RE – Year 7 Mid Term Planning

Term	Concepts	Pupil outcomes	Resources	Cross – curricular Links
Autumn **1 & 2**	Introduction to RE and Living Difference Curriculum Respect in RE and our community **Concept** – **Identity** Jungle book Hook Is identity important? To you? Others? Enquire into different religions beliefs and practices. What happens if your identity is taken away or critised? Judaism Hanukkah Study Hanukkah party Religious discrimination Boy in Strip PJ's Muslim Hijab study Evaluation	• To be able to hold a respectful conversation within a small group • To complete work within a lesson and stay in class • To begin to work independently and complete written tasks using basic punctuation A. connectives. • To understand why and how we teach RE at The Polygon School. • To learn to voice your opinion and know it's OK to think differently from others. • To be able to respectfully discuss the concept of identity. • Reflect on their own experiences of, and responses to identity. • To be able to apply our ideas about identity to different groups of people. • To open our minds to new ideas and respect and value other people's perspectives. • To understand the impact of the Holocaust on the Jewish faith. • To discuss discrimination around identity and where we see religious discrimination today in society (Hijab study) • To discuss ideas in a sensitive, mature way and form a judgement about the concept.	Living Difference curriculum Polygon RE symbols Jungle book hook https://www.youtube.com/watch?v=C4qgAaxB_pc https://www.youtube.com/watch?v=GgGOcEgRh7k Identity PP BBC bitesize – Judaism clips Hanukkah Party resources – Dreidel, coins Boy In Striped PJ's Film	**English –** Written Evaluation extended literacy skills developed **Art** – Culture and Indentity **PSHE** – Identity topic 'This is me' Collage Prejudice and discrimination **Citizenship –** Prejudice and Discrimination Black History Month, Holocaust **Tech –** Potential for CC project making Dreidel **Cookery –** Potential CC Project Pancakes foods cooked in oil **Maths –** 3D shapes, quick calculations Nets **ICT** - Codes
Spring **1&2**	**Concept - Death – Ceremony** What happens when we die? Different views on the After Life Different Religious views on Death rituals and end of life celebrations	• To be able to hold a respectful conversation within a small group. • To complete work within a lesson and stay in class. • To begin to work independently and complete written tasks using basic punctuation A.	Disney - Coco film https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zbgp7nb What happens when we die BBC bitesize	**English –** Written Evaluation extended literacy skills Developed. Text H is for Hawke text **PSHE –** Self reflection, Respect, Beareavment

	Christian, Buddhists, Hindu, Muslim Beliefs about afterlife Mexican Day of the Dead Cemetery Trip to Common to discuss burial and cremation and respect for the dead. Evaluation	connectives. • To learn to voice your opinion confidently. • To be able to respectfully discuss the concept of death and give consideration to others who may find this difficult. • Reflect on their own experiences of, and responses to death and share if feel comfortable to. • To be able to apply our ideas about death to different groups of people. • To open our minds to new ideas and respect and value other people's perspectives. • To understand the importance to end of life rituals to people. • To discuss ideas in a sensitive, mature way and form a judgement about the concept. • To complete a respectful evaluation about your views on death and what you have learnt about others views.	Death PP Mexican Day of dead PP Mexican day of dead ofrenda and party celebration AQA GCSE text book	**Maths** – Survey, tally, resrach different beliefs about death in school **Art –** Decorative icing work **Cookery** – MDOD food as symbols in Relgious festivals L**anguages** – Spanish **ICT** – Map skills **Citzenship** - locations of countries and planning trip local walk
Summer 1	**Concept - Trust** Discuss our experiences through life of the Truth (Tooth fairy, Father Christmas) Hook movie link – food fight Can you believe something if you can't see it or touch it? Gravity discussion We are bombarded with information from school, news, and social media but how do we know who to trust? Newspaper reflection lesson Is the truth important? To you? To others? Why? How do we know who we can trust? Media? BIG question 'How was our planet created?' School questionnaire Big Bang, Christian and Hindu	• To be able to hold a respectful conversation within a small group • To complete work within a lesson and stay in class • To begin to work independently and complete written tasks using basic punctuation A. connectives. • To learn to voice your opinion. • To engage in conversations with others about their opinions. • To be able to respectfully discuss the concept of truth. • To undertake research into news stories and form an opinion about how truthful they are. • To reflect on your own experiences of, and responses to the truth. • To be able to apply our ideas about truth to different groups of people. • To open our minds to new ideas about creation and respect and value other people's perspectives. • To understand the impact of creation stories on different relgions and to show respect towards the	Hook film Newspapers Creation story you tube clips Graphic bible – creation story Gravity PP Big Bang and Evolution PP – fact sheet Hindu creation story – comic strip Christian Creation story – comic strip 25 Creation stories from around the world – you tube	**English –** Written Evaluation extended writing skills developed **Science** – Gravity, Big Bang **Art –** Cartoon Strip Creation Stories **Citizenship** – Can we trust the media? Being a smart consumer. **Citzenship** – Hindu Temple Trip Map reading skills **Maths**-Questionaire, Tally **ICT -** Data Handling

