

2025-2026



Co-op Academy
Grange

KS3

Religious Studies Long Term Plan

Year 7 Religious Studies Long Term Plan (2025-2026)

Term	Autumn Term		Spring Term		Summer Term	
Half Term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles / Lengths	Worldviews (6 lessons)	Existence of God (6 lessons)	Abrahamic Faiths I (Judaism & Christianity) (6 lessons)	Abrahamic Faiths II (Islam) (6 lessons)	Dharmic Faiths I (Hinduism) (6 lessons)	Dharmic Faiths II (Buddhism) (6 lessons)
Learning Objectives	Understand what a worldview is by exploring both religious and non-religious perspectives. Students will reflect on what shapes their own beliefs (family, culture, experiences, media) and learn to explain their views clearly. They will begin to compare worldviews, considering similarities and differences, and practise respectful dialogue about life's big questions such as the meaning of life, whether God exists, and what it means to live a good life.	Examine religious and non-religious explanations for the universe: Christian and Muslim creation stories, scientific theories such as the Big Bang, and philosophical arguments (Design, First Cause). Students will learn to summarise these perspectives, weigh up their strengths and weaknesses, and form their own reasoned response about whether God exists, presenting their views respectfully.	Explore who Abraham was and why he is significant in Judaism and Christianity. Students will examine covenant stories, sacred texts (Torah, Bible), and practices like Passover and the Sabbath. They will compare beliefs, values, and practices to identify both shared origins and distinct identities.	Investigate Abraham's role in Islam (Ibrahim) and the shared narratives linking Judaism, Christianity, and Islam. Students will learn about practices such as Hajj and Qurbani, and compare how Abraham's story is understood across all three faiths. They will reflect on the shared values of justice, compassion, and faith that can build respect across religions.	Introduce Hindu beliefs: Brahman, Atman, Dharma, Karma, Samsara, Moksha. Students will learn about the Trimurti, Hindu festivals such as Diwali and Holi, and how these beliefs influence daily life. They will compare Hindu practices with Abrahamic traditions, highlighting similarities in values such as kindness, responsibility, and respect.	Explore the life of the Buddha (Siddhartha Gautama), the Four Noble Truths, and the Eightfold Path. Students will understand how Buddhism teaches compassion, mindfulness, and non-violence. They will examine how Buddhist practices like meditation guide followers and compare these values to other religions studied earlier in the year.
Key Ideas / Themes	Identity, belonging, respect, tolerance, pluralism. Understanding how worldviews influence culture and society.	Faith vs reason, philosophy, design and first cause arguments, science and religion dialogue, atheism and agnosticism.	Covenant, Torah, Trinity, scripture, worship, shared prophets, links between Judaism and Christianity.	Tawhid, Qur'an, Five Pillars, Prophet Ibrahim, shared narratives, justice and compassion.	Brahman, Atman, Dharma, Karma, Samsara, Moksha, festivals (Diwali, Holi), diversity of practice.	Suffering, compassion, mindfulness, meditation, Enlightenment, community (sangha).
Prerequisite Knowledge	Basic awareness of different religions and cultures from primary school. Prior ideas of fairness and respect.	Concepts of worldview from HT1; awareness that people hold diverse beliefs about life and origins.	Awareness of Judaism and Christianity from primary school; ideas of covenant and scripture.	Prior knowledge of Abraham's role in Judaism and Christianity (HT3). Links back to shared patriarch.	Awareness that some world religions (Dharmic) are different from Abrahamic ones. Building from HT1-4.	Awareness of Hindu beliefs (HT5). Links to ideas of suffering and meaning from HT2 (Existence of God).
Outcomes (Stickable – output students produce to demonstrate their knowledge)	Personal worldview poster/diagram with written explanation. Demonstrates awareness of influences on beliefs, ability to compare with others, and respect for diversity.	Written evaluation of 'Is there good evidence for God's existence?' using Because–But–So frames, supported with examples from science, scripture, and philosophy.	Fact file or double-page spread comparing Judaism and Christianity, showing shared origins and distinct practices.	Leaflet/infographic explaining Abraham's role in Islam and links with Judaism and Christianity, highlighting shared values.	Illustrated guide or creative project on Hindu beliefs, festivals, and practices, showing links to values and daily life.	Storyboard or diagram of the Buddha's life, the Four Noble Truths, and the Eightfold Path, linked to mindfulness and compassion.

Year 8 Religious Studies Long Term Plan (2025-2026)

Term	Autumn Term		Spring Term		Summer Term	
Half Term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles / Lengths	Non-Religious Worldviews (approx. 6 lessons)	Spiritual Experience (HT2 & HT3, approx. 12 lessons)	Spiritual Experience (cont'd)	Multi-Faith Britain (HT4 & HT5, approx. 12 lessons)	Multi-Faith Britain (cont'd)	Spirited Arts (creative project, approx. 6 lessons)
Learning Objectives	Develop an understanding of atheism, humanism, and agnosticism. Explore how meaning, morality, and purpose are created without religion. Examine how non-religious worldviews influence ethical decisions, political views, and cultural practices. Learn to compare secular and religious perspectives with respect, and explain their own beliefs confidently in writing and discussion.	Investigate the nature of spiritual experiences, such as visions, awe in nature, and feelings of transcendence. Explore how Christianity, Islam, Hinduism, and Buddhism interpret spiritual experience. Reflect on how such experiences might change a person's identity or behaviour. Build skills in empathy and respectful listening.	Continue exploring examples of spiritual experience across history and cultures. Evaluate whether such experiences provide good evidence for belief in God or the divine. Practise structured writing, producing a balanced essay that considers multiple perspectives. Refine skills in critical thinking and personal reflection.	Examine what it means to live in a multi-faith Britain today. Explore how diversity is reflected in schools, workplaces, communities, and national celebrations. Learn about laws that protect religious freedom and equality. Develop the ability to discuss both benefits and challenges of religious diversity.	Deepen knowledge of interfaith dialogue and cooperation. Explore examples of communities working together across faiths to promote peace and unity. Learn how stereotypes and prejudice can be challenged. Reflect on the importance of mutual respect and civic responsibility in building a cohesive society.	Consolidate RS learning through the Spirited Arts competition. Express understanding of religious and non-religious perspectives creatively through art, poetry, drama, or digital work. Reflect on how personal beliefs and values shape identity. Develop confidence in presenting ideas in a public or creative form.
Key Ideas / Themes	Secular ethics, purpose, human dignity, the role of reason and evidence in belief. Understanding that not all morality is rooted in religion and recognising diverse ways people find meaning.	Awe, transcendence, life-changing experiences, and their impact on faith. The importance of personal testimony and interpretation in shaping belief.	Transformation, reflection, and empathy. Questions about truth, evidence, and the limits of human experience. Skills in balanced evaluation.	Identity, coexistence, respect, inclusion, equality, and citizenship. The importance of recognising both differences and shared values in Britain today.	Dialogue, pluralism, social cohesion, tackling prejudice, promoting tolerance. Examples of successful interfaith initiatives in the UK.	Expression, creativity, respect, and empathy. Developing voice and confidence in presenting ideas through artistic and literary mediums.
Prerequisite Knowledge	Year 7 study of worldviews and the existence of God. Awareness of how beliefs shape identity. Experience of comparing and contrasting perspectives respectfully.	Knowledge of worldviews from Year 7 and skills in reflective writing. Awareness of how beliefs influence behaviour and identity.	Continuation from HT2. Awareness of arguments about God's existence and their link to spiritual experience. Skills in balanced debate and writing.	Year 7 study of Abrahamic and Dharmic faiths. Understanding of key beliefs and practices, and how they shape communities. Prior discussion of respect and empathy.	Builds on HT4, with greater depth. Awareness of challenges in living together with diversity. Understanding of fairness and equality from PSHE and Year 7 work.	Knowledge from HT1–HT5 about worldviews and diversity. Creative and reflective practice from English, Art, and PSHE. Ability to apply RS learning imaginatively.

<p>Outcomes (Stickable – output students produce to demonstrate their knowledge)</p>	<p>Comparison chart of religious vs non-religious worldviews, plus a written reflection ('What makes a worldview without religion meaningful?'). Demonstrates ability to explain and evaluate secular perspectives with respect.</p>	<p>Reflective journal entry describing a spiritual experience and analysing its potential impact. Demonstrates empathy and awareness of how belief may change behaviour.</p>	<p>Structured essay ('To what extent can spiritual experiences change lives?') with examples from multiple traditions. Shows ability to evaluate evidence and present a reasoned conclusion.</p>	<p>Group presentation or poster project ('Faces of Multi-Faith Britain') highlighting local and national diversity. Demonstrates knowledge of faiths and respect for diversity.</p>	<p>Class debate ('Is Britain more united or divided by its faiths?') with supporting evidence. Assesses ability to handle complex issues respectfully and thoughtfully.</p>	<p>Creative Spirited Arts portfolio (art, poetry, drama, or digital project) showing personal engagement with RS themes. Builds confidence and expressive skills.</p>
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Year 9 Religious Studies Long Term Plan (2025-2026)

