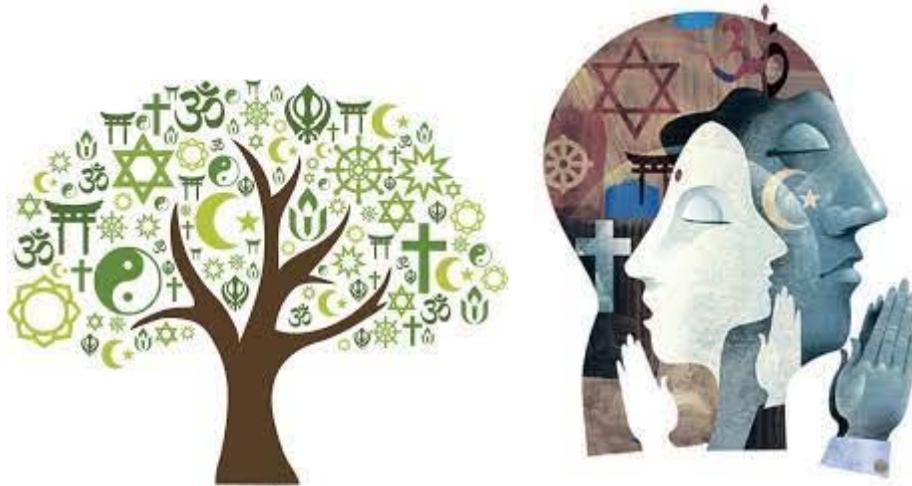


# Religious Studies

Religious Studies explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living. Students will learn about different individuals and communities in order to live together respectfully.



## Key dates

Holocaust Memorial Day 27<sup>th</sup> January

Interfaith Week 22<sup>nd</sup> November

Chinese New Year 1<sup>st</sup> February

Eid-ul-Fitr May

Christmas 25<sup>th</sup> December

World religion Day 16<sup>th</sup> January

**Curriculum Intent:**

**Religious Studies aims to encourage students to reflect upon challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RS, we learn about religions and worldviews in local, national and global contexts. We aim to discover, explore and consider different answers to these questions. Students will identify common themes in a whole range of World Religions, building upon KS2 learning and develop and express their views respectfully whilst understanding other people right to be different. In Year 7 RS starts its journey by looking at communities and individual rights and responsibilities within them and finishes with exploring what it means to belong to a Hindu, Jewish and Christian community.**

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
<b>Content, Knowledge &amp; Skills</b>	<p>How is Life like a journey?</p> <ul style="list-style-type: none"> <li>• Introduction to studying RS</li> <li>• Big questions about life</li> <li>• How was the universe created?</li> <li>• The theory of evolution</li> <li>• The design theory</li> </ul> <p>Students reflect upon ultimate questions and the different ways people respond to them. Students develop written tasks explaining different points of view.</p> <p>A focus is on encouraging class discussion and debate through listening with respect.</p>	<p>How are we a community?</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• What is a community?</li> <li>• Homelessness in Manchester</li> <li>• Refugees in Manchester</li> <li>• Threats to our community</li> <li>• How can we make a positive contribution?</li> <li>• How does religion play a role?</li> </ul> <p>Students explore different types of communities and problems that can unbalance communities. Students develop written tasks explaining</p>	<p>How does belief fit into my journey?</p> <ul style="list-style-type: none"> <li>• What are the different types of worship in Manchester?</li> <li>• Where and how do Christians worship?</li> <li>• Where and how do Muslims worship?</li> <li>• Does belief affect daily life?</li> <li>• How can people be inspired?</li> </ul> <p>Students learn about two World religions and what it is to be a part of these communities, Students develop written tasks explaining</p>	<p>What does it mean to belong to a Hindu community?</p> <ul style="list-style-type: none"> <li>• Symbols and symbolic actions</li> <li>• The inspiration from gods and goddesses</li> <li>• How karma can affect daily life</li> </ul> <p>Students explore different types of communities. Students develop written tasks explaining different points of view.</p> <p>A focus is on encouraging class discussion and debate through listening with respect.</p>	<p>What does it mean to belong to a Jewish community?</p> <ul style="list-style-type: none"> <li>• Orthodox and Reform communities</li> <li>• How The Torah can inspire</li> <li>• Jewish worship and how their beliefs affect daily life</li> </ul> <p>Students explore different types of communities. Students develop written tasks explaining different points of view and the different views within religions.</p> <p>A focus is on encouraging class discussion and debate through</p>	<p>What does it mean to belong to a Christian community?</p> <ul style="list-style-type: none"> <li>• What is Christmas about?</li> <li>• Giving and charity</li> <li>• Becoming a Christian through Baptism</li> <li>• How The Bible inspires</li> </ul> <p>Development of ethical arguments eg charity. Students develop written tasks explaining different points of view and a conclusion to their piece.</p>