	creation stories Potential trip - Hindu Temple Evaluation	views of others. • To discuss ideas in a sensitive, mature way and form a judgement about the the truth.		
Summer 2	**Concept - Hope Gandhi and MLK study** Can we ever achieve peace?Why? Should we be hopeful for a better future? Should we just give up trying?Why? What would a peaceful world look like? Can you paint peace? Who was Gandhi? What was his mission hopeful? How did he use peaceful protests? Who was MLK? How did he use his relgion to guide him? What discrimination and prejudice did they both face? Why didn't MLK and Gandhi give up? Can you compare their lives and mission? What can we learn from their journeys and lifes work? How does discrimination and prejudice affect our lives today? How can we make our lives more peaceful? Evaluation	• To be able to hold a respectful conversation within a small group. • To complete work within a lesson and stay in class. • To begin to work independently and complete research and record findings. • To engage in conversations about the significance of the work of MLK and Gandhi. • To be about to give examples of how they used peaceful protests. • To discuss the promotion of peace through their campaigns and the belief in hope. • To be able to make comparasions between Gandhi and MLK. • To discuss the message and meaning of their work. • To discuss the prejudice and discrimation Gandhi and MLK faced. • To understand how Gandhi and MLK fought against prejudice and discrimination. • To explain how religious beliefs influenced their work. • To evaluate our findings and make a fact file about both figures.	Selma film Gandhi Film MLK info PP MLK book selection school library service Gandhi info PP Gandhi book selection school library service AQA GCSE Life issues books p 66-69	**English –** Written Evaluation extended writing skills developed **Art –** Painting watercolours Peace **PSHE** – Discrimination and Prejudice **Citizenship** – Black History month, Asseritivness **Maths** – Geographical location, maps **ICT –** Ipad research skills

RE – Year 8 Mid Term Planning

Autumn 1 & 2	**Stewardship – God's Creation** The 'Wow' factor Awe and Wonder Caring for planet Earth Effects of modern lifestyles Climate change Whose responsibility is it to look after our planet? Who is Greta Thunberg? Study into a young activist. Christian, Buddhist, Sikh and Muslim beliefs and practices for looking after planet Earth. Link to creation – Gods Stewards Do you need to be Religious to take responsibility for our planet? Evaluation Lemon and jinga trip Letter Picking in community – Lordswood woods	• To be able to hold a respectful conversation within a small group • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete written tasks using basic punctuation A. connectives. • To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To be able to respectfully discuss the concept of Stewardship and discuss modern day roles of stewards and qualities and skills thgese may have. • To undertake research into climate change and why it is important to protect our planet. • To reflect on your own experiences of, and responses to Stewardship. • To be able to apply our ideas about Stewardship to different groups of people and link to previous convcepts (creation – truth). • To open our minds to new ideas climate change and importance of stewardship and value other people's perspectives. • To understand the impact of Stewardship on different relgions and to show respect towards the views of others. • To take part in a Stewardship activitiy (Litter picking) • To complete a writtern evaluation of your understanding of Stewardship and its importance.	David Attenbrough – Life story Netfiks National Geographic magazine cut of collage Litter picking – Lordswood woods Lemon and Jinga trip to discuss ways to look after our planet in the future AQA Life Issues text Effects of modern lifestyle chapter Climate change books – school library service Greta Thunberg https://www.bbc.co.uk/bitesize/articles/z2g62v4	**English –** Written Evaluation extended writing skills developed **Citizenship**- Climate Change, voicing opinions **Science** – Climate Change, Natural resources production **RE** – Previous learning Creation and Truth concepts Eco Schools – Litter Picking **Art** – Collage Awe and Wonder **Cookery** – Palm Oil production and use in daily products. Econmic Impact food.
Spring 1	**Love** – **Agape** What is Love? Different types of Love Who you do love? What does love mean to you? Can love change? Rescue dog case study	• To be able to hold a respectful conversation within a small group • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete written tasks using basic punctuation A. connectives.	Love actually trailer youtube Rescue dog PP Twinkle Good Samartian card sort and PP Dressing up clothes and school camera Mother Teresa PP	**English –** Written Evaluation extended writing skills developed. **Citizenship** – Comminuty voluterring, How to be a good Citizen,Natural

