief, moral) Why: - To provide a secure foundation of knowledge for future learning	Students will know: - How identity is formed, including religious and non-religious influences - The role of religion within society and why it matters - In-depth knowledge of Judaism and links to prior learning - Ethical issues such as good and evil, war, justice, and prejudice - How beliefs influence moral decisions in real-life situations Why: - To build on Year 7 knowledge and develop more complex understanding - To move from learning about religion to understanding its role in society	Students will know: - Christian beliefs and practices in modern Britain, including different viewpoints - Key philosophical and ethical issues, including relationships and morality - Core beliefs and practices in Islam, and issues around Islamophobia - How religion operates in a pluralist society - Specialist subject vocabulary (Tier 3) and key sources of wisdom Why: - To apply prior knowledge to complex, real-world issues

	• To introduce students to living in a diverse, global society • To develop basic skills of description, explanation, and simple argument • To establish the “core” knowledge needed for Years 8 and 9	• To introduce contemporary issues such as discrimination and Islamophobia • To develop more advanced argument and evaluation skills in preparation for GCSE	• To develop mature evaluation skills and justified viewpoints • To build subject-specific academic vocabulary in preparation for GCSE • To understand religion and belief in modern British society
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Extra-Curricular Opportunities

Trips and visits

- Cambridge Mosque
- Cambridge University Seminar

Enrichment

- *Philosophy Leaders (SAA)*
- *Rock Solid (SAA external)*
- *CU (SAA external)*
- *YfC visits (SAA external)*

SAA external denotes that these are facilitated by organisations at SAA.



Religion, Philosophy and Education

In RPE, students explore beliefs, ideas and human behaviour through theology, philosophy, sociology and psychology, developing the knowledge, understanding and critical thinking skills needed to appreciate diverse perspectives and make sense of the world around them.

Key Stage 4 Long-Term Plan

Year 10

Year 11

Autumn 1

Theme A – Religion and Life

This theme requires Students to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Students are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Theme E – Religion, Crime and Punishment

This theme requires Students to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Students are expected to make relevant references to scripture and other sources of authority.

Autumn 1 Assessment:

- The use of exam-style end of topic assessments in lessons
- Start-of-lesson quizzes check recall of key knowledge
- Questioning and discussion check understanding in lessons
- Teachers monitor work and address misconceptions
- Regular exam-style practice checks understanding of both recent and previously learned content

- The use of exam-style end of topic assessments in lessons
- Start-of-lesson quizzes check recall of key knowledge
- Questioning and discussion check understanding in lessons
- Teachers monitor work and address misconceptions
- Regular exam-style practice checks understanding of both recent and previously learned content

Autumn 2	<i>Christianity – Beliefs and Teachings</i> The compulsory nature of this component ensures that Students know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/ or sacred texts.	<i>Theme F – Religion, Human Rights and Social Justice</i> This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Students will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. Students are expected to make relevant references to scripture and other sources of authority.
Autumn 2 Assessment:	• The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content	Assessment Point 1 (30/11/26-18/12/26)
Spring 1	<i>Christianity – Practices</i> The compulsory nature of this component ensures that Students know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings	<i>Theme A – Relationships and Families</i> This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles.

	and practices. References to relevant sources of wisdom and authority are expected, including scripture and/ or sacred texts.	
Spring 1 Assessment:	Assessment Point 1 (18/01/27-29/01/27) • The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content	• The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content
Spring 2	<i>Christianity – Practices</i> The compulsory nature of this component ensures that Students know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/ or sacred texts.	<i>Revision</i>
Spring 1 Assessment:	• The use of exam-style end of topic assessments in lessons	• The use of exam-style end of topic assessments in lessons

	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content	• Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content
Summer 1	<i>Islam – Beliefs and teachings</i> Students should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.	<i>Revision/ Exams</i>
Summer 1 Assessment:	• The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content	• The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content

Summer 2	<i>Islam – Beliefs and teachings</i> Students should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs. This knowledge may be applied throughout the assessment of the specified content. Students must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.	<i>Revision/ Exams</i>
Summer 2 Assessment:	Assessment Point 2 (21/06/27-02/07/27) • The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content	• The use of exam-style end of topic assessments in lessons • Start-of-lesson quizzes check recall of key knowledge • Questioning and discussion check understanding in lessons • Teachers monitor work and address misconceptions • Regular exam-style practice checks understanding of both recent and previously learned content
What will a student know by the end of each year? Why?	Students will know: • Core Christian beliefs and practices, including key teachings and sources of wisdom	Students will know: • Religious and non-religious perspectives on key ethical issues (e.g. good and evil, human rights, relationships)

	• Core Islamic beliefs and practices, including key teachings and sources of wisdom • Religious and non-religious views on issues of life and death • How beliefs influence attitudes towards moral issues • Key GCSE vocabulary and subject knowledge required for exam success Why: • To build a strong foundation of religious knowledge required for GCSE • To understand how beliefs shape practices and influence individuals and society • To develop the ability to explain religious teachings using evidence (e.g. scripture) • To prepare students for deeper evaluation and exam-style thinking in Year 11	• How to apply Christian and Islamic beliefs to contemporary issues • How different viewpoints compare within and between religions • Exam structures, question types, and how to construct high-level responses • A secure body of knowledge across all GCSE RPE topics Why: • To develop the ability to analyse and evaluate complex ethical issues • To construct sustained, well-supported arguments using evidence and reasoning • To understand religion and belief in modern British society • To ensure students are fully prepared for GCSE examinations and beyond
Extra-Curricular Opportunities • Possible trip to Cambridge College, if time allows for it		