

Year 7 Religious Studies Curriculum

We begin our Year 7 Curriculum recognising the impact this new beginning at a new school has on our students. So, we set our stall, welcoming them to a new subject and exploring what Religious Studies is about. This leads into Christian and Jewish ethics and what it means to be a good person. We then turn to looking at a variety of different festivals and exploring why festivals are important. In the Spring term we are introduced to Christian Beliefs and teachings and explore the significance and importance of Easter in Christianity. To end the year, we will explore the religion of Sikhism and different religious rites of passage.

Autum Term 1		Spring Term 2	Summative Assessment	Summer Term 3	Summative Assessment
Autumn Topic: What is Ethics? Core Focus: Introduction to Religious studies and Festivals. Overview: This module is an introduction to ethics at secondary school – it will allow students to show what they already know and learn new information and gain new skills. Students will think about what makes them who they are and why for some people, religion is such an important part of their lives. Considering their own beliefs and through learning about the beliefs of other students will be able to develop their skills in ethics that will be important for their time at secondary school – comparison, empathy, investigation, respect and communication skills. We then turn to how we can learn from others, even people we know nothing about or seem to have nothing in common with. This leads into our exploration of festivals, including Hannukah Diwali and Advent.		Spring Term Topic: Introduction to Christian Beliefs and Teachings. Easter Core Focus: The nature of God. Overview: Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will study the history of the denominations within Christianity and the main beliefs, and teachings of Christianity from the nature of God to the Trinity and the incarnation of Jesus. We then turn to Jesus's last week on earth the Holy week and the festival of Easter, focussing on the death and resurrection of Jesus. They should be able to refer to scripture and/or sacred texts where appropriate.		Summer Term Topic: Religion and Rites of Passage – Initiations. Core Focus: An introduction to Sikhism and Initiation in religions. Overview: This is a unit of work that introduces the religion of Sikhism that began in the Punjab region 500 years ago. Students will focus on how Sikhs view God, the 10 Guru's in particular Guru Nanak and Guru Gobind Singh. Students will learn about the Khalsa family history and the Formation of the Khalsa itself. We then turn to a unit of work that explores the rights of passage in particular belonging to different religions. Students will then focus particularly on the Sacrament of Baptism within Christianity and the two different forms of Baptism.	

Year 8 Religious Studies Curriculum

Year 8 begins with a challenge, asking students to explore the meaning of religion. They are given details about Jediism, whose followers declare it has the usual components of a religion. We look at evidence from the media, from recorded interviews and related research. They explore the meaning of a belief system, of a cult. Having made their judgements, this leads into our study of small religions, some unknown like Baha'i, others heard of like Rastafarianism. We then turn to Christian Practices and build on our learning from year 7. We ask the question, what is worship and how do Christians worship? We delve into the Sacrament of Holy Communion and its significance with the Festival of Easter. We end the year exploring two further religions, Islam and Buddhism, two very different and contrasting religions, but with a similar teaching of respect, love and kindness.

Autum Term 1		Spring Term 2	Summative Assessment	Summer Term 3	Summative Assessment
Autumn Topic: Small Religions and a look into one of the Abrahamic Religions – Judaism. Core Focus: What makes a religion and what answers do they offer? An introduction to Judaism. Overview: Too frequently religion is seen as outdated and irrelevant to many in the modern scientific age. Small religions, which have sprung up in answer to modern concerns and beliefs are ignored. We believe this is an oversight and exploring these religions offers students the opportunity to explore belief in the context of our time. We then turn to the oldest of the Abrahamic and monotheistic religions of the world, dating back to nearly 4000 years old, Judaism. Students will explore the Covenant made with Abraham to the to the Exodus of the Israelites		Spring Term Topic: Christian Practices. Core Focus: Worship, Prayer and the Sacraments of Holy communion and its links to the festival of Easter. Overview: Building on our work in Year 7 we look at the Christian Practices. We study the different forms of worship and their significance. We ask the question, what is prayer and why is it important for Christians. We consider the role and meaning of the sacraments of baptism, both infant and believer’s baptism. We then turn to explore the Eucharist and Holy Communion. The role and importance of pilgrimage, before ending		Summer Term Topic: Religion - An introduction to Islam / An introduction to Buddhism. Core Focus: Understanding the beliefs of two very different religions. Overview: In this final term students will first be introduced to the religion of Islam. We discover the meanings of the words Muslim and Islam and delve into the Tawhid – the Oneness of Allah. We consider the importance of Muhammad (pbuh) as the last prophet and the significance of the Qur’an. Student study the significance of the festivals of Ramadan and Eid – ul-Fitr before exploring the Five Pillars of Islam. We then turn to the religion of Buddhism, that does not worship a	