	Christian beliefs- Agape Good Samaritan Story How does this story show Love? Which type of love does it show? Can you find an example of a Good Samaritan in 2021? Mother Teresa – Case Study Evaluation	• To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To be able to respectfully discuss the concept of Love and discuss different types of Love • To respectfully discuss that love may change and what this means to you. • To complete a study on rescue dogs and discuss the different types of love shown. • To reflect on your own experiences of, and responses to Love. • To be able to apply our ideas about Love to different groups of people • To open our minds to new ideas about love including Agape and the importance of Agape in communities and chariety work. • To show understanding of the Christian story the Good Samaritan and be able to discuss what love is shown in this story. • To understand the impact of Love on different relgions and to show respect towards the views of others. • To take part in a short research project on the work of Mother Teresa and present findings to your peers. • To complete a writtern evaluation of your understanding of Love and its importance.	Mother Teresa Little People Big Dreams Text News Article The Good Samartian in New York	Disasters **PSHE** – Relationships
Spring 2 & Summer 1	**Celebration** – **Hindu** Which festivals do you celebrate? What do you enjoy about festivals? Are festivals important to your family? Why? Why are festivals important as a celebration of religion? Which religious festivals do you know? Celebrate? Do you know any Hindu festivals? Study importance and stories behind Holi and Diwali Take part in Polygon Holi Festival	• To be able to hold a respectful conversation within a small group • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete written tasks using basic punctuation A. connectives. • To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To reflect on your own experiences of, and responses to festivals.	https://www.twinkl.co.uk/resource/autumn-celebrations-and-festivals-display-photo-pack-t-tp-2685381 https://www.twinkl.co.uk/resource/ks2-what-do-these-colours-mean-to-me-holi-activity-t-re-7053 https://www.twinkl.co.uk/resource/t2-re-646-ks2-holi-festival-resource-pack https://www.twinkl.co.uk/resource/t-m-638-festivals-and-celebrations-display-posters	**English –** Written Evaluation extended writing skills developed **RE** – Previous learning MDOD, Christmas, Hanukkah **PSHE** – Families, Relationships and Celebration **Maths** – Map Skills **Art** – Rangoli patterns **PE –** Colour Run

