



KS3 RE PROGRESSION MAP

Overview: We want pupils to develop a solid base of knowledge about religions, particularly Christianity as the main religious tradition of Great Britain, but including teachings and practices of other principal religions represented in this country, as well as non-religious world view. We also focus on developing their empathy and compassion, as well as the ability to evaluate and analyse, ask and answer challenging questions, and express their ideas and insights. Our RE promotes pupils' spiritual, moral social and cultural development and also contributes to the development of British values such as tolerance.

Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9	End of KS4
Topics to be covered	<p>World religions studied:</p> <ul style="list-style-type: none"> ● Hinduism -What is the best way for a Hindu to show commitment to God? ● Buddhism - What is the best way for a Buddhist to lead a good life? <p>Understanding Christianity units covered:</p> <ul style="list-style-type: none"> ● Nature of God - what do Christians believe about the nature of God? ● Creation - what do Christians believe about creation? ● Gospel - What would Jesus do? 	<p>World religions studied:</p> <ul style="list-style-type: none"> ● Islam - What is the best way for a Muslim to show commitment to God? ● Judaism - What does it mean to be God's 'chosen people?' <p>Understanding Christianity units covered:</p> <ul style="list-style-type: none"> ● Creation - religion and science ● Incarnation - Jesus as the Messiah ● People of God - does following God bring freedom and justice? 	<p>World views and religions studied:</p> <ul style="list-style-type: none"> ● Sikhism - key beliefs and practices and the importance of equality ● Humanism - are humanists just good people? <p>Understanding Christianity units covered:</p> <ul style="list-style-type: none"> ● The Fall - how did suffering come into the world? ● Prophecy - Does the world still need prophets? ● Incarnation -why do Christians believe Jesus in God as man? 	<p>World views and religions studied:</p> <ul style="list-style-type: none"> ● How is Islam portrayed in the media? ● Where was God in the holocaust? ● Moral Debate - is it ever right to fight? <p>Understanding Christianity units covered:</p> <ul style="list-style-type: none"> ● Gospel - What's so radical about Jesus? ● Kingdom of God - What is God's kingdom like and what happens when you die? . 	<p>World views and religions studied:</p> <ul style="list-style-type: none"> ● Islam Belief ● Christian Beliefs <p>Moral debates and issues studied:</p> <ul style="list-style-type: none"> ● Religion, Crime and Punishment 	<p>Paper 1 religions beliefs and practices:</p> <ul style="list-style-type: none"> ● Year 11 Islam Practices ● Year 11 Christian Practices <p>Paper 2 moral debates and issues:</p> <ul style="list-style-type: none"> ● Year 10 Relationships and Families ● Year 10 Religion and Life ● Year 10 Religion, Peace and Justice



<p>Investigate the beliefs and practices of religions and other world views.</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and eternal Christians do not all agree about what God is like, but try to follow his path, as set out in the Bible Christians believe getting to know God is like getting to know a person rather than learning information. Christians see that Jesus Teachings and example cut across expectations Christians believe that they should bring this good news to life in the world in different ways The bible starts with the Jewish story of creation. In Genesis God creates the world. Some Christians believe that the creation story in Genesis is true, and some believe that it is a story that helps us to understand God the creator. The Buddha was born a prince. He 	<p>Pupils will know:</p> <ul style="list-style-type: none"> The bible starts with the Jewish story of creation. In Genesis God creates the world. Some Christians believe that the creation story in Genesis is true, and some believe that it is a story that helps us to understand God the creator. The Bible then tells the story of the Jewish people. the significance of the 10 commandments to Christians and Jews Christians believe that Jesus fulfilled his expectations and that he is the Messiah. Jewish people do not think Jesus is the Messiah. The new Testament says that Jesus's death was for us. Christians interpret this in different ways, but all believe in the resurrection. Mohammed is the most important prophet. He was sent to show there is one 	<p>Pupils will know:</p> <ul style="list-style-type: none"> the meaning of key terms like 'Good' and 'Evil', explain the differences between them and link this to the Bible. where the Christian concept of Good and Evil comes from and by retelling the events of Genesis 3 what Christians believe about the nature of God the relevance of the 'I am' sayings in John's Gospel and what they tell Christians about Jesus' true nature how Christian worship reflects Christian beliefs in Jesus as God incarnate. how