		different points of view.	different points of view.		listening with respect.	
<b>Purpose / potential links to KS4 &amp; future steps</b>	Development of ethical/humanist ideas about ultimate questions. Link to GCSE Matters of Life and Death.	Evaluating statements and writing about different points of view and why people have these.	Exploring core beliefs of Islam and Christianity as a foundation for GCSE.	Evaluating statements and writing about different points of view and why people have these.	Development of ethical/humanist ideas about ultimate questions. Trip to Manchester Cathedral and Jewish Museum.	Exploring core beliefs of Islam and Christianity as a foundation for GCSE. Evaluating statements and writing about different points of view and why people have these.
<b>Key Vocabulary</b>	Creation, Humanism, Theist, Agnostic, Atheist, Omnipotent, Ultimate, Evolution.	Diversity, Similarities, Differences, Race, religion, Culture, Multi-faith, Multi-cultural, benefits, disadvantages.	Worship, Church, Mosque, Prayer, Inspiration.	Karma, gods, goddesses, polytheism, similarities, differences.	Orthodox, Reform, Synagogue, Sabbath, Torah, Inspiration.	Nativity, Christmas, Messiah, Incarnation, Inspiration.
<b>Assessment</b>	Design theory assessment Evaluation question  AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence	Diary entry homelessness  AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence	Belief in action assessment  AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence	Hinduism facts assessment  AO1 – demonstrate knowledge and understanding of religion and beliefs	Newspaper report on the Ten Plagues  AO1 – demonstrate knowledge and understanding of religion and beliefs	Why people choose to be religious assessment  AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence

**Curriculum Intent: Religious Studies in year 8 continues to equip students with knowledge and understanding of a range of religions and worldviews such as Humanism, enabling them to develop their ideas, values and identities so that they can participate positively in society. Students will gain and use the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. This will lead them onto being able to confidently write and speak about issues from different points of view. Year 8 starts with a more in depth look at how the universe began and leads into ethical questions about suffering, right from wrong and how the Buddhist and Sikh communities respond to this.**

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p> <p>How did the universe begin?</p> <ul style="list-style-type: none"> <li>• Christian Creation story</li> <li>• Stewardship</li> <li>• Hindu Creation story</li> <li>• Different worldviews</li> </ul> <p>Students are building more religious knowledge about the origins of the universe and how stewardship and taking personal responsibility for caring for the Earth is a concept understood by atheists and humanists.</p>	<p>Why is there suffering?</p> <ul style="list-style-type: none"> <li>• Does evil exist?</li> <li>• Is life a test?</li> <li>• Do all our actions have consequences?</li> <li>• What is a moral dilemma?</li> </ul> <p>Students will explore common themes within humankind when faced with suffering in the world. This will link back to year 7 Ultimate questions and the roles individuals play in communities.</p>	<p>How do we know right from wrong?</p> <ul style="list-style-type: none"> <li>• How do we make decisions?</li> <li>• How do we make the right decisions?</li> <li>• How do religious people make moral decisions?</li> <li>• Is the Death Penalty right or wrong?</li> </ul> <p>Students will further develop their evaluation skills by discussing and writing extended pieces on a range of moral dilemmas. Students will be able to explain how there are different views within religions.</p>	<p>How should we treat others?</p> <ul style="list-style-type: none"> <li>• What is stereotyping?</li> <li>• What is prejudice and discrimination?</li> <li>• What can we learn from The Good Samaritan Story?</li> <li>• How does religion respond to gender discrimination?</li> <li>• How do Buddhists treat each other?</li> </ul> <p>Students will continue to link religious teachings/ texts/ sources to how they affect how people live today. Students will be able to describe some teachings on how different religions studied so far treat each other.</p>	<p>How do Buddhists live their lives?</p> <ul style="list-style-type: none"> <li>• How do Buddhists view suffering?</li> <li>• How do their teachings affect their daily life?</li> </ul> <p>Students will continue to gain religious knowledge and understanding on the range of communities in the local area, the UK and globally, focusing on Buddhism.</p>	<p>How do Sikhs live their lives?</p> <ul style="list-style-type: none"> <li>• How do Sikhs view suffering?</li> <li>• How do their teachings affect their daily life?</li> </ul> <p>Students will continue to gain religious knowledge and understanding on the range of communities in the local area, the UK and globally, focusing on Sikhism.</p>	
<p><b>Purpose / potential links to KS4</b></p>	<p>Link to year 7 first unit and GCSE Matters of Life and Death.</p>	<p>Link to GCSE core Muslim and Christian Beliefs.</p>	<p>Link to GCSE Crime and Punishment.</p>	<p>Link to GCSE Christian beliefs and Marriage and the Family- gender discrimination.</p>	<p>Evaluating statements and writing about different points of view and why people have these.</p>	<p>Trip to Gurdwara in Manchester.</p>

<b>&amp; future steps</b>						
<b>Key Vocabulary</b>	Stewardship, Khalifahs, Dominion, Responsibility, Design, Big Bang.	Evil, Natural, Moral, Suffering, Mental illness, Test of Faith, Response, Charity.	Capital punishment, Death Penalty, Reform, Deterrence, Inhumane.	Neighbour, Responsibility, Samaritan, Gender discrimination, Stereotyping, Prejudice.	Four Truths, Suffering, Enlightenment, Eightfold Path.	Khalsa, Gurdwara, Khanda, Kara, Kirpan, