New Line Learning Academy
Believe and Achieve

Religion and Worldviews Curriculum Intent	Year 7

Our Year 7 Religion and Worldviews curriculum provides students with an engaging and relevant introduction to the study of religious and non-religious worldviews. It is carefully designed to reflect the Kent Agreed Syllabus for Religious Education and is informed by the work and guidance of respected national organisations, including the Religious Education Council of England and Wales and NATRE. The curriculum places lived experience, diversity and thoughtful enquiry at its heart, ensuring that students encounter religion and worldviews as they are understood and experienced in contemporary society.

Across the year, students explore how beliefs and worldviews shape people's identities, values, choices and relationships. They study Christianity, Islam, Buddhism, Sikhism, Humanism and a range of non-religious perspectives, recognising both the similarities and the important diversity that exists within and between different traditions.

Students begin by investigating what it is like to grow up with different beliefs and identities in modern Britain. They then explore how religious and non-religious communities respond to poverty, inequality and injustice, before considering whether religion makes individuals and society better. Later enquiries examine radical leadership and the ways in which figures such as Jesus, Martin Luther King Jr., Mahatma Gandhi, Malala Yousafzai and Greta Thunberg have challenged injustice and inspired change. Students also consider religious and non-religious responses to environmental responsibility and questions surrounding ownership, stewardship and care for the planet.

The curriculum makes clear connections between religion and contemporary issues, including identity, prejudice, discrimination, charity, human rights, social justice, extremism, democracy, activism and climate change. It also supports students' wider personal development through strong links with Citizenship, PSHE, British Values and spiritual, moral, social and cultural education.

Alongside building secure knowledge of religious beliefs, teachings and practices, students develop the disciplinary skills needed to study Religion and Worldviews effectively. They learn to interpret religious and non-religious sources, analyse lived experiences, compare perspectives, evaluate ethical questions and construct balanced, evidence-based arguments. Discussion, debate, case studies, media analysis and active citizenship activities allow students to apply their learning to meaningful and relevant situations.

By the end of Year 7, students will have developed a secure foundation for future study in Religion and Worldviews. They will be able to explain how beliefs influence individuals and communities, appreciate the complexity and diversity of modern Britain, challenge stereotypes and communicate their own ideas with confidence, empathy and respect.

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Topic 1 Enquiry	**What is it like to grow up with beliefs and identities in modern Britain?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry introduces students to Religion and Worldviews through the exploration of identity, belonging, belief, and diversity within modern Britain. Students investigate how religious and non-religious worldviews shape people's lives, communities, values, and experiences whilst exploring what it means to grow up in a multicultural and multi faith society.

Through studying lived religion and real experiences, students explore Christianity, Islam, Sikhism, Buddhism, and non-religious worldviews whilst examining how beliefs are expressed through family life, festivals, worship, clothing, food, community, and identity. Students investigate how people may belong to multiple communities and how religion and worldview can influence choices, behaviour, and relationships.
The enquiry is designed to feel personal, reflective, and contemporary. Themes of belonging, identity, diversity, inclusion, respect, and community run throughout the unit as students investigate how beliefs shape everyday life in modern Britain.

Students are encouraged to think critically about stereotypes, prejudice, and misinformation whilst developing empathy and understanding towards people with different beliefs and experiences.

The enquiry explicitly supports the Kent Agreed Syllabus through the exploration of lived religion, worldview diversity, identity, belonging, and religion in contemporary Britain. Students investigate diversity within and between religious traditions whilst developing understanding of how beliefs are lived and experienced differently by individuals and communities.

The enquiry also strongly supports Citizenship education through exploration of diversity, equality, rights and responsibilities, freedom of religion and belief, British values, respectful disagreement, prejudice, discrimination, and community cohesion. Students investigate how diverse communities live together within modern Britain and why mutual respect is important within society.

Alongside this, the enquiry explicitly supports statutory PSHE education through themes including identity, self-worth, respectful relationships, bullying, online influence, misinformation, allyship, stereotypes, inclusion, and respectful communication. Students reflect on how beliefs, values, family, media, and friendships influence identity and belonging.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge linked to religion, worldview diversity, identity, community, belonging, worship, values, and modern British society. Students investigate how people express beliefs and identity in different ways whilst exploring how communities can shape belonging and wellbeing.

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A major focus of the enquiry is understanding lived religion and worldview diversity. Students investigate how Christianity, Islam, Sikhism, Buddhism, and non religious worldviews are experienced differently by individuals and communities across Britain today. Through real examples and case studies, students explore how religion is expressed in everyday life rather than through stereotypes or oversimplified assumptions.

Students also investigate how beliefs can shape family life, celebrations, traditions, food, clothing, behaviour, and moral choices. Through discussions and comparison activities, students explore similarities and differences between religious and non-religious worldviews whilst recognising diversity within traditions themselves.

Alongside this, students explore identity and belonging through investigations into community, culture, values, and personal experience. Students reflect upon how identity is shaped by family, religion, friendships, media, nationality, hobbies, and personal beliefs.

The enquiry also investigates prejudice, stereotypes, and misinformation. Students explore how assumptions about religion and identity can influence people's attitudes and behaviour whilst considering how respectful discussion and critical thinking can challenge discrimination and misunderstanding.
The enquiry is structured around a sequence of focused questions including:

- What is a worldview?
- What shapes a person's identity?
- What does belonging mean?
- How do religions express beliefs and identity?
- How diverse is modern Britain?
- Why do some people experience prejudice or discrimination?
- How can communities live together respectfully?
- What influences the way people think and behave?

Alongside this, students strengthen disciplinary understanding by interpreting religious stories, symbols, photographs, artefacts, media sources, interviews, and lived experience accounts linked to identity and belief. Students learn how to compare viewpoints, analyse evidence, interpret meaning, and communicate balanced judgements using examples and reasoning.

Key vocabulary including worldview, identity, belonging, diversity, community, prejudice, stereotype, discrimination, inclusion, worship, values, and equality is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have encountered some ideas linked to religion, festivals, family traditions, community, and identity through previous primary learning and personal experience. They may also have some awareness of different religions and beliefs within Britain today.	Students experience the enquiry through discussion, reflection, creativity, storytelling, and investigation. Lessons are designed to help students see Religion and Worldviews as relevant to real life whilst encouraging them to think critically about identity, belonging, and diversity within modern Britain.

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This enquiry develops those ideas further by introducing students to Religion and Worldviews as an academic subject whilst helping them understand diversity, lived experience, identity, and respectful discussion in greater depth.

Students investigate real stories and lived experiences from different religious and non religious communities whilst exploring photographs, interviews, artefacts, media clips, and festival traditions. Through identity mapping and community investigations, students reflect on what shapes their own identities and experiences of belonging.

The enquiry also includes activities exploring stereotypes and misinformation where students investigate how media and online content can influence attitudes towards religion and identity. Through respectful debate and discussion, students practise listening to different viewpoints and communicating their own ideas thoughtfully.
Students may also create identity projects, diversity displays, community maps, or presentations exploring how beliefs and worldviews shape people's lives in modern Britain. Throughout the enquiry, students are encouraged to recognise that diversity is a normal and valuable part of society.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry prepares students for later Religion and Worldviews topics linked to ethics, social justice, leadership, environmental responsibility, influence, activism, prejudice, and moral decision making. Students begin understanding how beliefs and worldviews influence behaviour, identity, and communities within society.

The enquiry also strengthens important disciplinary skills including interpretation of sources, comparison of beliefs, respectful debate, explanation, evaluation, media literacy, and supported judgement.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

This enquiry helps students understand that identity and belonging are shaped by many different influences including beliefs, family, culture, friendships, media, and community. Students explore how religion and worldview continue to shape modern Britain whilst recognising the diversity which exists within communities and traditions.

The enquiry also encourages students to reflect upon the importance of empathy, inclusion, and respectful disagreement within diverse societies.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring diversity, belonging, community, and respectful relationships within modern Britain. Moral understanding is developed through considering prejudice, discrimination, stereotypes, and the importance of equality and inclusion. Students experience spiritual development through reflection on identity, values, belonging, and personal beliefs. Cultural understanding is developed through exploring different religious and non-religious traditions, festivals, practices, and experiences within Britain today.

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The enquiry also supports Citizenship education through discussions surrounding diversity, equality, rights and responsibilities, freedom of religion and belief, respectful participation in society, and community cohesion. Students begin considering how diverse societies can work together respectfully and positively.

Cross curricular links are made with English through discussion and interpretation activities; PSHE through identity, wellbeing, relationships, and respectful communication; Citizenship through diversity and equality; and Media Studies through investigation of stereotypes and online influence.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Listening through respectful discussion and considering different viewpoints.
- Speaking through debate, discussion, and evaluative argument.
- Adapting through exploring unfamiliar beliefs, perspectives, and experiences within modern Britain.

Resources

What books, websites, videos and materials will support our learning?

- Read: BBC Bitesize Religions and Worldviews
- Watch: BBC My Life My Religion
- Explore: TrueTube Religion and Beliefs
- Investigate: The Anne Frank Trust – Prejudice and Discrimination Resources
- Read: BBC Newsround – Islamophobia Explained
- Explore: The Equality and Human Rights Commission
- Watch: BBC Teach – Buddhism, Sikhism and Islam Resources
- Investigate: Virtual tours of Mosques, Gurdwaras, and Viharas
- Use: Media headlines, religious artefacts, source analysis, debate activities, and case studies linked to modern Britain and religious diversity.

Assessment

How will we show what we know, remember and can apply?

Students complete a combined Religion and Worldviews assessment exploring how beliefs, identity, and belonging shape people's lives within modern Britain. Assessment activities include interpretation of lived experience examples and religious sources, analysis of viewpoints linked to identity and diversity, and an extended written response evaluating what it means to grow up with beliefs and identities in modern Britain.

Assessment is weighted equally between substantive knowledge and disciplinary knowledge, ensuring students develop both secure understanding of religion and worldviews alongside the ability to interpret sources, analyse viewpoints, evaluate evidence, and make supported judgements.

Assessment tasks encourage students to explain connections between belief, identity, belonging, diversity, community, and modern British society whilst considering different viewpoints and experiences.

The end point of the enquiry is for students to understand how beliefs and identities shape people's lives and evaluate how diverse communities can live together respectfully within modern Britain.

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Topic 2 Enquiry	**Should religious people and communities do more to improve society?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores how religious and non-religious worldviews respond to poverty, inequality, injustice, and social responsibility within modern society. Students investigate how beliefs inspire individuals and communities to support others through charity, volunteering, activism, and community action whilst considering whether people have a responsibility to improve the lives of others.

Through studying lived religion and real examples of social action, students investigate Christian charity work, Islamic Zakat, Sikh Sewa and Langar, Buddhist compassion, and non-religious approaches to helping others. Students explore how beliefs and values influence decisions about fairness, generosity, responsibility, and community support.
The enquiry is designed to feel compassionate, reflective, and socially aware. Themes of kindness, inequality, justice, empathy, responsibility, and active citizenship run throughout the unit as students investigate how people and communities respond to poverty and suffering. Students are encouraged to think critically about fairness and responsibility whilst considering whether individuals, governments, charities, or communities should do more to tackle social problems.
The enquiry explicitly supports the Kent Agreed Syllabus through the exploration of lived religion, ethical action, compassion, justice, charity, and religion in contemporary society. Students investigate how beliefs influence moral action and community participation.

The enquiry also strongly supports Citizenship education through exploration of democracy, rights and responsibilities, volunteering, social action, inequality, active citizenship, and community cohesion. Students investigate how people contribute positively to society and how communities respond to social challenges. Alongside this, the enquiry explicitly supports statutory PSHE education through themes including empathy, respectful relationships, social responsibility, wellbeing, compassion, inclusion, moral decision making, and understanding inequality within society. Students reflect on how values and beliefs influence the ways people support others.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge linked to charity, poverty, inequality, justice, compassion, community action, volunteering, and religious teaching. Students investigate how religions and worldviews encourage people to support others and improve society.

A major focus of the enquiry is understanding religion in action. Students investigate how Christian charities, Islamic Zakat, Sikh Langar and Sewa, Buddhist compassion, and non religious organisations support people experiencing poverty, homelessness, hunger, or inequality. Through real case studies, students explore how beliefs can inspire practical action within communities.

Students also investigate the causes and consequences of poverty and inequality within Britain and the wider world. Through discussion and enquiry activities, students consider how social issues affect people differently and why some groups may require greater support than others.

Alongside this, students explore ethical responsibility and social justice through debates surrounding fairness, charity, wealth, and government responsibility. Students investigate different viewpoints about whether helping others should be a personal choice or a social duty.

The enquiry also investigates how charities raise awareness and encourage people to take action. Students explore campaigns, fundraising, volunteering, and community projects whilst considering how individuals can make positive contributions to society.

The enquiry is structured around a sequence of focused questions including:

- What is poverty and inequality?
- Why do religions encourage charity and compassion?
- How do religious communities help others?
- What is Zakat, Langar, and Sewa?
- Why do charities and volunteers matter?
- Who is responsible for helping people in need?
- Can one person make a difference?
- Should religious people and communities do more to improve society?

Alongside this, students strengthen disciplinary understanding by interpreting religious teachings, charity campaigns, photographs, testimonies, media sources, statistics, and lived experience accounts linked to poverty and social action. Students learn how to compare viewpoints, evaluate ethical questions, analyse evidence, and communicate balanced judgements using examples and reasoning.

Key vocabulary including charity, compassion, inequality, justice, poverty, responsibility, volunteering, Zakat, Langar, Sewa, empathy, and community is explicitly introduced and revisited throughout the enquiry.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will already have encountered some ideas linked to community, kindness, fairness, charity, and helping others through previous primary learning and personal experience. They may also have some awareness of charities and social issues within society.

This enquiry develops those ideas further by introducing students to ethical responsibility, social justice, religious charity, and active citizenship whilst helping them understand how beliefs influence action and community participation.

Pitch Up

How will we challenge ourselves?

Students experience the enquiry through discussion, investigation, creativity, and community focused learning. Lessons are designed to help students understand how beliefs and values can inspire positive action whilst encouraging them to reflect on fairness, kindness, and responsibility within society.

Students investigate real charities and community organisations whilst exploring fundraising campaigns, food banks, volunteering projects, and social action initiatives. Through campaign design activities and ethical debates, students consider how societies respond to inequality and poverty.