to define a 'prophet' in both the biblical and modern day sense the messages of both Isaiah and Amos the key aspects of the Sikh faith and how their beliefs, behaviour and actions show their commitment to God the role and importance of Guru Nanak to Sikhism and its followers how following the religion of Sikhism will impact on the behaviour and daily life of Sikhs how to define what it means to be a Humanist and show understanding of the key aspects of the teachings of Humanism. The role and importance of the 'Golden Rule' to 	<p>Pupils will know:</p> <ul style="list-style-type: none"> the key beliefs and teachings of Islam how the teachings of Muhammad and following the Qur'an are reflected in the actions and lives of Muslims today. how Jesus challenged religious and political authorities, making reference to biblical texts as evidence how Christians use Jesus' teaching to guide their actions/behaviour Christian beliefs to do with heaven, judgement and the Kingdom of God. and give examples of different Christian beliefs about life after death Jewish reactions to the Holocaust and give examples of how and why it has impacted on faith and beliefs the relevance of just war theory in helping people of faith determine their attitude towards war 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Muslim beliefs in the Oneness of Allah - Tawhid how belief in Tawhid is supported Surah 112 'He is Allah who is one...' the impact of these beliefs for Muslims including avoiding idolatry and excepting the supremacy of God's will Muslims beliefs about the nature of Allah for example Beneficence, Fairness, Omnipotence, Mercy including Adalat (justice) is Shia Islam the origins of Sunni and Shia Islam the key beliefs of Sunni Islam e.g. Six Articles of Faith and Shia Islam e.g. The Five Roots of Usul ad Din. similarities and differences between Six Articles of Faith and the Five Roots of Usul ad Din. Muslim beliefs about angels including their nature and their role the angel Jibril and Mikail be able to explain their roles Muslim beliefs about predestination and human freedom how beliefs in predestination and human freedom relate to the day of judgement Muslim beliefs about life after death e.g. Akhirah, Resurrection, Heaven and Hell the importance of human responsibility and accountability for Muslims 	<p>Pupils will know:</p> <ul style="list-style-type: none"> how the 5 pillars influence Muslims today that Shia Muslims also have 10 Obligatory Acts the additional duties of Shia Islam that come from these 10 Obligatory Acts the significance of Salah including the practices within Salah for example wudu/ablution, rak'ah/movements, facing Makkah, timings and recitations the practice of Salah in the mosque and at home or elsewhere including the use of the prayer mat at 2 least differences between how Sunni and Shia Muslims practice Salah e.g the importance of prayer and differences in timings what makes Jummah prayer different and importance of the Friday prayers for Muslims today the role, significance, origins and duties of sawm including the significance of the month of Ramadan the benefits of fasting and reasons why some Muslims do not take part the meaning of the Surah 96:1-5 links between the Night of Power and Sawm the role significance and origins of Zakah including defining the terms alms and
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	<p>realised that riches do not prevent unhappiness and suffering. He meditated and became enlightened. He told stories to help people accept that everything changes and that suffering is caused by greed. He gave them the 8-fold path to show them how to live. For example it is important to use 'right speech', 'right thought' and 'right action'.</p> <ul style="list-style-type: none"> Hindus follow the Dharma – the code for leading your life. They read the Vedas – the holy books that guide Hindus. They worship God at the temple and in a shrine at home. Many Hindus think it is important to go on a pilgrimage to the River Ganges. 	<p>God, confirming the teaching of Abraham and Jesus.</p> <ul style="list-style-type: none"> Muslims follow the 5 pillars of Islam Following the 5 pillars will help Muslims lead a good life and go to heaven Jihad means struggle. Some Muslims interpret it as the struggle to be good. Some Muslims interpret it as war. The Qur'an says defend Islam but do not begin the hostilities. the significance of the 10 commandments to Christians and Jews how Jewish beliefs, behaviour and rites of passage show their commitment to God reasons why Jewish people have been persecuted so much over the last 2000 years 	<p>Humanists.</p> <ul style="list-style-type: none"> how following the Golden Rule will impact on the behaviour and daily life of Humanists 		<ul style="list-style-type: none"> the influence of Akhira on Muslim today the concept of Risalah (prophethood) the role and importance of 3 prophets Adam, Ibrahim and Muhammad how Muslims remember Ibrahim through their actions the important events in the life of Muhammad including the revelation of the Qur'an, Hijrah, Night Journey and the Destruction of the idols in the Kaaba arguments for which prophet is the most significant to Muslims the role and authority of the Imamate in Shia Islam how the Qur'an was revealed and why identify 3 reasons it has authority in Islam about the Torah, Psalms, the Gospel and Scrolls of Abraham as additional sources of authority the qualities of God and the evidence to support these qualities. For example creation show omnipotence, sending Jesus shows omnibenevolence, setting laws and making judgements show God is just the extent to which God's qualities can be found in human beings and analyse the concept of the Oneness of God and the Trinity what may seem to be conflicting ideas about God and how the trinity may resolve these 	<p>the different practice of Khums in Shia Islam</p> <ul style="list-style-type: none"> who benefits from Zakah and why it is given the importance of the Hajj the origins of the Hajj the origins and meanings of Id-ul-Fitr and Id-ul-Adha how these festivals are celebrated by Muslims today the origins and meaning of Ashura how this festival is celebrated by Sunni and Shia Muslims what is meant by liturgical, non-liturgical and informal worship at least 2 difference between liturgical, informal and non-liturgical worship one in which the Bible is used by Christians in worship the meaning of private worship and give 3 examples of what it might include the importance of prayer in the life of a Christian including the example of the Lord's Prayer as an example of a set prayer 1 difference between informal and set prayers different types/categories of prayer including CATS (confession, adoration, Thanksgiving, Supplication) the meaning of a sacrament examples of sacraments including baptism and holy communion the significance of baptism including its link to original sin,
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					<ul style="list-style-type: none"> • how creationist and liberals interpret the Genesis account differently. Explain the role of the word and spirit in the Christian creation account with reference to Genesis 1:1-3 and John 1: 1-3 • and understand Christian teaching about incarnation and link with the beliefs about Jesus as fully human and full divine • the impact of the crucifixion on Christians today • and develop detailed knowledge of the resurrection and ascension • the meaning and significance of resurrection and ascension for Christians today • the difference between literal and modern interpretations of heaven and hell • the effect that sin can have on salvation • the role of Jesus crucifixion and resurrection in salvation • and understand the idea of atonement in salvation • at least 2 means of gaining salvation including grace and deeds/actions 	<p>becoming a Christian and Jesus' baptism</p> <ul style="list-style-type: none"> • different practices relating to baptism including the differences and similarities between infant and adult/believers baptism • the importance of Holy Communion for Christians and make links to Jesus' sacrifice and the Last Supper • different terms used for Holy Communion e.g. Divine Liturgy for Orthodox Christians, Mass for Catholic Christians and Holy Communion/Eucharist for the Church of England • different practices and beliefs about Holy Communion including the Catholic belief in transubstantiation • the importance of pilgrimage for Christians today • 2 examples of places of pilgrimage including Lourdes and Iona • with reference to Street Pastors and Food Banks, the role of the Church in the local community e.g. The Trussell Trust and the Oasis Project • examples of evangelism and the work of the Christian missionaries. Link these practices to Biblical teachings including 'go make disciples of all nations'... 'I am the way, the truth and the life, no-one comes to the father except through me' • the impact these practices have on Church growth
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<p>Investigate the impact of religious beliefs and other worldviews on questions of meaning, purpose and value</p>	<p>Pupils will know:</p> <ul style="list-style-type: none"> Religious beliefs lead to people taking action, e.g. why Christians might try to challenge unjust social structures. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Many Christians believe science and faith go together. Science says how something happened and Christian beliefs say why Weigh up how far Genesis and a scientific account are in conflict. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> how belief in Jesus as God incarnate is relevant in the world today. Offer a view as to how far Isaiah and Amos messages are valuable today. Why equality matters to Sikhs and how it influences their actions. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> how Christians respond to the challenges of Jesus' teaching about love and justice, using modern examples as evidence the reasons behind the Holocaust, in both the short and long term, and how they link to religion. the role of religion within the Holocaust 	<p>Pupils will know:</p> <ul style="list-style-type: none"> the impact of the problem of evil on these qualities, e.g if God is omnibenevolent, why do people suffer the effect Christian beliefs about life after death and judgement have on Christians including how beliefs might affect the way they live their lives 	<p>Pupils will know:</p> <ul style="list-style-type: none"> how to compare and contrast Christian beliefs about the origins of the Universe (Genesis) with Scientific explanations including the Big Bang and Evolution and understand Christian beliefs about the value of the world and duty of human beings in protecting it, including the key concepts of stewardship, responsibility, dominion, awe and wonder and understand Christian beliefs about the use and abuse of the environment different types of energy and resources including renewable energy and natural resources and explore the problems caused by pollution and understand Christian responses to the issue of pollution including Pope Francis Open Letter and explain Christian beliefs about animals and their relationship to human beings and understand Christian beliefs about the use and abuse of the animals and explain Christian attitudes towards animal experimentation (cosmetic and medical) and the use of animals for food Explain with examples the work of individuals and the worldwide Church in reconciliation e.g. Desmond Tutu in South Africa, Coventry
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						<p>Cathedral and Taize</p> <ul style="list-style-type: none"> • Understand how Christians have responded to persecution e.g. work on CSW and The Barnabas Fund • Explain 3 things that CAFOD, Christian Aid or Tearfund do to support communities in need
Investigate the impact of religious beliefs and other worldviews on morality, identity and diversity	<p><u>Pupils will know:</u></p>	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • how modern day examples of Martin Luther King and Desmond Tutu putting God's teachings in the 10 commandments into practice. 	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • what Good and Evil mean in our world today and explain why different religions have different interpretations of these words. • The impact of suffering on attitudes regarding the existence of God. • Give examples of what a modern-day prophet would do and say • Humanist beliefs regarding moral issues and life after death. 	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • how and why Muslims are stereotyped, using examples in the media. • the causes of radicalisation. • Define the meaning of 'radical' and use evidence to explain why Jesus can be viewed this way. • why the Holocaust can be viewed as an act of evil • contrasting beliefs on the issues of violence and pacifism with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions • the role of religion in both causing and ending war in the modern era. 	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • definitions of crime and punishment, including the legal positions regarding crime and punishment • and understand the reasons why some people commit crimes including Christian attitudes to the reasons why some people commit crimes e.g poverty and upbringing, greed and hate, addiction and mental illness opposition to unjust laws • Understand the analyse Christian attitudes to lawbreakers and different types of crime, including hate crime, theft and murder • Know and understand at least 3 aims of punishment e.g. Retribution, deterrence and reformation, protection, reparation, and vindication • Understand Christian attitudes to these 3 main aims of punishment • Know and understand 3 forms or examples of punishment including prison, community service and corporal punishment 	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> • and understand Christian beliefs about abortion including the contrasting views of the Church of England and Roman Catholic Christians • the legal position on abortion in the Britain today • arguments for and against abortion including pro-life (linking to the sanctity of life) and pro-choice (linking to quality of life) • different types of euthanasia including active, passive, voluntary, non-voluntary and involuntary • the legal position on euthanasia in Britain today • Christian beliefs about euthanasia supported by Biblical teachings like the sanctity of life • and explore the role of hospices as an alternative to Euthanasia and it links to Christian love (agape) • and understand the meaning and significance of key concepts including forgiveness, peace, justice and reconciliation • and understand the UK law