	19th March Evaluation	• To be able to respectfully discuss the concept of festivals and discuss different types festivals that people celebrate within our school community. • To respectfully discuss why festivals are important as a celebration of life and relgion and link to previous concepts (Death, Idenity). • To complete a study on Hindu festivals and different religious practices which take place. • To organise and take part in a Holi festival at school during March • To visit the Hindu temple in Northam and show respect and an open mind. • To understand the impact of festivals on different relgions and to show respect towards the views of others. • To complete a writtern evaluation of your understanding of festivals and its importance.	https://www.twinkl.co.uk/resource/t-re-500-what-is-holi-powerpoint	
Summer 2	**Equality** Malala Yousef Project Discrimination Prejudice	• To be able to hold a respectful conversation within a small group. • To begin to work independently and complete research and record findings. • To engage in conversations about the significance of the work of Malala Yousef and how it is very relevant today. • To be about to give examples of how Malala overcame fear to share her story to help others. • To discuss the promotion of equality through her campaigns and the belief in hope for equality in the future. • To be able to discuss the impact that discrimination and prejudicecan have on young peoples outcomes. • To discuss the message and meaning of Malalas work. • To discuss the prejudice and discrimation Malala and other girls face. • To explain how religious beliefs influenced Malalas work.	https://www.bbc.co.uk/bitesize/articles/zvgb2sg https://malala.org/malalas-story https://www.twinkl.co.uk/resource/t2-p-269-malala-yousafzai-powerpoint https://www.twinkl.co.uk/resource/t3-p-68-malala-yousafzai-fact-file https://www.twinkl.co.uk/resource/tp2-r-225-malala-story-information-sheet https://www.twinkl.co.uk/resource/tp2-r-224-planit-re-year-4-people-of-faith-lesson-2-malala-yousafzai-lesson-pack	**English –** Written Evaluation extended writing skills developed **PSHE** – Discrimination and Prejudice, Equality Act, Violence against Women **Citizenship** – Black history Month, /Unicef, Malala Yousef

		• To evaluate our findings and create a fact file about Malala.		

RE – Year 9 Mid Term Planning

Autumn 1 & 2	**Justice** Crime and religious beliefs on law and order Aims of punishment Prison Capital Punishment Youth Offenders Life Imprisonment, parole and prison reform Police officer visit – discussion and question and answer session	• To be able to hold a respectful conversations in all lessons • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete all written tasks, extending language choices and using religious vocabulary. • To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To reflect on your own experiences of, and responses to Justice. • To be able to respectfully discuss the causes of crime, including social, environmental and psychologiocal reasons. • To be able to discuss different types of punishments and aims of punishment (Protection, retribution, deterrence, reformation, vindication and reparation). • To respectfully discuss and research types of crime and religious beliefs on law and order, including religious offences. • To respectfully discuss the age of responsibility and young offenders and punishments • To complete a study on Capital Punishment and evaluate arguments for and against Capital Punishment within a class debate. • To complete the exam question 'No one has the right to take life except God' What do you think? Explain your opinion. • To complete a written evaluation of your	https://www.bbc.co.uk/bitesize/guides/znfdpg8/revision/1 AQA Relgious Studies Life Issues text https://www.twinkl.co.uk/resource/t3-re-32-capital-punishment-lesson-pack https://www.twinkl.co.uk/resource/t3-re-101-religion-crime-and-punishment-islam-revision-booklet https://www.twinkl.co.uk/resource/t3-re-37-religion-crime-and-punishment-key-words-glossary-activity	**English –** Written Evaluation extended writing skills developed, debate skills **Citizenship** – Law 'British Values', Location of different countires, understanding punishments in different countries. **PSHE** – law ref drugs education, relationships, youth offending, St Giles Trust, Punishment throughout history (BBC bitesize clips) **RE –** previous learning 'Death' topic.