Term	Autumn Term		Spring Term		Summer Term	
Half Term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles / Lengths	Treatment of Humans and Animals (6 lessons)	Can War Be Ethical? (6 lessons)	Does Religion Promote or Prevent Equality? (6 lessons)	Where is God? (6 lessons)	Is there Life After Death? (6 lessons)	Life After Death (cont'd) + GCSE Bridging (6 lessons)
Learning Objectives	Explore religious and secular perspectives on the sanctity of life. Study ethical issues such as abortion, euthanasia, and animal rights. Examine Islamic concepts of Ummah, Khalifah (stewardship), and sanctity of life in the Qur'an, alongside Christian teachings of 'Love thy neighbour' and stewardship in Genesis. Consider secular human rights frameworks and campaigns on animal welfare. Develop GCSE AO1 knowledge of beliefs and AO2 skills in evaluation, practising GCSE-style with supporting sources.	Investigate religious and secular views on war and peace. Study Just War Theory, Holy War, Pacifism, and modern conflicts. Explore Islamic teaching on jihad and Christian views on forgiveness and reconciliation. Analyse contemporary case studies (e.g., Iraq War, Ukraine). Link to GCSE Paper 1 Islam (Peace, Jihad) and Paper 2 Christianity (Peace and Conflict). Practise GCSE-style extended essays, evaluating 'To what extent can war ever be justified?'	Examine whether religion promotes or prevents equality. Study gender equality, racial justice, disability rights, LGBTQ+ inclusion, and interfaith relations. Analyse Islamic and Christian perspectives, alongside secular human rights arguments. Direct GCSE links: Islam (Human Rights, Equality) and Christianity (Equality, Social Justice). Build skills in presenting balanced views and weighing evidence, practising 12-mark questions.	Explore the problem of evil and suffering. Study theodicies such as Augustine, Irenaeus, and Free Will Defence. Examine Islamic views on qadr (predestination) and Christian beliefs in omnipotence and omnibenevolence. Reflect on real-world suffering and evaluate how religions answer 'Where is God?' Direct GCSE links: Christianity (Nature of God, Problem of Evil) and Islam (Predestination, Tawhid). Develop skills in evaluation essays and source analysis.	Study beliefs about life after death: Islamic (Aakhirah, Day of Judgement, Jannah, Jahannam), Christian (Resurrection, Heaven, Hell, Judgement), Hindu (reincarnation, moksha), and Humanist views. Compare similarities and differences across faiths. Link to GCSE Paper 1 (Aakhirah) and Paper 2 (Afterlife). Practise extended writing tasks with sources and evaluation.	Consolidate life after death study and transition into GCSE exam practice. Students will complete full sets of GCSE-style questions (1a–1d). Develop skills in quoting and explaining sources of authority (Bible, Qur'an, Hadith). Practise writing balanced evaluation essays using GCSE structures (Because, But, So; Therefore). Direct bridging into GCSE Paper 1 (Islam) and Paper 2 (Christianity).
Key Ideas / Themes	Sanctity of life, human dignity, stewardship, Ummah, Khalifah, neighbourly love, equality of life. GCSE links: Islam (Sanctity of Life, Ummah), Christianity (Sanctity of Life, Love thy neighbour).	Just War, Pacifism, Jihad, forgiveness, reconciliation, peace. GCSE links: Paper 1 Islam (Jihad, Peace), Paper 2 Christianity (Peace and Conflict).	Equality, justice, rights, discrimination, prejudice, human rights, religious freedom. GCSE links: Islam (Human Rights, Equality), Christianity (Equality, Social Justice).	Theodicy, suffering, omnipotence, omnibenevolence, free will, predestination, Tawhid. GCSE links: Christianity (Nature of God, Problem of Evil), Islam (Qadr, Tawhid).	Resurrection, Judgement, Heaven, Hell, Akhirah, reincarnation, Humanist perspectives. GCSE links: Islam (Aakhirah), Christianity (Afterlife).	Exam technique, sources of authority (Bible, Qur'an, Hadith), GCSE essay structures. Ethical applications in modern contexts. GCSE links: Paper 1 and Paper 2
Prerequisite Knowledge	Year 7 worldviews and Year 8 non-religious ethics. Prior discussion of fairness, justice, and respect. Builds directly into GCSE ethics content (Sanctity of Life).	Year 8 spiritual experience (transformation) and multi-faith Britain (diversity). Provides foundation for GCSE Paper 2 Christianity (Peace and Conflict) and Paper 1 (Jihad, Peace).	Year 8 multi-faith Britain and equality discussions. Builds into GCSE Paper 1 Islam (Equality, Human Rights) and Paper 2 Christianity (Equality, Social Justice).	Year 7 Existence of God and Year 8 Spiritual Experience. Revisits questions of belief and evidence, bridging into GCSE Problem of Evil units.	Year 7 Dharmic faiths (Hinduism, Buddhism) and Year 8 non-religious views. Provides foundation for GCSE life after death content in Islam and Christianity.	Knowledge from all Year 7–8 units. Familiarity with structured writing and evaluation. Skills in critical thinking now honed through GCSE-style practice.

<p>Outcomes (Stickable – output students produce to demonstrate their knowledge)</p>	<p>Case study analysis (e.g. abortion, euthanasia, animal testing) with GCSE-style 1c/1d responses. Poster summarising religious/secular views with sources of authority.</p>	<p>Debate ('Can war ever be justified?') followed by extended GCSE-style evaluation essay (12 marks). Mind map of Just War, Pacifism, and Jihad with Qur'an/Bible references.</p>	<p>Presentation/fact file on equality issues. GCSE-style 12-mark essay evaluating whether religion promotes equality, using sources.</p>	<p>Essay: 'If God is loving, why is there suffering?' written in GCSE Paper 2 format. Comparative chart of Christian and Islamic theodicies.</p>	<p>Comparative table of afterlife beliefs (Islam, Christianity, Hinduism, Humanism). Extended GCSE-style response on life after death using religious texts.</p>	<p>Full GCSE practice paper (Paper 1 or 2 sections). Students complete 1a–1d questions with marking guidance. Practice quoting sources and writing balanced evaluation essays.</p>
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