					<ul style="list-style-type: none"> • Analyse how effective these forms of punishment are in meeting the aims of punishment • Consider the ways in which criminals are treated and Christian beliefs about how they are treated as part of their punishment • Consider the role of Christian beliefs and attitude towards forgiveness in relation to the treatment of criminals and the importance for the victim and their families • Examine a case study relating to forgiveness e.g. Dee Walker (Anthony Walker) • Know and understand arguments for and against the death penalty (capital punishment) • Understand ethical arguments relating the death penalty including the principle of utility and sanctity of life • Understand different Christian attitudes to the death penalty (capital punishment) 	<ul style="list-style-type: none"> • regarding protesting and understand Christian beliefs about violence including violent protest and terrorism. • Christian attitudes towards the reasons for war e.g. greed, self-defence and retaliation • How to apply the Just War Theory to a specific war e.g. Falklands or Gulf War • different weapons of mass destruction including nuclear, chemical and biological weapons • the possible implications of weapons of mass destruction (WMD) and consider whether their use can ever be justified. Including their use as a deterrent. Make links about the use of WMD to the condition or proportionality/excessive force in the Just War Theory • Explore Christian attitudes towards the use of WMD • Consider different views about whether religion is a cause of war and violence • understand why some Christians are pacifists and support beliefs in pacifism with Biblical teachings and the example of Jesus • Know about the work of a pacifist organisation e.g. The Anglican Pacifist Fellowship as well as a pacifist denomination like the Quakers • Understand what can be done to help victims of war
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						<ul style="list-style-type: none"> ● Understand the work of at least 2 present day Christian organisations that help support victims of war and how they are motivated by the golden rule. E.g. Caritas and Christian Aid ● Christian teachings about human sexuality and the meaning of heterosexual and homosexual relationships ● contemporary British attitudes towards these relationships ● Christian beliefs and teachings about sexual relationships before and outside of marriage, including adultery, one night stands, cohabitation and homosexuality ● different categories of contraception including artificial, natural and barrier as well as examples they fall into these categories e.g. barrier=condom, natural=rhythm/calendar, artificial=contraceptive pill ● Christian attitudes and contemporary British views towards the use of contraception and family planning ● the main parts of the marriage ceremony and how they link to Christian beliefs about marriage ● Christian understandings of the nature and purpose of marriage including an example of a sacrament, for procreation, sign of covenant and expression of physical love
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						<ul style="list-style-type: none"> • Christian and non religious responses to same-sex marriage and cohabitation • different reasons for divorce on Britain today including financial reasons, domestic abuse, adultery etc • Christian teaching on divorce and remarriage including the difference between Roman Catholics and the Church of England. • Catholic beliefs about annulment, including conditions in which they are granted. • the Biblical teachings on divorce and how they contributed to these differing views - reference to Mark and Matthew's Gospel • the nature of families in the 21st Century including definitions of nuclear, extended, same sex parent families and reconstituted families • Christian beliefs and teachings about the nature and role of parents and families including the issues of bigamy, polygamy and same-sex parents • Christian beliefs about the purpose of families, including procreation, stability and protection of children and educating and bringing children up in the Christian faith • religious beliefs about the roles of men and women, gender equality, gender
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						<ul style="list-style-type: none"> prejudice and discrimination contemporary British examples of prejudice and discrimination as well as responses to them
Evaluate and compare religious beliefs and practices and reflect on and compare their own views.	<p>Pupils will know:</p> <ul style="list-style-type: none"> at least one similarity and one difference between Christianity and two other faiths/world views studied. Compare Buddhism or Hinduism to Christianity Suggest why there may be problems in the world and how people could help solve them Describe one of their good choices and the consequences of it. Explain the consequences of making a different choice 	<p>Pupils will know:</p> <ul style="list-style-type: none"> Identify a link between Islam and Judaism. Make connections between different features of the religions and worldviews they study Give examples of times when they misinterpreted something Suggest how religions may help people find peace. Discuss some ideas they have heard about different things to believe about how the world began. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How Christian attitudes to evil and suffering compare with other religions and world views, including Buddhism. how to compare and contrast Sikh attitudes to equality with other religions and worldviews, including Christianity. How Humanist attitudes towards moral issues such as life after death compare to other worldviews, including Christianity. Compare the beliefs and practices of Humanism and Christianity, including rites of passage, identifying the differences between them. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> How Christian attitudes to life and death compare with other religions and worldviews, including Humanism, Buddhism and Hinduism. 	<p>Pupils will know:</p> <ul style="list-style-type: none"> and demonstrate an awareness of contrasting perspectives in contemporary British society on all of these issues.: <ul style="list-style-type: none"> Religion, crime and punishment 	<p>Pupils will know:</p> <ul style="list-style-type: none"> and demonstrate an awareness of contrasting perspectives in contemporary British society on all of these issues.: <ul style="list-style-type: none"> Relationships and families Religion and Life Religion, peace and conflict
Key Vocabulary	<ul style="list-style-type: none"> Father, eternal, holy, forgiveness, omnipotent, omniscient, omnibenevolent, omnipresent, God the Son, Trinity, Teacher, Gospel, Parable, Disciple, Creation, Genesis, Big Bang Theory and Stewardship 	<ul style="list-style-type: none"> Muslim, Allah, Muhammad, Shahaddah, Salah, Zakat, Sawm, Hajj, Halal and Haram. Prophet, Messiah, Incarnation, Saviour, freedom, justice, covenant, commandment, Abraham, Moses, Israelites, Hebrews, 	<ul style="list-style-type: none"> Good, Evil, Sin, Crime, Moral Code, Creation, Genesis, Adam, Eve, Glory, Wretchedness, Samaritan, Forgiveness, Temptation, The Fall, Suffering, I Am, worship, resurrection, prophet, prophecy, Isaiah, Amos, denounce, injustice, unjust, ploughshares, Pope Francis, Malala Yousafzai, Jonathan Sacks, Bhagat Puran Singh, 	<ul style="list-style-type: none"> Islam, Muslim, Stereotype, Radicalisation, Jihad, Islamophobia, extremism. Radical, extreme, incarnation, miracle, pharisees, rebel, blasphemy, disciple, sinner, Nazareth Manifesto, soul, resurrection, re-creation and everlasting life. Evil, suffering, genocide, persecution, Ghetto, Final Solution Holocaust, Shoah, 	<ul style="list-style-type: none"> Tawhid, Adalat, Beneficence, Predestination, Sunni, Shia, Akhirah, Resurrection, Risalah, Imamate, Caliph Justice, The Word, Ascension, Crucifixion, Salvation, Atonement, Purgatory, Grace, Satan, Day of Judgement Crime, Punishment, Criminals, Retribution, Deterrence, Reformation, Corporal punishment, Community 	<ul style="list-style-type: none"> 10 Obligatory Acts, Wudu, ablution, Rak'ah, recitations, Jummah, Surah, Night of Power, Khums, Ashura Liturgical, non-liturgical, Lord's prayer, confession, supplication, sacrament, holy communion, eucharist, divine liturgy, Lourdes, Iona, evangelism, missionaries Homosexuality, Heterosexuality,



	<ul style="list-style-type: none"> Moksha, Dharma, Karma, Trimurti, Ashima, Puja, Diwali, Rama and Sita, Gandhi. Buddha, dharma, sangha, suffering, meditation, enlightenment, greed, 5 precepts, 4 noble truths, 8-fold path, right speech, right thought, right action. 	<p>Pharaoh, Science, conflict, complement, creation, Genesis, Big Bang, Vivisection and Organ Donation.</p> <ul style="list-style-type: none"> Jewish, Judaism, Torah, Shabbat, Synagogue, Commitment, Bat/Bar Mitzvah, Kosher, Passover, Hanukkah, Rosh Hashanah and Covenant. 	<p>Oscar Romero</p> <ul style="list-style-type: none"> Sikh, Sikhism, equality, Guru Nanak, 10 Gurus, Guru Granth Sahib, Gurdwara, 5Ks and Amrit. Humanist, Humanism, Golden Rule, Atheist and Reason. 	<p>antisemitism.</p> <ul style="list-style-type: none"> Peace, justice, forgiveness, reconciliation, Just War Theory, Holy War, pacifist, conscientious objector. 	<p>Service, Prison Capital punishment, death penalty</p>	<p>Contraception, Adultery, Marriage, Same-sex marriage, Civil Partnerships, Cohabitation, Divorce, Remarriage, Annulment, Nuclear family, Extended family, Reconstituted/stepfamily, Polygamy, Bigamy, Same-sex parents, Procreation, Stability, Gender equality, Gender prejudice, Sexual stereotyping, Gender discrimination.</p> <ul style="list-style-type: none"> Environment, Animal experimentation, Abuse, Dominion, Stewardship, Abortion, Euthanasia, Wonder, Awe, Origins, Pollution, Vegetarian, Vegan, Sanctity of life, Quality of life Protest, Violence, Riot, Weapons of Mass, Destruction, Holy War,
Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9	End of KS4

Reference documents other than National Curriculum:	Understanding Christianity, Agreed Local Syllabus for Dorset 2016, Agreed Local Syllabus for Bournemouth and Poole 2017, AQA GCSE RE Spec, Discovery RE
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