**Curriculum Intent**

Religious Studies aims to broaden a student’s knowledge and understanding of social, moral and religious beliefs and values through the study of the major world religions and the philosophy of religion. Students will learn about the distinct features and traditions of different faith groups, as well as the corollary nature of both the dharmic and Abrahamic religions.

RS provokes challenging questions and students are encouraged to think critically about the ultimate meaning and purpose of life, beliefs about God, and issues of right and wrong. Students develop a religious literacy which equips them with the skills they need to have meaningful discussion about the issues which impact our society today – considering both religious and secular views.

Through effective assessment and feedback students are empowered to improve their learning and thereby gain a greater understanding of beliefs, values and traditions which not only influence and shape their own identities, but the influence this has on the wider world.

**Curriculum Implementation**

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|   | **Autumn** | **Spring** | **Summer** |
| HT1 - Why does religion matter, and what are some of the religious beliefs in our world? | HT2 - What do Hindus believe and how do they live their lives? | HT3 - What do Sikhs believe and how do they live their lives? | HT4 - What do Buddhists believe and how do they live their lives? | HT5 - Why are festivals important for religious believers? |  HT6 - Is Humanism a religion and how does influence people? |
| **Year 7** | **BROAD** | Core content, knowledge and skills | **Core Content and Knowledge*** Names of and key facts about the 6 main world religions
* Creation Myths
* Rastafari
* Bahai

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
 | **Core Content and Knowledge** * Hindu Beliefs about God
* Reincarnation
* Caste System
* Hindu Worship
* What happens at the Mandir?
* Who was Gandhi?

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
 | **Core Content and** **Knowledge** * Introduction to Sikhism
* Guru Nanak
* The Khalsa and the 5Ks
* Sikh Worship
* Practice of Langar
* Principle of Sewa

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
 | **Core Content and Knowledge** * The life of the Buddha
* The Enlightenment
* The 4 Noble Truths and the eightfold path
* Impermanence
* The Buddhist way of life
* Buddhism around the world

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
 | **Core Content and Knowledge** * Diwali
* Eid-ul-Adha
* Yom Kippur
* WesakEaster

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
 | **Core Content and Knowledge** * What is Humanism?
* Humanist beliefs
* How do humanists make decisions?
* Humanism and the world
* Celebrations

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others.
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| Extra-curricular opportunities |   |
| Ways the Y7 curriculum goes beyond the national curriculum |   |
| **COHERENT** | Prior knowledge required to access this unit | Any Primary school learning or general knowledge of religion is useful. | Understanding of diversity of beliefs, having an open mind.Understanding of different countries and global cultures.  | Understanding of diversity of beliefs, having an open mind.Understanding of different countries and global cultures. | Understanding of diversity of beliefs, having an open mind.Understanding of different countries and global cultures. | Knowledge gained from previous units on Hinduism, Sikhism.Useful – not essential: General knowledge or any prior knowledge of Judaism, Christianity and Islam. | Knowledge of religions studied so far – to contrast with atheistic world view. |
| Assessment | Frequent plenary assessment checks in class every lessonCreate your own Creation Myth. | Frequent plenary assessment checks in class every lessonEnd of topic summative assessment | Frequent plenary assessment checks in class every lessonEnd of topic summative assessment | Frequent plenary assessment checks in class every lessonEnd of topic summative assessment |   Frequent plenary assessment checks in class every lessonEnd of topic summative assessment |   Frequent plenary assessment checks in class every lessonEnd of Year exam |
| Points when this knowledge/these skills will be revisited | Knowledge revisited in Summer 1Skills used again in all units. | Knowledge revisited in Summer 1Skills used again in all units. | Knowledge revisited in Summer 1Skills used again in all units. | Skills used again in all units. | Some Knowledge revisited in Y8 & GCSESkills used again in all units. | Knowledge revisited at GCSE / A level Skills used again in all units. |
| **EMPOWERING** | Key vocabulary | * Myth
* God
* Religion
* Belief
* Theist
* Agnostic
* Atheist
* Creation
* Rastafari
* Maori
* Bahai
 | * Trimurti
* Tridevi
* Brahman
* Soul
* Karma
* Reincarnation
* Caste
* Brahmins
* Kshatriyas
* Vaishyas
* Shudra
* Dalits
* Untouchable
* Puja
* Mandir
* Murti
* Deity
* Shrine
* Ghandi
* Discrimination
* Equality
 | * Guru Nanak
* Equality
* Guru
* Khalsa
* Panj piare
* Guru Gobind Singh
* Kesh
* Khanga
* Kaccha
* Kara
* Kirpan
* Gurdwara
* Langar
* Sewa
 | * Buddha
* Materialism
* Asceticism
* Middle path
* The Eightfold Path
* Four Noble Truths
* Suffering
* Craving
* Enlightenment
* Nirvana
* Samsara
* Karma
* Impermanence
* Dukkha
* Annica
* Anatta
* Mandala
* Monk
* Meditation
* Sangha
* Monk
* Theravada
* Mahayana
 | * Festival
* Celebration
* Diwali
* Rama
* Sita
* Id ul Adha
* Sacrifice
* Ibrahim
* Hajj
* Charity
* Yom Kippur
* Atonement
* Moses
* Fast
* Wesak
* Buddha
* Enlightenment
 | * Humanism
* Atheist
* Secular
* Autonomy
* Empathy
* Superstition
* Morality
* Reason
* Golden rule
* Compassion
 |
| Opportunities to engage with different cultures/perspectives/voices |   |
| Relevance to real world and careers |   |
| **CHALLENGING** | Homework |   |   |   |   |   |   |
| Super curricular recommendations | * Watch - **Introduction to the five major world religions.**
* Visit a Mandir
* **Visit a Gurdwara**
* **Visit a Vihara**
* Use the Humanist UK website to find out more about humanism

