



## Religious Studies Curriculum 2020-21

### Intent:

One of the primary aims of the Religious Studies Department is to challenge any preconceived views of Religious Studies that students may have by making topics and themes linked to religion as real and as relevant as possible. Religious Studies contributes dynamically to children and young people's education by provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The Religious Studies curriculum has been specifically designed to enable students to fully appreciate how diverse and multicultural the UK and World is. Specific units of work and themes across Key Stage 3 and 4 have been chosen so that students gain an overview and understanding of all the major world religions, including Buddhism, Islam, Hinduism, Sikhism, Judaism and Christianity. By exploring the beliefs, teachings and practices within these religions, students will understand how to think beyond themselves and respectfully engage with contemporary contentious issues, whilst developing social, cultural, political, philosophical and historical awareness. By gaining a systematic knowledge and understanding of a range of religions and worldviews, students will learn to develop their beliefs, values and experiences, whilst considering the viewpoints of others.

### Implementation:

In order for students to fully engage with the beliefs, teachings and practices of the religions taught at Key Stage 3 and 4, different teaching strategies, multimedia formats (e.g. videos, photographs, music etc.) and social media platforms are often used to stimulate discussion and engage students with key aspects of current affairs. In addition to this, the curriculum has been specifically designed to ensure that students access new subject-specific terminology and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. These skills have been specifically embedded into the curriculum and are used to assess individual student progress through teacher questioning, observation within the classroom, exam-style questions, formative and summative assessments. Where possible, the Religious Studies Department strives to continually explore ways that students can practically engage with the curriculum through individual research, the study of cross-curricular topics and themes, enrichment opportunities, regional and national competitions, visits to places of worship and being active members of the school community.

### Impact:

Religious Studies provides an opportunity for young people to engage with contemporary contentious issues, whilst developing social, cultural, political, philosophical and historical awareness. In order to ensure that Religious Studies stays as relevant as possible, the curriculum is continually monitored to maintain high levels of student progress and ensure that students are continually engaged with the program of study, which is reflected in the increasing numbers of students choosing to continue their studies at GCSE. By continually reflecting on our curriculum design, teaching practises, use of multimedia formats (e.g. videos, photographs, music etc) and social media platforms, students will not only develop the necessary skills needed to understand, interpret and evaluate texts, sources of wisdom and authority but will also be able to stimulate discussion and respectfully engage with contemporary contentious issues. The skills developed through the study of Religious Studies will enable students to continually self-reflect and develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.



Year 7 Religious Studies (1 x 1 Hour Lesson Per Week)					
Autumn Term		Spring Term		Summer Term	
8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<p><a href="#">Religion in the World Today</a> (6 x Lessons)</p> <p>Skills Focus: numeracy data linked to world religions; understanding global diversity and multiculturalism within the UK; an overview of different world religions; the importance of studying Religious Studies.</p> <p><a href="#">Islam</a> (2 x Lessons) Skills Focus: Understanding the diversity within Islam; exploring key beliefs, teachings and practices within Islam (e.g. the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamaphobia etc). To develop an understanding of why Islam is the fastest-growing religion in the world.</p>	<p>Continuation of <a href="#">Islam</a> unit of work. (7 x Lessons)</p>	<p>Continuation of <a href="#">Islam</a> unit of work. (4 x Lessons)</p> <p><a href="#">Buddhism</a> (2 x Lessons)</p> <p>Skills Focus: Understanding and exploring key beliefs, teachings and practices within Buddhism (i.e. specialist terms, the sights of Siddhartha Gautama, the vihara, the Five Precepts, enlightenment, the life of a Buddhist monk etc). To make comparisons and understand similarities and differences with Buddhist culture and the aspects of the Western World.</p>	<p>Continuation of <a href="#">Buddhism</a> unit of work. (6 x Lessons)</p>	<p>Continuation of <a href="#">Buddhism</a> unit of work. (4 x Lessons)</p> <p><a href="#">Sikhism</a> (2 x Lessons)</p> <p>Skills Focus: To explore the origin of Sikhism and understand the role of the Ten Gurus. Understanding and exploring key beliefs, teachings and practices within Sikhism (e.g. 5 K's, the formation of the Sikh Brotherhood, Khalsa, Vaisakhi, the Gurdwara etc).</p>	<p>Continuation of <a href="#">Sikhism</a> unit of work. (7 x Lessons)</p>