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	The enquiry also includes opportunities for students to create charity campaigns, community action projects, fundraising ideas, or awareness posters linked to local and global issues. Through discussion and reflection, students explore how individuals can contribute positively to their communities. Students may also investigate stories of inspirational people and organisations working to improve society whilst considering how compassion and responsibility influence decisions and behaviour. Throughout the enquiry, students are encouraged to recognise that small actions can have meaningful impacts within communities.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry prepares students for later Religion and Worldviews topics linked to ethics, influence, leadership, environmental responsibility, activism, prejudice, and moral decision making. Students begin understanding how beliefs and values can shape societies and inspire positive change. The enquiry also strengthens important disciplinary skills including interpretation of religious teachings, ethical evaluation, respectful discussion, comparison of viewpoints, explanation, analysis, and supported judgement.	This enquiry helps students understand that religion and worldviews are not only about beliefs but also about actions and responsibilities within society. Students explore how compassion, justice, and service influence communities whilst recognising the challenges linked to inequality and poverty. The enquiry also encourages students to reflect upon their own responsibilities towards others and consider how individuals and communities can contribute positively to society.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring poverty, inequality, community support, and volunteering within modern society. Moral understanding is developed through considering fairness, justice, compassion, and responsibility towards others. Students experience spiritual development through reflection on kindness, generosity, service, and personal values. Cultural understanding is developed through exploring different religious and non religious responses to charity and social action.

The enquiry also supports Citizenship education through discussions surrounding volunteering, democracy, rights, inequality, social action, and community cohesion. Students begin considering how individuals and groups can work together to improve society.

Cross curricular links are made with RSHE through wellbeing, poverty, relationships, and social responsibility; English through persuasive writing, debate, and communication; and Citizenship through volunteering, democracy, rights, inequality, and community cohesion.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Leadership through designing community action and charity initiatives.
- Creativity through campaign design and problem solving linked to social issues.
- Teamwork through collaborative discussion, planning, and active citizenship tasks.

Resources

What books, websites, videos and materials will support our learning?

- Read: Christian Aid
- Explore: The Salvation Army
- Read: The Trussell Trust
- Explore: CAFOD
- Watch: BBC Bitesize Religion, Wealth and Poverty
- Investigate: Muslim Aid
- Read: Islamic Relief UK
- Explore: The Sikh Coalition – Sewa and Community Service
- Investigate: BBC Newsround – Foodbanks and Poverty
- Watch: BBC Teach Religious Charity and Community

Assessment

How will we show what we know, remember and can apply?

The end of enquiry assessment consists of structured questions assessing both substantive knowledge and disciplinary knowledge developed throughout the enquiry. Questions include key vocabulary definitions, multiple choice questions, explanation questions, source analysis, and evaluative extended responses linked to charity, wealth, poverty, and community responsibility.

The final evaluative question asks students to respond to the statement: "Religious charities make Britain a better society." Students use evidence and examples linked to religion, poverty, inequality, volunteering, prejudice, charity, and community action to construct balanced arguments and justified conclusions.

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	Students also complete active citizenship style tasks throughout the enquiry including designing charity campaigns, fundraising ideas, awareness projects, and community action plans linked to helping others within society. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding of beliefs, teachings, practices, and vocabulary, while 50% focuses on disciplinary knowledge through evaluation, ethical reasoning, interpretation, discussion, analysis, and evidence-based argument. The end point of the enquiry is for students to confidently explain how religious beliefs inspire charitable action and evaluate the role religious communities play in addressing poverty, inequality, and social challenges within modern Britain.

Topic 3 Topic/Theme/Enquiry	**Does religion make people and society better?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores one of the biggest questions within Religion and Worldviews: whether religion helps people to live moral lives and positively influence society. Students investigate how religious and non-religious worldviews shape beliefs about kindness, morality, justice, equality, peace, and helping others. Through studying Christianity, Buddhism, Sikhism, and Humanism, students explore how beliefs can inspire positive social action, community service, activism, and reform.

Alongside this, students critically investigate situations where beliefs and ideologies have also been manipulated to justify prejudice, violence, extremism, and discrimination. The enquiry encourages students to think deeply about morality, responsibility, leadership, equality, and how individuals and communities can create positive social change within modern society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge of Christian, Buddhist, Sikh, and Humanist beliefs about morality, responsibility, compassion, equality, justice, and helping others. Students investigate how religious teachings influence ethical behaviour and social action while exploring examples of individuals and groups who have worked to improve society through activism, service, peaceful protest, and community leadership.

The enquiry is structured around a sequence of focused questions including:

- Where do morals and values come from?
- Do religions help people behave morally?
- Can people be good without religion?
- How can beliefs inspire positive social change?
- How can beliefs and ideologies be manipulated negatively?

The enquiry begins by exploring Christian beliefs about goodness, moral responsibility, forgiveness, charity, and helping vulnerable people. Students investigate questions surrounding who should be responsible for helping people in society, including individuals, charities, religious organisations, governments, and local communities. Students then explore Buddhist teachings including the Five Moral Precepts, nonviolence, honesty, peace, and compassion. They investigate how moral rules can support peaceful societies, social harmony, conflict resolution, and respectful communities. Students also revisit Sikh beliefs about Sewa and selfless service, exploring how Sikhs contribute positively to communities through volunteering, charity work, equality, and helping others regardless of background. Students apply this learning by designing their own ideas for improving their local communities through active citizenship projects such as anti-bullying campaigns, foodbank drives, fundraising, or community support initiatives.

