

Year	Term	Unit/s of Work	Assessment
7	1	<ul style="list-style-type: none"> <li>How do RE concepts help us to understand religion?</li> <li>Looking for answers to difficult questions</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment on Environmental issues</li> <li>Assessment on key words and understanding of core concepts in religion</li> <li>Research task on ultimate questions. Oral presentation to class</li> </ul>
	2	<ul style="list-style-type: none"> <li>If there is a God why is there so much suffering?</li> <li>Who is responsible for the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Students write an essay where they compare religious and non-religious approaches to suffering</li> <li>Case study of Bosnia</li> <li>Assessment task on the nature of stewardship and religious and non-religious attitudes to looking after the environment</li> </ul>
	3	<ul style="list-style-type: none"> <li>What does it mean to be a Christian or a Jew?</li> <li>Why is justice important for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Poster/collage on environmental issues students have to produce a leaflet or brochure on Christian or Jewish beliefs, festivals, places of worship or sources of authority</li> <li>Assessment task analysing key Jewish and Christian beliefs i.e Apostles Creed</li> <li>Students prepare a presentation on a person who has devoted their life to improving the lives of others i.e Maria Gomez, Martin Luther King Mother Theresa</li> </ul>

