- Teacher
- Civil Service
- Lawyer
- Community development worker
- Social worker

- Religion, Ethics and Philosophy (REP)
- Citizenship
- Law

MILLFIELD'S Religious Studies LEARNING JOURNEY

Careers

Post-16

A reflective assessment takes place after every topic of study for core RE students. Topics take over 1 term to complete.

Who should I look up to and Why?

Core religious education

What is meant by truth?

PERSONALISED LESSONS DEPENDENT ON PUPILS' NEEDS

Analyse the strengths and weakness of an argument

GCSE religious studies

Issues of human rights

Assessment takes place after every topic of study for GCSE students.

Issues of relationships

Issues of life and death

Issues of good and evil

Create possible answers to questions regarding religious or non-religious beliefs

GCSE religious studies

Islam: practices

Analyse how different religious viewpoints influence people to act in different ways

Create a developed argument with multiple perspectives

Outline key beliefs on ethical issues

YEAR 11

Analyse the impact beliefs have on followers of religion

Core religious education

What are ultimate questions?

Does suffering make it impossible to believe in God?

At Key Stage 4 students will continue to refine the skills displayed for year 9 students where as students who select GCSE RE will begin to develop the skills shown on the journey for year 10 and 11.

Islam: beliefs and teachings

Compare similarities and differences within each religion

Analyse the meaning of religious scripture

Describe key practices in Christianity and Islam

Identify key Christian and Muslim beliefs

YEAR 10

Conclude with academic, religious reasoning

Giving multiple viewpoints from both sides of the debate

Evaluate by:

Giving clear, detailed, explained reasons

GCSE religious studies

Christianity: Practices

Christianity: beliefs and teachings

What does it mean to be non-religious?

Is the media fair to religion and should it have to be?

This unit will be assessed during spring term assessment week.

How does belief in the afterlife impact people's lives?

Describe by:

Using a wide range of key terms

Showing specific knowledge

Using sources of authority

Using a range of examples

Showing a range of beliefs

Explain by:

Using a wide religious vocabulary

Giving multiple reasons from multiple religions

Showing diversity within or across beliefs

Using a range of examples to support viewpoints

Using sources of authority to support beliefs

This unit will be assessed during autumn term assessment week.

YEAR 9

Where can we seek truth and find meaning?

This unit will be assessed during summer term assessment week.

This unit will be assessed during spring term assessment week.

What guides people in how to act?

This unit will be assessed during autumn term assessment week.

Is it right to use violence?

Giving a range of viewpoints

Concluding with a clear reason for the strongest argument

Evaluate by:

Giving clear reasons both for and against the statement that use logical reasoning

Showing multiple religious viewpoints

Using an example to show how belief impacts behavior

Using scripture to show beliefs

Giving clear religious reasons for belief

Explain by:

Using multiple key terms

Showing how belief impacts behaviour

Using sources of authority

Showing accurate knowledge

Using multiple key terms

Describe by:

How should we treat the world?

This unit will be assessed during summer term assessment week.

Where can we find guidance on how to live our lives?

This unit will be assessed during summer term assessment week.

What worldviews do the dharmic faiths hold and how do they impact believers' lives?

YEAR 8

This unit will be assessed during spring term assessment week.

Includes guidance from a source of authority

Giving reasons why people perform certain actions due to their beliefs

Showing more than one viewpoint

Giving clear reasons for people's beliefs

Using a, or some key terms

Explain by:

Evaluate by:

Including viewpoints from both sides of the debate

Giving clear reasons why people would agree and disagree with the statement

Giving a conclusion that shows which side of the argument is strongest

What makes a good role model?

Where do we belong?

Students will study a unit each term. During each unit they will be given the opportunity to progress all skills shown on the journey for that year. This is so that pupils can revisit and improve their skills whilst applying them to a range of religious and non-religious worldviews.

YEAR 7

Showing the actions a person may perform due to their beliefs

Referencing different views on the topic

Including accurate religious beliefs

Describe by:

Using one or more key terms

Students will be assessed on their understanding of core concepts

PRIMARY SCHOOL

This unit will be assessed during autumn term assessment week.

What is a religion and what is a worldview?

A JOURNEY TO BEING EXCEPTIONAL