



Cambridge Park Academy

Character - Preparation - Achievement

Religious Education Long Term Plan

KS3 - Long Term Plan

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
1	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> Sam - diversity in my church community <u>Substantive Knowledge Focus:</u> different styles of worship <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> Sara - diversity in my Muslim community <u>Substantive Knowledge Focus:</u> different ways of worshipping for men and women <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> Sam - St Cuthbert and the otters <u>Substantive Knowledge Focus:</u> St Cuthbert, Christian beliefs about being compassionate, being wise, using your gifts to help other people <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> Sara - Bilal, the first muezzin <u>Substantive Knowledge Focus:</u> harmony, honouring humans and treating them with respect and compassion, following the Prophets <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> Sam - should we need foodbanks? <u>Substantive Knowledge Focus:</u> foodbanks in churches, connections with Christian beliefs about loving your neighbour and showing compassion, rights and wrongs of the need for foodbanks <u>Disciplinary Knowledge Focus:</u> Sophie</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> Muhammad (Aerosol) Ali - street art about being Muslim in the UK <u>Substantive Knowledge Focus:</u> Islamophobia (treating Muslims badly because they are Muslim), harmony, treating humans with respect and compassion <u>Disciplinary Knowledge Focus:</u> Sophie</p>
2	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> Rabinder - diversity in my Sikh community <u>Substantive Knowledge Focus:</u> wearing the turban, worship at the gurdwara, differences for men and women <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> Rachel - diversity in my non-religious community <u>Substantive Knowledge Focus:</u> non-religious worldviews in history (<i>Humanist Heritage</i>) <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> Rabinder - Mai Bhago <u>Substantive Knowledge Focus:</u> equality, following the gurus <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> Rachel - Alain Serres, <i>I Have the Right to Be a Child</i> <u>Substantive Knowledge Focus:</u> human rights, equality and equity, freedom (of religion and belief) <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> Rabinder - becoming a Khalsa Sikh and carrying the 5 Ks <u>Substantive Knowledge Focus:</u> Khalsa, 5 Ks, the rights and wrongs of carrying the kirpan (knife) <u>Disciplinary Knowledge Focus:</u> Sophie</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> Rachel - freedom of religion and belief, the right for parents to withdraw their children from RE <u>Substantive Knowledge Focus:</u> freedom of religion and belief, the right to express what you think and how that might hurt someone else, the right for parents to withdraw their children from RE, but not for children to withdraw themselves - the rights and wrongs of these things <u>Disciplinary Knowledge Focus:</u> Sophie</p>
3	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> Owen - my nature-based religion <u>Substantive Knowledge Focus:</u> worship of nature and the natural beings, honouring the environment <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Identity and Belonging</u></p> <p><u>Case Study Focus:</u> students - diversity in our community (e.g. celebrating Christmas, things that are important to them, their ways of living) <u>Substantive Knowledge Focus:</u> personal worldview (e.g. beliefs, values), local culture and traditions <u>Disciplinary Knowledge Focus:</u> Livvy</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> Owen - Robert McFarlane and Jackie Morris, <i>The Lost Spells</i> <u>Substantive Knowledge Focus:</u> honouring the natural world, the power of special words (spells / prayer) <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Stories</u></p> <p><u>Case Study Focus:</u> students - bring a story that is special to them <u>Substantive Knowledge Focus:</u> what the story shows about the students' own worldviews <u>Disciplinary Knowledge Focus:</u> Theo</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> Owen - Pagan protests against environmental harm (e.g. Extinction Rebellion, PETA, Greta Thunberg) <u>Substantive Knowledge Focus:</u> the right to protest, the ways in which this has been reduced in recent years, examples of protests that Pagans might be involved in, why</p>	<p><u>Values and Morality</u></p> <p><u>Case Study Focus:</u> students - the importance of freedom of choice for young people, control over your own choices <u>Substantive Knowledge Focus:</u> what choices do you have? What freedoms do you have? What control do you have? What choices / control do you not have? Is this fair / unfair? Right /</p>



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they would want to be involved in these protests and how that connects with their beliefs
Disciplinary Knowledge Focus: Sophie

wrong?
Disciplinary Knowledge Focus: Sophie

KS4 - Long Term Plan

Cycle	Autumn		Spring		Summer	
Year 1	<u>Identity and Belonging</u> Case Study Focus: Sam - Diversity in the Church Community. Substantive Knowledge Focus: LGTBQ within the church community. Disciplinary Knowledge Focus: Livvy	<u>Identity and Belonging</u> Case Study Focus: Sara - Diversity in the Muslim Community. Substantive Knowledge Focus: LGTBQ within the Muslim Community. Disciplinary Knowledge Focus: Livvy	<u>Life Journey</u> Sam (Christian) Birth - Life - Death rites of passage celebrations etc.	<u>Life Journey</u> (Sara - Muslim) Birth - Life - Death rites of passage celebrations etc.	<u>Values and Morality</u> Case Study Focus: Christian Aid - Is life fair for everyone? What can be done about suffering in the World? Substantive Knowledge: How are Christians supporting people in poverty? What scripture/teachings teach Christians to help others? Connections with loving your neighbour and showing compassion. Why and how do Christians help none Christians? Disciplinary Knowledge Focus: Sophie	<u>Values and Morality</u> Case Study Focus: Mo Salah - being Muslim in the UK. How does he demonstrate his faith? Substantive Knowledge: How does Mo Salah demonstrate his faith in the UK spotlight? Fasting during Ramadan, Zakat and Sadaqah. Should we celebrate Christmas? Islamophobia he has faced - discrimination - linked to racism and compare with Saka. Disciplinary Knowledge Focus: Sophie
Year 2	<u>Identity and Belonging</u> Case Study Focus: Rabinder - Diversity in the Gurdwara Community. Substantive Knowledge Focus: LGTBQ within the Sikh Community. Disciplinary Knowledge Focus: Livvy	<u>Identity and Belonging</u> Case Study Focus: Rachel - Diversity in non-religious Communities. Substantive Knowledge Focus: LGTBQ within the wider Community. Disciplinary Knowledge Focus: Livvy	<u>Life Journey</u> Rabinder - Sikh Birth - Life - Death rites of passage celebrations etc.	<u>Life Journey</u> Rachel Non-religious Birth - Life - Death rites of passage celebrations etc. Non - religious celebrations e.g. births, birthdays, weddings how do these compare to religious celebrations?	<u>Values and Morality</u> Case Study Focus: Sandeep Jahal - how do they use their art to demonstrate their faith? Beliefs in a cause etc Substantive Knowledge: Disciplinary Knowledge: Sophie	<u>Values and Morality</u> Case Study Focus: Marcus Rashford What charitable work do they do and why? Do they work with religious organisations? Campaigns etc Substantive Knowledge: Disciplinary Knowledge: Sophie