<p><u>Baseline Assessment:</u> To recall specialist terms linked to this unit of work; a basic understanding of different world religions and the impact of religion in the world today; the importance of studying Religious Studies.</p>	<p>N/A</p>	<p><u>Islam Assessment:</u> To recall the beliefs, teachings and practices within Islam (e.g. the life of the Prophet Muhammad, sources of wisdom and authority, Shi'a and Sunni Muslims, Five Pillars of Islam, Mosque, Hajj Pilgrimage, Islamaphobia etc).</p>	<p>N/A</p>	<p><u>Buddhism Examination:</u> To recall the beliefs, teachings and practices within Buddhism (i.e. specialist terms, the sights of Siddhartha Gautama, the vihara, the Five Precepts, enlightenment, the life of a Buddhist monk etc).</p>	<p>N/A</p>
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Year 8 Religious Studies (1 x 1 Hour Lesson Per Week)					
Autumn Term		Spring Term		Summer Term	
8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<p><u>Inspirational Religious Figures</u> (8 x Lessons)</p> <p>Skills Focus: To develop an understanding of key people have used their religious faith to have a positive impact on society and the legacy they have created (i.e. Gandhi, Mother Teresa, William Booth, Ravi Singh, Martin Luther King etc.).</p>	<p><u>Hinduism</u> (7 x Lessons)</p> <p>Skills Focus: To understand the origin of Hinduism and explore whether it is a monotheistic religion or polytheistic. Understanding and exploring key beliefs, teachings and practices within Hinduism (e.g. specialist terms, Trimurti, beliefs about life after</p>	<p>Continuation of <u>Hinduism</u> unit of work. (3 x Lessons)</p> <p><u>Introduction to Christianity</u> (3 x Lessons)</p> <p>Skills Focus: Understanding and exploring some of the basic beliefs, teachings and practices within Christianity. Students learn about Christian Denominations; the structure of the Bible, prophecies within the Bible;</p>	<p>Continuation of <u>Introduction to Christianity</u> unit of work. (6 x Lessons)</p>	<p>Continuation of <u>Introduction to Christianity</u> unit of work. (6 x Lessons)</p>	<p>Continuation of <u>Introduction to Christianity</u> unit of work. (7 x Lessons)</p>



	death, caste system, rites of passage, Hindu marriage ceremony etc).	how and why people use the Bible; interpretations of the Bible and key figures; the Church Calendar; the role of a vicar and key features of a Church.			
<p><u>Inspirational Religious Figures Assessment:</u> To recall specialist terms linked to this unit of work; students to focus on a religious figure and analyse why they are inspirational; the ability to understand what makes someone inspirational by making comparisons with other religious figures studied in this unit of work.</p>	N/A	<p><u>Hinduism Examination:</u> To recall the beliefs, teachings and practices within Hinduism and demonstrate knowledge of the specialist terms learnt in this unit of work (e.g. the caste system, Hindu deities, beliefs about life after death etc).</p>	N/A	<p>Introduction to Christianity Assessment (TBC). To recall specialist terms linked to this unit of work; students to be tested on their knowledge of Christian Denominations and the Bible (e.g. the structure of the Bible, prophecies, how and why people use the Bible.</p>	N/A

Year 9 Religious Studies (2 x 1 Hour Lessons Per Week)					
Autumn Term		Spring Term		Summer Term	
8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks



<p><u>Christianity - Beliefs and Teachings</u> (16 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of what Christians believe and how the Bible is used to guide these beliefs. Students will learn about: the nature of God (including the Trinity); the Problem of Evil, the Fall and Original Sin; key events and teachings from the life of Jesus; eschatological beliefs linked to Christianity.</p>	<p>Continuation of <u>Christianity - Beliefs and Teachings</u> unit of work. (6 x Lessons)</p> <p><u>Relationships and Families</u> (8 x Lessons)</p> <p>Skills Focus: Students will develop an understanding of what Christians believe and how the Bible is used to guide these beliefs. Students will learn about: the nature of God (including the Trinity); the Problem of Evil, the Fall and Original Sin; key events and teachings from the life of Jesus; eschatological beliefs linked to Christianity.</p>	<p>Continuation of <u>Relationships and Families</u> unit of work. (12 x Lessons)</p>	<p>Continuation of <u>Relationships and Families</u> unit of work. (4 x Lessons)</p> <p><u>Christianity - Practices</u> (8 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of the traditions and practices within Christianity. Students will learn about: denominational worship; sacraments; key events in the Church calendar; pilgrimage; The global Christian Church and the role of the local church.</p>	<p>Continuation of <u>Christian - Practices</u> unit of work. (12 x Lessons)</p>	<p>Continuation of <u>Christian - Practices</u> unit of work. (6 x Lessons)</p> <p><u>Religion and Life</u> (8 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of the traditions and practices within Christianity. Students will learn about: the origins of the world, stewardship; the relationship between humans and animals; Christian attitudes towards abortion and euthanasia; life after death.</p>
<p>N/A</p>	<p><u>Christianity - Beliefs and Teachings Examination:</u> To recall specialist terms linked to this unit of work; provide an understanding of Christian beliefs and teachings linked to the nature of God, the crucifixion of Jesus; eschatological beliefs and the origin of evil in the world.</p>	<p>N/A</p>	<p><u>Relationships and Families Examination:</u> To recall specialist terms linked to this unit of work; the purpose and marriage; the use of contraception within Christianity; the role of parents and Christian attitudes towards divorce.</p>	<p>N/A</p>	<p><u>Christian - Practices Examination:</u> To recall specialist terms linked to this unit of work; different forms of worship in Christianity; the role of sacraments and the importance of prayer in the lives of Christians.</p>



Year 10 Religious Studies (2 x 1 Hour Lessons Per Week)					
Autumn Term		Spring Term		Summer Term	
8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<p><u><a href="#">Christianity - Practices</a></u> (8 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of the traditions and practices within Christianity. Students will learn about:</p> <ul style="list-style-type: none"> <li>denominational worship;</li> <li>sacraments; key events in the Church calendar;</li> <li>pilgrimage; The global Christian Church and the role of the local church.</li> </ul> <p><u><a href="#">Religion and Life</a></u> (8 x Lessons)</p> <p>Skills Focus: Pupils will examine in detail the origins and value of human life, they will look at controversial issues such as abortion and euthanasia. They will also consider the value of the earth, how humans affect</p>	<p>Continuation of <u><a href="#">Christianity - Practices</a></u> unit of work. (7 x Lessons)</p> <p>Continuation of <u><a href="#">Religion and Life</a></u> unit of work. (7 x lessons)</p>	<p>Continuation of <u><a href="#">Christianity - Practices</a></u> unit of work. (6 x Lessons)</p> <p>Continuation of <u><a href="#">Religion and Life</a></u> unit of work. (6 x lessons)</p>	<p>Continuation of <u><a href="#">Christianity - Practices</a></u> unit of work. (5 x Lessons)</p> <p><u><a href="#">Judaism - Beliefs and Teachings</a></u> (1 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of what Jews believe and how different sources of wisdom are used to guide these beliefs. Students will learn about: the nature of God (including the Shekinah); covenants between God and key figures in Judaism; the lives of Abraham and Moses; the Promised Land, Messiah and Messianic Age; the importance of mitzvot and eschatological beliefs within Judaism.</p> <p><u><a href="#">Religion, Peace and Conflict</a></u></p>	<p>Continuation of <u><a href="#">Judaism - Beliefs and Teachings</a></u> unit of work. (6 x Lessons)</p> <p>Continuation of <u><a href="#">Religion, Peace and Conflict</a></u> unit of work. (6 x lessons)</p>	<p>Continuation of <u><a href="#">Judaism - Beliefs and Teachings</a></u> unit of work. (7 x Lessons)</p> <p>Continuation of <u><a href="#">Religion, Peace and Conflict</a></u> unit of work. (7 x lessons)</p>



