

## **Religious Studies Delivery Grid (2021-2022)**

### **Curriculum Intent**

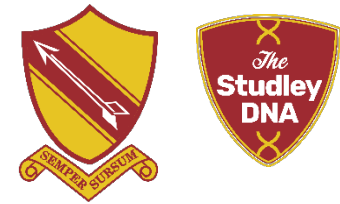
By exploring the beliefs, teachings and practices within these religions, students will understand how to think beyond themselves and respectfully engage with contemporary contentious issues, whilst developing social, cultural, political, philosophical and historical awareness. By gaining a systematic 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.

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.

### **Curriculum Implementation**

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.



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,

### Curriculum Impact

By continually reflecting on our curriculum design, teaching practices, 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 enables 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. This is achieved through thinking about religion and belief by exploring religious stories, learning key religious terminology and how religion is intertwined with our understanding of culture and history. By enquiring, investigating and interpreting students will be able to explore their own understanding of different worldviews allowing them to develop their own thought and personal identity. This sound base will enable the students to reflect and evaluate the information laid in front of them before communicating their own ideas and unique understanding.

GCSE results at Studley are always extremely competitive within the Religious Studies department. The percentage of students obtaining grades 9-4 is often ranges between the high 70's and mid 80's proving that the curriculum is well received.



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></p> <p>Key content: 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></p> <p>Key content: 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.</p>	<p>Continuation of <a href="#">Islam</a> unit of work.</p> <p><a href="#">Buddhism</a></p> <p>Key content: 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.</p>	<p>Continuation of <a href="#">Buddhism</a> unit of work.</p>



<p><u>Baseline Assessment:</u></p> <p>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><u>Islam Assessment:</u></p> <p>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, Islamophobia etc).</p>		<p><u>Buddhism Examination:</u></p> <p>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>	
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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><a href="#">Hinduism</a></p> <p>Key content: 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 death, caste system, rites of passage, Hindu marriage ceremony etc).</p>	<p>Continuation of <a href="#">Hinduism</a> unit of work.</p>	<p><a href="#">Sikhism</a></p> <p>Key content: 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.</p>	<p><a href="#">Inspirational Religious Figures</a></p> <p>Key content: 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>Continuation of <a href="#">Inspirational Religious Figures</a> unit of work.</p>
	<p><a href="#">Hinduism Assessment:</a></p> <p>To recall the beliefs, teachings and practices within Hinduism and demonstrate knowledge of the specialist terms learnt in this unit of work (e.g.</p>		<p><a href="#">Sikhism Assessment:</a></p> <p>To recall specialist terms linked to this unit of work; students to focus on the teachings and beliefs within Sikhism. Students are required to demonstrate</p>		<p><a href="#">Inspirational Religious Figures Assessment:</a></p> <p>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</p>



	the caste system, Hindu deities, beliefs about life after death etc).		knowledge learnt from the unit of work (e.g. Khalsa, Vaisakhi, Gurdwara etc.).		to understand what makes someone inspirational by making comparisons with other religious figures studied in this unit of work.
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Year 9 Religious Studies (1 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="#">Humanism - Understanding beliefs</a></p> <p>Key content: Students to develop an understanding of what Humanists believe and how they practice these beliefs. Students will learn about: Humanist understanding of God, Humanist ethics, Meaning and Purpose, End of Life and Origins of the World. Students will also look at how these compare to some Christian understandings.</p>	<p>Continuation of <a href="#">Humanism - Understanding beliefs</a> unit of work.</p> <p><a href="#">Philosophy - an Introduction</a></p> <p>Key content: Students to develop an understanding of basic philosophical questions. Students will learn about utilitarianism, Plato - Truth, the Design Argument, What is Philosophy? What is Ethics? Religious Experiences, Artificial intelligence.</p>	<p>Continuation of <a href="#">Philosophy - an Introduction</a></p>	<p>Continuation of <a href="#">Philosophy - an Introduction</a></p>	<p><a href="#">Introduction to Christianity</a></p> <p>Key content: 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; 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>	<p>Continuation of an <a href="#">Introduction to Christianity</a></p>
	<p><a href="#">Humanism - Understanding beliefs</a></p> <p>Students are to complete a short</p>		<p><a href="#">Philosophy - an Introduction Assessment.</a></p> <p>Students to complete a short</p>		<p><a href="#">Introduction to Christianity Assessment.</a></p> <p>To recall specialist terms linked to this unit of work; students to be tested on</p>