		understanding of Justice and its importance.		
Spring 1	**Suffering – Dukkha** Causes of suffering in modern day life Can we ease suffering? Buddhas story Buddhism practices 4 Nobel Truths 8 Fold Path Buddhist temple visit	• To be able to hold a respectful conversations in all lessons • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete all written tasks, extending language choices and using religious vocabulary. • To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To reflect on your own experiences of, and responses to suffering. • To be able to respectfully discuss the causes of suffering in modern day life • To be able to discuss different ways to ease suffering • To complete 4 sessions of mediatation and record the impact • To respectfully engage in a leasson about the story of Buddha and how Buddhist practices and ways of life could ease suffering. • To show understanding of Buddhist practices, 4 Nobel Truths and 8 Fold Path. • To take part in a practical session and a meditation session at The Buddhisdt temple. • To complete a written evaluation of your understanding of suffesring and the importance of ways we can ease suffering in modern day life.	https://www.bbc.co.uk/bitesize/guides/zkdbcj6/revision/1 https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr Twinkle PP – Dukkha/4 Noble Truths Book – Under the Bodhi Tree Meditation for teens book Meditation – equipment (pillows, blankets, beanbags, lava lamp) https://www.bbc.co.uk/bitesize/guides/zg7297h/revision/1 AQA - Buddhism text https://www.twinkl.co.uk/resource/t2-re-294-the-eightfold-path-differentiated-activity-sheets https://www.twinkl.co.uk/resource/t3-re-29-suffering-lesson-pack https://www.twinkl.co.uk/resource/t3-re-34-the-buddhist-view-of-suffering-lesson-pack	**English –** Written Evaluation extended writing skills developed, debate skills **PSHE –**Wellbeing, mindfulness, meditation **Citizenship –** Natural disasters suffering in third world countries, Location of predominately Buddhist countries
Spring 2 **Sum 1**	**War and Peace** Relgion, War and Peace The causes of war Peace, Justice and the sancity of life Relgions and Peace 'Just war' and 'holy war'	• To be able to hold a respectful conversations in all lessons • To complete work within a lesson and stay in class • To feel confident using a scribe if necessary or work independently to complete all written tasks, extending language choices and using religious	https://www.twinkl.co.uk/resource/tp2-r-093-planit-re-year-5-peace-lesson-2-peace-across-religions-lesson-pack https://www.twinkl.co.uk/resource/the-five-pillars-of-islam-activity-	**English –** Written Evaluation extended writing skills developed **RE -** Holocaust, KKK **Citizenship-** Current war issues (Ukraine/ Russia

	Religions and war Victims of war Peaceful Responses – Dalai Lama, Irena Sendler Keeping Peace in times of terror Nuclear weapons **Religious Discrimination** Islamophobia 911 WW2 – Holocaust KKK Terrorism not religion Scapegoating	vocabulary. • To voice your opinion assertively and respectfully. • To engage in conversations with others about their opinions. • To reflect on your own experiences of, and responses to War and Peace. • To be able to respectfully discuss the causes of conflict, why people do go to war and consequences of war (The Vietnam War, The Falklands War) • To be able to discuss Peace as an absence of conflict which leads to hapiness and harmony. • To understand the concept of the Santity of Life and that life is sacred because it is God-given • To understand that pacifism is the belief of people who refuse to take part in war and any other form of violence. • To explore the key religious teachings about peace in Buddhism, Hinduism, Islam, Judaism and Sikhism. • To think about the effects of war on its victims, including refugees and those maimed (injured) • To consider religious believers who have worked for peace (Dalai Lama, Irena Sendler) • To understand the work of peace keeping forces, the United Nations and NATO. • To understand terrorism and link to religious discrimination and how scapegoating can lead to further violence and war. (WW2 – Holocaust, Islamophobia 911, KKK) • To complete a written evaluation of your understanding of War and Peace and the importance of ways we can create and keep peace in modern day Britain.	booklet-ar-ise-65 https://www.twinkl.co.uk/resource/t4-re-128-peace-and-conflict-revision-guide-ebook https://www.twinkl.co.uk/resource/t4-re-90-nuclear-weapons-lesson-pack https://www.twinkl.co.uk/resource/t4-re-122-religious-work-for-peace-lesson-pack https://www.twinkl.co.uk/resource/t3-h-239-the-holocaust-lesson-1-why-were-the-jews-persecuted https://www.twinkl.co.uk/resource/t3-e-767-abel-meeropol-and-strange-fruit-poet-study-pack https://www.twinkl.co.uk/resource/t4-re-91-terrorism-lesson-pack	Black History Month NATO **Maps -** Geographical locations of countries previous wars **Science –** Nuclear Weapons **PSHE –** Prejudice and Discrimination, Extremisim, Terrorism.
Summer 2	My Independent Cycle of Enquiry Project Final RE Project 7 weeks	• To be able to independently choose a concept to research. • To work independently and complete research and record findings. • To plan your project and create a plan for your research.	Pupils choice	**English –** Written Evaluation extended writing skills developed **ICT –** Research and write up and presentation

		• To engage in conversations about your choosen concept and how it is relevant today. • To discuss how your concept links to previous concepts in KS3. • To evaluate your findings and present to your peers in a format that works for you (this could be a presentation, leaflet, PP, booklet or written piece of work).		