The enquiry then moves to Humanism and the work of thinkers such as Peter Singer. Students explore ethical debates surrounding poverty, inequality, wealth, fairness, taxation, welfare, and responsibility towards others. Students investigate how moral decisions can be influenced by human rights, equality, dignity, and social justice rather than religion alone. Students also study influential individuals including Malala Yousafzai and Martin Luther King Jr. to explore how beliefs and activism can help create social change through peaceful protest, campaigning, speeches, leadership, and civil rights movements. Students explicitly investigate links to democracy, equality, education, human rights, and social reform.

Alongside this, students critically investigate examples where religion and ideology have been manipulated negatively, including extremism, propaganda, discrimination, and misuse of belief systems. Students explore how misinformation, extremist leaders, and propaganda can influence people and societies, while developing critical thinking skills surrounding the spread of extremist ideas. Students also investigate how online content, algorithms, influencers, and social media can shape opinions, identity, behaviour, and beliefs. The enquiry develops critical thinking, digital literacy, resilience to harmful influence, and awareness of how misinformation and extremist narratives can spread online.

Students develop disciplinary knowledge through analysing sources, interpreting teachings, evaluating ethical issues, debating contemporary social questions, comparing viewpoints, and constructing reasoned arguments. Students regularly engage in evaluative writing, discussion, interpretation, and evidence-based reasoning throughout the enquiry.

Key vocabulary including morality, activism, equality, extremism, propaganda, prejudice, reform, justice, nonviolence, Humanism, responsibility, rights, compassion, and social action is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have prior understanding of religion, community, prejudice, charity, and social responsibility from Topics 1 and 2. They will also have prior	Students are challenged to think critically about morality, justice, equality, leadership, and the role beliefs play in shaping society. They evaluate both

knowledge of equality, diversity, activism, and helping others through Citizenship and PSHE learning. This enquiry builds upon those foundations by developing deeper understanding of morality, social reform, human rights, extremism, activism, ethical decision making, and the influence beliefs can have on individuals and societies. Students continue to strengthen disciplinary skills including evaluation, discussion, interpretation, comparison, and evidence-based reasoning.	positive and negative examples of religious and non-religious influence while considering difficult ethical questions linked to poverty, discrimination, extremism, propaganda, inequality, and human rights. Students apply their understanding to unfamiliar scenarios through debate, ethical discussion, interpretation of evidence, and evaluative extended writing. Throughout the enquiry, students explore how individuals and movements can create positive social change through peaceful protest, activism, volunteering, campaigning, and democratic participation. Students also critically analyse how beliefs and ideologies can be manipulated through propaganda, misinformation, and extremist leadership. Through these discussions, students develop increasingly sophisticated disciplinary skills including critical thinking, interpretation, evaluation, ethical reasoning, and evidence-based argument.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides important foundations for future Religion and Worldviews study including ethics, philosophy, social justice, prejudice, extremism, morality, equality, and human rights. Students develop understanding of how beliefs influence moral decisions and how both religious and non-religious worldviews shape societies locally, nationally, and globally. The enquiry also strengthens disciplinary skills including evaluative writing, ethical reasoning, source analysis, respectful debate, and interpretation of evidence, which are revisited throughout Key Stage 3 and GCSE Religious Studies.	This enquiry helps students understand how moral beliefs influence people's actions and how individuals and communities can contribute positively to society. Students explore themes including peaceful protest, democracy, equality, community service, social reform, human rights, and activism while also developing awareness of the dangers of extremism, propaganda, and misinformation. The enquiry encourages students to reflect critically on fairness, leadership, justice, responsibility, and the importance of respectful participation within modern democratic society.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how communities, activists, charities, and individuals support social change and community wellbeing. Moral understanding is developed through evaluating issues surrounding poverty, equality, extremism, propaganda, human rights, and justice. Students experience spiritual development through reflecting on morality, purpose, compassion, responsibility, and the impact beliefs can have on people's lives. Cultural understanding is developed through exploring different religious and non-religious worldviews and how diverse beliefs shape communities and societies.

The enquiry has strong explicit links to Citizenship education. Students explore democracy, activism, human rights, equality, social reform, peaceful protest, community participation, extremism, propaganda, misinformation, economic responsibility, and civic responsibility. Students investigate how ordinary people can influence society through campaigning, volunteering, speeches, petitions, protest, and leadership.

British Values and PSHE are embedded throughout the enquiry, particularly democracy, individual liberty, mutual respect, tolerance, and respect for different beliefs and identities. Students regularly engage in respectful discussion and debate surrounding fairness, morality, rights, and equality while learning to communicate viewpoints thoughtfully and critically evaluate evidence.

Cross curricular links are made with History through civil rights movements and social reform; English through persuasive writing, speeches, debate, and media analysis; and RSHE through identity, wellbeing, equality, prejudice, and relationships.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Problem Solving through evaluating ethical issues and contemporary challenges.
- Speaking through debate, discussion, and persuasive communication.
- Listening through respectful engagement with contrasting viewpoints and sensitive issues.