	<p>assessment where they recall some specialist terms linked to this unit.</p> <p>They also must provide an understanding of Humanist beliefs linked to Humanist understanding of God, Humanist ethics, Meaning and Purpose of Life.</p>		<p>assessment where they recall some specialist terms linked to this unit.</p> <p>They must also provide an understanding of basic philosophical questions.</p>		<p>their knowledge of Christian Denominations and the Bible (e.g. the structure of the Bible, prophecies, how and why people use the Bible.</p>
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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><a href="#">Christianity - Practices</a></p> <p>Key content: 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><a href="#">Religion and Life</a></p> <p>Key content: Pupils will examine in detail the origins and value of human life, they will look at controversial</p>	<p>Continuation of <a href="#">Christianity - Practices</a> unit of work.</p> <p>Continuation of <a href="#">Religion and Life</a> unit of work.</p>	<p>Continuation of <a href="#">Christianity - Practices</a> unit of work.</p> <p>Continuation of <a href="#">Religion and Life</a> unit of work.</p>	<p>Continuation of <a href="#">Christianity - Practices</a> unit of work.</p> <p><a href="#">Judaism - Beliefs and Teachings</a></p> <p>Key content: 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</p>	<p>Continuation of <a href="#">Judaism - Beliefs and Teachings</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Peace and Conflict</a> unit of work.</p>	<p>Continuation of <a href="#">Judaism - Beliefs and Teachings</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Peace and Conflict</a> unit of work.</p>



issues such as abortion and euthanasia. They will also consider the value of the earth, how humans affect this, how we use and abuse the environment and the life that surrounds us.			beliefs within Judaism.  <a href="#">Religion, Peace and Conflict</a> unit of work.  Key content: 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.		
N/A	<a href="#">Christian - Practices Examination:</a>  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.	<a href="#">Religion and Life Examination</a>  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.	N/A	N/A	<a href="#">Judaism - Beliefs and Teachings Examination:</a>  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



					<p>towards the Mitzvot.</p> <p><u>Religion, Peace and Conflict Examination:</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>
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### 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></p> <p>Key content: 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</a></p>	<p>Continuation of <a href="#">Judaism - Beliefs and Teachings</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Peace and Conflict</a> unit of work.</p> <p><a href="#">Religion, Crime and Punishment</a></p> <p>(5 x Lessons)</p> <p>Key content: 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</p>	<p><a href="#">Judaism - Practices</a></p> <p>Key content: 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</a></p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work.</p> <p>Continuation of <a href="#">Religion, Crime and Punishment</a> unit of work.</p> <p>Revision of all topics:</p> <p>Theme A Relationships and Families</p> <p>Theme B Religion and Life</p> <p>Theme D Religion, Peace and Conflict</p> <p>Theme E Religion, Crime and Punishment.</p>	<p>Continuation of <a href="#">Judaism - Practices</a> unit of work.</p> <p>Revision of all topics:</p> <p>Theme A Relationships and Families</p> <p>Theme B Religion and Life</p> <p>Theme D Religion, Peace and Conflict</p> <p>Theme E Religion, Crime and Punishment.</p>	



<p><a href="#">Conflict</a> unit of work.</p> <p>Key content: 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>causes of crime including poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. We will 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><a href="#">Punishment</a> unit of work.</p>			
<p>N/A</p>	<p><a href="#">Judaism - Beliefs and Teachings Examination:</a></p> <p>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>N/A</p>	<p>Judaism - Practices Examination (TBC):</p> <p>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><a href="#">Thematic Studies Examination</a> (Topics TBC)</p>	<p>N/A</p>	



	<p><a href="#"><u>Religion, Crime and Punishment Examination:</u></a></p> <p>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>To revise overall themes in preparation for the summer examination.</p>		
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