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|   | **Autumn** | **Spring** | **Summer** |
| HT1 – Judaism  | HT2 – Rites of Passage | HT3 – Christianity  | HT4 – Christianity  | HT5 – Islam | HT6 – Islam  |
| **Year 8** | **BROAD** | Core content, knowledge and skills | **Core Content and Knowledge*** Abraham
* Moses
* Key beliefs
* Jewish Principles of living
* Pesach
* Kosher
* Shabbat

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Milestones
* Birth
* Coming of age
* Marriage
* Death

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** God
* Who is Jesus?
* Jesus’ miracles
* Parables
* Love your neighbour

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others

  | **Core Content and Knowledge*** Crucifixion & resurrection
* The Church
* Baptism and Communion

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Life of Muhammed
* Five pillars overview
* Islamic Law & authority
* Marriage in Islam

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Women in Islam
* Dress code
* Jihad
* 99 Names

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 |
| Extra-curricular opportunities |   |
| Ways the Y8 curriculum goes beyond the national curriculum |   |
| **COHERENT** | Prior knowledge required to access this unit |  Understanding of diversity of beliefs, having an open mind.  |  Understanding of diversity of beliefs, having an open mind.  |  Understanding of diversity of beliefs, having an open mind.  |  Understanding of diversity of beliefs, having an open mind.  |  Understanding of diversity of beliefs, having an open mind.  |  Understanding of diversity of beliefs, having an open mind.  |
| Assessment |   |   |   |   |   |   |
| Points when this knowledge/these skills will be revisited |   |   |   |   |   |   |
| **EMPOWERING** | Key vocabulary | * Abraham
* Covenant
* Prophet
* Moses
* Hebrew
* Israelites
* Tenakh
* Torah
* YHWH
* Tetragrammaton
* Adonai
* Hashem
* Messiah
* Mitzvot
* Orthodox
* Derech eretz
* Tzedakah
* Pesach
* Passover
* Sedar plate
* Exodus
* Kashrut
* Kosher
* Pareve
* Shabbat
* Sabbath
 | * Milestone
* Initiation
* Brit milah
* Brit shalom
* Reform Judaism
* Circumcision
* Bar mitzvah
* Bat mitzvah
* Bat Chayil
* Commitment
* Marriage
* Ketubah
* Chuppah
* Kiddushin
* Mazel tov
* Yichud
* Celebration
* Bereavement
* Mourning
* Shiva
* Kaddish
 | * Holy Trinity
* Monotheism
* Omnipotent
* Omniscient
* Omnibenevolent
* Jesus
* Nativity
* Parable
* Miracle
* Charity
 | * Crucifixion
* Resurrection
* Church
* Baptism
* Communion
* Community
* Congregation
 | * Muhammad
* Polytheism
* Monotheism
* Allah
* Night of power
* Quran
* Angel
* Prophet
* Shahadah
* Salah
* Sawm
* Zakat
* Hajj
* Hadith
* Shariah
* Hadith
* Halal
* Haram
* Nikah
* Mahr
* Arranged marriage