Resources

What books, websites, videos and materials will support our learning?

- Read: BBC Bitesize Religion and Ethics
- Watch: BBC My Life My Religion
- Explore: Amnesty International Human Rights Resources
- Investigate: United Nations Human Rights
- Read: The Humanists UK Education Resources
- Watch: BBC Teach – Martin Luther King Jr.
- Explore: Malala Fund

Assessment

How will we show what we know, remember and can apply?

The end of enquiry assessment consists of structured questions assessing both substantive knowledge and disciplinary knowledge developed throughout the enquiry. Questions include key vocabulary definitions, short answer responses, source interpretation, comparison questions, and evaluative extended writing linked to morality, equality, activism, extremism, and social responsibility.

The final evaluative question asks students to respond to the statement: *"Does religion make people and society better?"* Students use evidence and examples

○ Investigate: Holocaust Educational Trust ○ Read: BBC Newsround – Extremism and Fake News	linked to equality, activism, poverty, peace, extremism, community service, rights, and social reform to construct balanced arguments and justified conclusions. Students also complete active citizenship style tasks throughout the enquiry including designing community action projects, evaluating protest movements, analysing propaganda, and proposing ways individuals can positively contribute to society. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding of beliefs, teachings, vocabulary, and examples, while 50% focuses on disciplinary knowledge through evaluation, interpretation, comparison, ethical reasoning, analysis, and argument.

Topic 4 Topic/Theme/Enquiry	**What does it mean to be a radical leader?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry explores how individuals and movements challenge injustice, influence society, and inspire social change. Using Jesus as a central case study alongside figures such as Martin Luther King Jr., Mahatma Gandhi, Malala Yousafzai, and Greta Thunberg, students investigate what makes a leader "radical" and why some individuals challenge unfairness, inequality, and discrimination despite opposition.

The enquiry examines how religion, morality, activism, and protest can influence individuals and societies, while encouraging students to think critically about leadership, justice, equality, peaceful resistance, and social reform. Students explore how beliefs and values can inspire people to challenge authority, campaign for change, and improve society through activism and community action. Students also explore how young people can participate positively and safely within democratic society through campaigning, volunteering, discussion, voting awareness, and responsible use of social media platforms.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge of key Christian teachings and historical events linked to leadership, justice, protest, equality, and social change. Students investigate the life and teachings of Jesus, exploring why some people viewed him as inspirational while others saw him as dangerous or controversial. Students examine how Jesus challenged social exclusion, inequality, wealth, power, and injustice through his teachings and actions.

The enquiry is structured around a sequence of focused questions including:

- What makes a leader radical?

- Should people ever break laws to fight injustice?
- Can one person really change society?
- How do protest and activism influence democracy?
- What responsibilities do individuals have when challenging unfairness?

Students investigate how Jesus treated sinners, outcasts, and marginalised groups, linking this to modern issues including discrimination, homelessness, racism, caste systems, prejudice, and social exclusion. Students also explore teachings about wealth and power, connecting Christian beliefs to contemporary debates surrounding billionaires, poverty, foodbanks, fairness, and the cost-of-living crisis.

The enquiry then broadens to investigate peaceful resistance and protest movements. Students compare Jesus' teachings and actions with figures such as Martin Luther King Jr. and Mahatma Gandhi, exploring civil rights movements, segregation, racism, peaceful protest, civil disobedience, speeches, marches, and democratic activism. Students investigate how campaigns, petitions, strikes, speeches, social media activism, and boycotts can influence societies and laws. Students also investigate examples of modern activists including Rosa Parks, Marcus Rashford, Malala Yousafzai, and Greta Thunberg, analysing courage, sacrifice, leadership, media influence, opposition, and the role individuals can play in changing society.

Alongside this, students develop disciplinary knowledge through source analysis, ethical discussion, interpretation of teachings, comparison of viewpoints, evaluative writing, debate, and reasoning. Students critically investigate questions surrounding protest, lawbreaking, extremism, justice, leadership, equality, and democracy while learning to construct balanced arguments supported with evidence.

Key vocabulary including activism, equality, discrimination, protest, justice, rights, democracy, civil disobedience, prejudice, social reform, leadership, campaign, influence, and inequality is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have prior understanding of religion, morality, activism, prejudice, equality, and social responsibility from previous Year 7 Religion and Worldviews enquiries. They will also have prior experience discussing human rights, diversity, protest, and community action through Citizenship and PSHE learning. This enquiry builds upon those foundations by developing deeper understanding of leadership, democracy, peaceful protest, social reform, justice, activism, and the influence individuals and movements can have on society. Students continue to strengthen disciplinary skills including evaluation, discussion, comparison, interpretation, and reasoning.	Students are challenged to think critically about leadership, justice, equality, protest, and social reform. They evaluate how religious and non-religious leaders have challenged injustice throughout history and consider difficult ethical questions surrounding peaceful protest, lawbreaking, authority, and activism. Students apply their understanding to unfamiliar scenarios through debate, discussion, source analysis, and evaluative extended writing. They analyse how speeches, protests, campaigns, social media, and community action can influence public opinion and bring about social change. Students are also encouraged to reflect on their own role within society by considering how ordinary people can contribute positively to communities