<p>this, how we use and abuse the environment and the life that surrounds us.</p>			<p>unit of work. (6 x lessons)</p> <p>Skills focus: Pupils explore religious and non-religious views about peace, war and justice. They will examine in detail the different implications of war, violence and terrorism have on the world today and they will explore the different responses to these issues.</p>		
<p>N/A</p>	<p><u><a href="#">Christian - Practices Examination:</a></u> To recall specialist terms linked to this unit of work; Christianity; the role of sacraments and the importance of prayer in the lives of Christians.</p>	<p><u><a href="#">Religion and Life Examination</a></u> To recall specialist terms linked to this unit of work; Christian beliefs about the use of animals; the use and abuse of the environment; euthanasia and the beliefs about the afterlife.</p>	<p>N/A</p>	<p>N/A</p>	<p><u><a href="#">Judaism - Beliefs and Teachings Examination:</a></u> To recall specialist terms linked to this unit of work; covenants between God and humanity; the Ten Commandments; Abraham and the Promised Land; the Messiah and the Messianic Age; attitudes towards the Mitzvot.</p> <p><u><a href="#">Religion, Peace and Conflict Examination:</a></u> To recall specialist terms linked to this unit of work; Christian responses to victims of war; beliefs about the use of weapons of mass destruction; pacifism; different responses to war.</p>



Year 11 Religious Studies (2 x 1 Hour Lessons Per Week)					
Autumn Term		Spring Term		Summer Term	
8 Weeks	7 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks
<p><a href="#">Judaism - Beliefs and Teachings</a> (8 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of what Jews believe and how different sources of wisdom are used to guide these beliefs. Students will learn about: the nature of God (including the Shekinah); covenants between God and key figures in Judaism; the lives of Abraham and Moses; the Promised Land, Messiah and Messianic Age; the importance of mitzvot and eschatological beliefs within Judaism.</p> <p><a href="#">Religion, Peace and Conflict</a> unit of work. (8 x Lessons)</p> <p>Skills focus: Pupils explore religious and non-religious views about peace, war and</p>	<p>Continuation of <a href="#">Judaism - Beliefs and Teachings</a> unit of work. (7 x Lessons)</p> <p>Continuation of <a href="#">Religion, Peace and Conflict</a> unit of work. (2 x Lessons)</p> <p><a href="#">Religion, Crime and Punishment</a> (5 x Lessons)</p> <p>Skill Focus: Pupils will be exploring both religious and secular attitudes towards crime, criminals and how they are punished for breaking the law. We will explore moral and ethical discussion surrounding the causes of crime including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. We will</p>	<p><a href="#">Judaism - Practices</a> (6 x Lessons)</p> <p>Skills Focus: Students to develop an understanding of the traditions and practices within Judaism. Students will learn about: the purpose of a synagogue and the key features; Shabbat in the home and at the synagogue; Pesach; Rosh Hashanah and Yom Kippur; worship in the home; Brit Milah; Bar and Bat Mitzvah; Jewish weddings and attitudes linked to life after death and mourning.</p> <p>Continuation of <a href="#">Religion, Crime and Punishment</a> unit of work. (6 x Lessons)</p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work. (6 x Lessons)</p> <p>Continuation of <a href="#">Religion, Crime and Punishment</a> unit of work. (4 x Lessons)</p> <p>Revision of all topics: Theme A Relationships and Families Theme B Religion and Life Theme D Religion, Peace and Conflict Theme E Religion, Crime and Punishment. (2 x Lessons)</p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work. (3 x Lessons)</p> <p>Revision of all topics: Theme A Relationships and Families Theme B Religion and Life Theme D Religion, Peace and Conflict Theme E Religion, Crime and Punishment. (3 x Lessons)</p>	





<p>justice. They will examine in detail the different implications of war, violence and terrorism have on the world today and they will explore the different responses to these issues.</p>	<p>then move to look at the different types of punishment and their aims for society and the criminal. We will look in detail at two religious and philosophical principles: the sanctity of life and the principle of utility.</p>				
<p>N/A</p>	<p><u><a href="#">Judaism - Beliefs and Teachings Examination:</a></u> To recall specialist terms linked to this unit of work; covenants between God and humanity; the Ten Commandments; Abraham and the Promised Land; the Messiah and the Messianic Age; attitudes towards the Mitzvot.</p> <p><u><a href="#">Religion, Crime and Punishment Examination:</a></u> To recall specialist terms linked to this unit of work; causes of crime; Christian responses to the suffering of others; aims of punishment and forgiveness.</p>	<p>N/A</p>	<p>Judaism - Practices Examination (TBC): To recall specialist terms linked to this unit of work; key features within a synagogue; Shabbat in the home; Rosh Hashanah and Bar and Bat Mitzvah.</p> <p><u><a href="#">Thematic Studies Examination</a></u> (Topics TBC) To revise overall themes in preparation for the summer examination.</p>	<p>N/A</p>	