  | * Stereotype
* Equality
* Modesty
* Rights
* Hijab
* Niqab
* Burka
* Thobe
* Greater jihad
* Lesser jihad
 |
| Opportunities to engage with different cultures/perspectives/voices |   |
| Relevance to real world and careers |   |
| **CHALLENGING** | Homework |   |   |   |   |   |   |
| Super curricular recommendations | * Watch Dreamworks ‘**Prince of Egypt**’ film.
* Watch BBC Documentary on iplayer ‘Being Jewish’.
* Watch **The Lion the Witch and the Wardrobe** by CS Lewis. Compare and contrast the film version with the book.
* Online research about Christian beliefs – use REQUEST website, information about Christian beliefs and values written from a Christian perspective
* Watch some clips from the **BBC Pilgrimage series**: Many of the celebrities who went on these pilgrimages were not religious, so did it have an impact on them?
* Research the Mosque on BBC iWonder website
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|   | **Autumn** | **Spring** | **Summer** |
| HT1 – Peace and conflict  | HT2 – Peace & ConflictLife and death  | HT3 – Life and death  | HT4 - Philosophy & Ethics | HT5 - Philosophy & Ethics | HT6 – Gender Issues  |
| **Year 9** | **BROAD** | Core content, knowledge and skills | **Core Content and Knowledge*** Violent protest and terrorism
* Reasons for war
* WMDs
* Just war
* Holy war

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Pacifism and peace-making
* Victims of war
* The soul
* Beliefs about the afterlife
* Sanctity of life

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Abortion
* Religious responses to abortion
* Euthanasia 1
* Euthanasia 2
* Capital punishment
* Transplants

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Plato’s cave
* Aristotle’s four causes (new)
* Big Bang and Evolution (new)
* The design argument for God
* The first cause argument

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** The problem of evil
* Theodicies
* Moral maze
* Kantian ethics
* Utilitarianism
* Natural law

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 | **Core Content and Knowledge*** Beyond pink/blue
* Women in religion
* Gender and work
* Homosexuality
* Transgender rights

**Skills Developed*** Critical thinking and linking to personal beliefs.
* Disciplinary Literacy Skills – Reading comprehension, creative writing,
* Oracy - Explaining beliefs and opinions with justifications.
* Questioning - expressing curiosity about other points of view.
* Empathy – understanding the beliefs of others
 |
| Extra-curricular opportunities |   |
| Ways the Y9 curriculum goes beyond the national curriculum |   |
| **COHERENT** | Prior knowledge required to access this unit | Awareness of historical/current examples of conflicts would be helpful | Knowledge about the afterlife from the dharmic religions studied in year 7 and the Abrahamic religions studied in Y8 would be helpful | Understanding a range of views, having an open mind. Awareness of ethical and legal debate in the media would be helpful | Understanding a range of views, having an open mind. Knowledge of scientific explanations about the origins of life from KS3 Science curriculum would be helpful  |  Understanding a range of views, having an open mind. Awareness of ethical debate in the media would be helpful | Understanding a range of views, having an open mind. Knowledge about the Historical roles of me and women would be helpful |
| Assessment |   |   |   |   |   |   |
| Points when this knowledge/these skills will be revisited |   |   |   |   |   |   |
| **EMPOWERING** | Key vocabulary | * War
* Peace
* Justice
* Forgiveness
* Reconciliation
* Protest
* Violence
* Terrorism
* Self-defence
* Retaliation
* WMDs
* Just war
* Holy war
 | * Pacifism
* Peacemaker
* Refugees
* Soul
* Afterlife
* Heaven
* Hell
* Reincarnation
* Karma
* Sanctity of life
 | * Abortion
* Foetus
* Embryo
* Conception
* Euthanasia
* Active euthanasia
* Passive euthanasia
* Hospice
* Palliative care
* Capital punishment
* Shariah law
* Transplant
 | * Reality
* Truth
* Theist
* Agnostic
* Atheist
* Design argument
* Eternal
* First cause argument
* Cause
* Effect
 | * Inconsistent triad
* Omnipotent
* Omnibenevolent
* Moral evil
* Natural evil
* Theodicies
* Original sin
* Duty
* Universalisation
* Principle of utility
* Natural law
 | * Gender equality
* Stereotypes
* Discrimination
* Feminine
* Masculine
* Rights
* Homosexuality
* Heterosexuality
* Transgender
 |
| Opportunities to engage with different cultures/perspectives/voices |   |
| Relevance to real world and careers |   |
| **CHALLENGING** | Homework |   |   |   |   |   |   |
| Super curricular recommendations | * Read **Sophie’s World** by Jostein Gaarder
* **How do you know anything**: Watch Ted Ed lectures The Big Question and complete the quiz
* **Are you real?** : Watch Ted Ed lectures The Big Question and complete the quiz
* **Watch Bruce Almighty** – what does it teach about the nature of God?
* Plan a visit to the Science Museum.
* Over the course of 1-2 weeks, document examples of natural or moral evil you see reported on the news.
* Listen to Philosophy book club podcast ‘Phillipa Foot: Natural Goodness’
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