	through campaigning, leadership, volunteering, and active citizenship. Through these discussions, students develop increasingly sophisticated disciplinary skills including interpretation, ethical reasoning, analysis, evaluation, communication, and evidence-based argument.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides important foundations for future Religion and Worldviews study including ethics, philosophy, social justice, extremism, morality, equality, human rights, and political activism. Students develop understanding of how beliefs and values influence leadership and how social movements shape societies and communities. The enquiry also strengthens disciplinary skills including evaluative writing, source analysis, respectful debate, ethical reasoning, and interpretation of evidence, which are revisited throughout Key Stage 3 and GCSE Religious Studies.	This enquiry helps students understand how individuals and movements have challenged injustice throughout history and how beliefs can inspire social action, peaceful protest, and reform. Students explore themes including equality, activism, democracy, human rights, prejudice, leadership, and community action while developing awareness of the challenges faced by those who stand against injustice and discrimination. The enquiry encourages students to reflect critically on courage, responsibility, fairness, and the importance of active participation within modern democratic society.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how individuals and communities work together to challenge injustice, discrimination, inequality, and prejudice. Moral understanding is developed through evaluating issues surrounding peaceful protest, activism, fairness, violence, lawbreaking, and social reform. Students experience spiritual development through reflecting on courage, sacrifice, morality, compassion, leadership, and the influence beliefs can have on people's lives. Cultural understanding is developed through exploring diverse religious and non-religious movements for equality, justice, and social change.

The enquiry has strong explicit links to Citizenship education. Students explore democracy, protest, civil disobedience, activism, equality, human rights, discrimination, social reform, leadership, media influence, and political participation. Students investigate how individuals and movements can influence laws and societies through speeches, campaigning, petitions, protest, voting, and community leadership.

British Values and PSHE are embedded throughout the enquiry, particularly democracy, individual liberty, mutual respect, tolerance, and respect for different beliefs and identities. Students regularly engage in respectful debate surrounding justice, protest, rights, and equality while learning to critically evaluate evidence and communicate viewpoints thoughtfully and confidently.

Cross curricular links are made with History through civil rights movements, protest movements, and historical campaigns for equality; English through speeches, persuasive writing, rhetoric, and debate; and RSHE through identity, wellbeing, relationships, prejudice, and discrimination.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Leadership through exploring how individuals inspire change and influence society.
- Speaking through speeches, debate, and persuasive argument.
- Creativity through campaign design, activism tasks, and evaluating solutions to injustice.

Resources

What books, websites, videos and materials will support our learning?

- Read: BBC Bitesize Christianity and Ethics
- Watch: BBC Teach – Martin Luther King Jr.
- Explore: The King Centre
- Investigate: Malala Fund
- Read: Amnesty International Human Rights Resources
- Explore: United Nations Human Rights
- Watch: BBC Newsround – Protests and Activism

Assessment

How will we show what we know, remember and can apply?

The end of enquiry assessment consists of structured questions assessing both substantive knowledge and disciplinary knowledge developed throughout the enquiry. Questions include key vocabulary definitions, short answer responses, source interpretation, comparison questions, and evaluative extended writing linked to leadership, protest, justice, equality, and activism.

The final evaluative question asks students to respond to the statement: *"Radical leaders improve society."* Students use evidence and examples linked

○ Investigate: Facing History and Ourselves ○ Read: Parliament UK – Democracy and Voting	to Jesus, Martin Luther King Jr., Gandhi, activism, inequality, violence, protest, equality, and social reform to construct balanced arguments and justified conclusions. Students also complete active citizenship style tasks throughout the enquiry including analysing protest movements, evaluating speeches and campaigns, and proposing ways individuals can contribute positively to society and their local communities. Approximately 50% of the assessment focuses on substantive knowledge recall and understanding of beliefs, teachings, events, vocabulary, and case studies, while 50% focuses on disciplinary knowledge through evaluation, interpretation, comparison, ethical reasoning, analysis, and evidence-based argument.

Topic 5 Topic/Theme/Enquiry	**Who owns the Earth?**

Big Picture
What are the main ideas and big questions in this topic?

This short enquiry explores one of the most important contemporary questions facing humanity: who is responsible for protecting the planet? Students investigate religious and non-religious worldviews about humanity's relationship with the Earth while exploring themes including stewardship, sustainability, activism, and responsibility.

Through studying Christianity, Islam, and environmental activism, students examine whether humans are owners of the planet or caretakers with responsibilities towards future generations. The enquiry encourages students to think critically about climate change, protest, ethical responsibility, and how individuals and communities can contribute positively to protecting the environment.