from Egypt by Moses, and the giving of the 10 Commandments. Students also study the festival of Hannukah, one of Judaism's most important festivals.	the Spring term with the role and importance of celebrations: Christmas and Easter.	God but is rather more of a way of life. We study the birth, life and enlightenment of the Buddha before turning to the Dharma and his teachings of the concept of dependant arising.
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Year 9 Religious Studies Curriculum

In Year 9 we begin by asking the question, where did we come from? We then begin a journey of understanding how Christians and Buddhists view the origins of the Universe and the value of the world to us as humans. We also focus on the big questions of the rights and wrongs of abortion and euthanasia, and of course what happens after death and if there is an afterlife. Year 9 students also look at the idea of crime and how criminals are punished in the U.K and does punishment work, when considering the death penalty and the ethics of this. We end the year building on our knowledge of year 7 and 8, looking at Buddhist practices.

Autumn Term 1		Spring Term 2	Summative Assessment	Summer Term 3	Summative Assessment
Autumn Term: Religion life and the universe. Core Focus: The origins of life and the universe and considering the value of the universe and how humans treat the world, the animals and themselves. Overview: Students turn to the ultimate questions of the origins, value and purpose of life, looking at Christianity, Buddhism and Science for their answers. We will learn how religions understand how humans use and abuse the world through pollution and climate change and how humans treat animals. We then turn to more complex issues, such as the rights and wrongs of abortion and euthanasia, death and the afterlife. Students will have many chances to		Spring Term Topic: What is crime and the punishment of criminals. Core Focus: Why do people commit crime and does punishment work? Overview: We begin by asking what a crime is and the different types of crimes that people commit. This leads to the students discussing the reasons people commit crimes in the first place and then to the question of why do societies punish criminals and does the punishment always fit the crime? Following on from this, students will then look at the different		Summer Term Topic: Religion – What do Buddhists teachings. Christian Beliefs. Core Focus: The Dharma and the teachings of the Buddha, Christian's teachings about the nature of God, Jesus, sin and salvation. Overview: Building on the work in year 8, students will look at the Buddhas teachings of why humans suffer. We will explore the Three Marks of existence, the Four Noble Truths, the Five Precepts and different types of Buddhism. Then we turn to Christianity and build on the work they did in year 7 by re-	

develop their thoughts and ideas on these topics through debates and planned key speakers		reasons for punishment and the ultimate punishment of the death penalty in the USA, the ethics of this and does it act as a deterrent?	visiting the core beliefs of Christians about the nature of God, the role of Jesus in salvation and sin.		
Year 10 Religious Studies GCSE Curriculum					
Building on the work in KS3, we begin our AQA GCSE course by exploring Buddhism in more detail. We start with Buddhists beliefs and teachings before exploring their practices. Students will also cover two of the four themes in year 10, the first being Theme A - Religion, Relationships and Families, and Theme B – Religion and Life. This is a challenging start to our studies but enables them to explore each theme and its impact on humans and their own beliefs. We then turn to the compulsory element of the GCSE, Christian beliefs and teachings.					
Autumn Term 1	November Mock	Spring Term 2	Summative Assessment	Summer Term 3	Summative Assessment
Autumn Term Topic: Buddhists Beliefs and teachings. Buddhist Practices. Core Focus: The Buddhas life and Enlightenment and his teachings and how Buddhists practice their beliefs. Overview: This unit is planned for teaching early in the GCSE RS course as it is required as a basis for both the Buddhist practices and the themes units of work. Throughout this unit of work students will gain a secure understanding of key Buddhist beliefs, that impact both practices and influence the ways people live their lives. This unit explores how belief is put into practice in Buddhism. It enables students to study issues surrounding the ideas that an individual’s religious beliefs can impact their actions, in this case Karma. Students will also explore Buddhist worship, where they worship,		Spring Term Topic: Theme A – Religion, Relationships and Families. Theme B – Religion and Life. Core Focus: Preparation for Paper 2. Overview: Our first theme is one that everyone has had experience of, so it is important for religious facts to be learnt and understood as well as debated. Reference to Christianity and Buddhism will be used throughout. Sample questions will be used to help with revision and reinforced sample answers. Learning of keywords and quotations will be reinforced. We then turn to our second theme – Theme B. Students turn to the ultimate questions of origins, value and purpose of life, looking at Christianity, Buddhism and Science for their		Summer Term Topic: Christian Beliefs. Core Focus: Preparation for Christian Paper. Overview: From this challenging start students will then revisit Christian beliefs about God. Unlike our first topic, this section builds and expands on KS3 work. The nature of God and the beliefs about the Trinity are central to this work. Other topics include the central role of Jesus, especially relating to salvation, death and resurrection.	

the importance of meditation, ceremonies and rituals associated with death, mourning, festivals, karma, compassion and loving kindness.	answers. Topics studied in KS3 will be revisited, including treatment of animals, life and death decisions.				
Year 11 Religious Studies GCSE Curriculum Our journey to GCSE continues with the study of Christian Practices and two further themes. Beginning with Theme E – Religion, Crime and Punishment before finally moving onto Theme D – Religion, Peace and Conflict. This then completes the GCSE Religious Studies course leaving plenty of time for revision and focus on the Mock Exams which are planned for the second half of the Autumn Term. Students will also have ample time to revisit previous studies. Examination practice will form a central focus of our lessons.					
Autumn Term 1	November Mock	Spring Term 2	March Mock Summative Assessment	Summer Term 3	GCSE Exams
Autumn Term Topic: Christian Practices. Theme E – Religion, Crime and Punishment. Core Focus: Is religions belief about family and marriage in conflict with the modern world? Overview: This section follows on from Christian Beliefs in year 10. Students will develop their knowledge on Christian practice studied at KS3, such as baptism. New areas of study include worship, the role of the church in the community and Church growth and persecution. Unlike the previous topic, which offers students the chance to reflect their own views this paper is entirely about Christianity. Once completed students will then turn to Theme E – Religion, Crime and Punishment. In this unit of work students will explore what is ‘good’ and what makes people act in an ‘evil’ way? Why are some people viewed as good,		Spring Term Topic: Theme D – Religion, Peace and Conflict. Core Focus: Preparation for Paper 2. Overview: As our journey to GCSE nears an end students turn to the final unit of work and the concepts of war. War is unfortunately an inevitable element of life. Throughout history, both nations and individual groups with a specific view or belief, have been able to resolve a difference through peaceful measures, resulting in conflicts occurring. These conflicts have both short term and long-term effects for not only who are fighting but also innocent people who are caught up within the conflict. Due to the fact that students will have some understanding of the		Revision – Exam Skills.	

yet others are evil? We all have free will to make decisions about the way we act but also a conscience to help in moral decision-making, but people still choose to make the wrong decisions at times and potentially harm themselves and others. Crime is unfortunately a feature of our lives – every year in the UK there are over 6 million offenses committed and certain crimes, such as those involving knives and gang crime are increasing significantly. This unit of work provides students with a good introduction to the theme's units of work in which students are able to study a range of ethical issues.	concepts of peace and conflict, this unit of work is designed for teaching early in the GCSE course as it provides students with a good introduction to the themes units of work in which students are able to study a range of ethical issues. This will enable time for preparation for the forthcoming GCSEs which begin in May.	
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