Students also reflect on how environmental issues connect to fairness, wellbeing, participation, and global citizenship within modern society.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge of religious and non-religious beliefs about environmental responsibility, stewardship, sustainability, and activism. Students investigate Christian teachings about stewardship and caring for creation, including interpretations of Genesis and the belief that humans have a responsibility to care for the natural world responsibly.

Students also explore Islamic teachings including Khalifah (guardianship) and Mizan (balance), investigating how Muslims are encouraged to protect the environment, avoid wastefulness, and live responsibly within creation.

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The enquiry is structured around a sequence of focused questions including:

- Does anyone truly own the Earth?
- Are humans responsible for protecting the planet?
- Is climate change a moral issue?
- Are activists helping or harming society?
- Who should be most responsible for protecting the environment?

Students investigate environmental activism and protest movements through case studies including Greta Thunberg and Just Stop Oil. Students explore questions surrounding protest, democracy, freedom of expression, participation, and whether disruptive activism helps or harms society.

Students also investigate responsibility for climate change, considering the roles of governments, corporations, communities, and individuals. Through discussion and evaluative activities, students reflect on their own responsibilities towards sustainability and environmental action.

Alongside this, students develop disciplinary knowledge through ethical discussion, interpretation of religious teachings, comparison of viewpoints, debate, evaluative writing, and evidence-based reasoning. Students analyse different perspectives on environmental responsibility while constructing balanced arguments supported with evidence and examples.

Key vocabulary including stewardship, Khalifah, sustainability, activism, protest, participation, responsibility, sacred, climate justice, and moral duty is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will already have prior understanding of morality, activism, equality, leadership, and social responsibility from previous Year 7 Religion and Worldviews enquiries. They may also have prior knowledge of climate change and sustainability through Geography and Science learning. This enquiry builds upon those foundations by developing deeper understanding of stewardship, environmental ethics, activism, and responsibility towards future generations. Students continue to strengthen disciplinary skills including evaluation, discussion, interpretation, and ethical reasoning.	Students are challenged to think critically about climate change, environmental responsibility, protest, and sustainability. They evaluate difficult ethical questions surrounding ownership, fairness, activism, and responsibility while considering how individuals and societies can respond to environmental challenges. Students apply their understanding to unfamiliar scenarios through debate, discussion, source analysis, and evaluative writing. They analyse whether protest movements are effective, evaluate who should hold the greatest responsibility for protecting the planet, and reflect on how communities can respond positively to environmental challenges.

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	Students are also encouraged to consider how climate issues can affect wellbeing and emotional resilience while exploring positive ways individuals and communities can take meaningful action.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry provides important foundations for future Religion and Worldviews study including ethics, philosophy, environmental responsibility, sustainability, and moral decision making. Students develop understanding of how beliefs and worldviews influence attitudes towards climate change and global responsibility. The enquiry also strengthens disciplinary skills including evaluative writing, ethical reasoning, respectful debate, interpretation of evidence, and comparison of viewpoints, which are revisited throughout Key Stage 3 and GCSE Religious Studies.	This enquiry helps students understand the relationship between humans, the environment, and future generations while encouraging reflection on sustainability, fairness, and moral responsibility. Students explore how environmental issues connect to activism, democracy, participation, and global citizenship while developing awareness of how individual and collective actions can shape the future of the planet. The enquiry encourages students to think critically about responsibility, leadership, participation, and how communities and governments can work together to create a more sustainable future.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how climate change and environmental issues affect communities locally and globally. Moral understanding is developed through evaluating issues surrounding sustainability, protest, activism, and responsibility towards future generations. Students experience spiritual development through reflecting on humanity's relationship with nature and beliefs about caring for creation. Cultural understanding is developed through exploring how different religions and worldviews understand environmental responsibility.

The enquiry has strong links to Citizenship education. Students explore participation, activism, democracy, protest, responsibility, freedom of expression, and community action. Students investigate how individuals and groups can influence environmental change through campaigning, leadership, volunteering, and sustainable living. The enquiry also supports RSHE themes linked to wellbeing, climate anxiety, resilience, community participation, respectful discussion, and positive social action.

British Values are embedded throughout the enquiry, particularly democracy, individual liberty, mutual respect, and tolerance. Students regularly engage in respectful discussion and debate surrounding environmental responsibility and activism while learning to evaluate evidence critically and communicate viewpoints thoughtfully. Cross curricular links are made with Geography through climate change and sustainability; Science through environmental systems; and English through persuasive writing, speeches, and debate.

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The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Problem Solving through evaluating environmental challenges and sustainability issues.
- Planning through creating environmental campaigns and action proposals.
- Adapting through considering how societies and individuals respond to global change and uncertainty.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
○ Read: BBC Bitesize Religion and the Environment ○ Explore: United Nations Climate Action ○ Explore: WWF Climate and Environment Resources ○ Investigate: Islamic Relief Environmental Resources ○ Watch: BBC Teach Sustainability and Activism	The short assessment will consist of debate and discussion around: *"Humans have a responsibility to protect the Earth."* Students use evidence and examples linked to stewardship, Khalifah, activism, protest, sustainability, and responsibility to construct balanced arguments and justified conclusions.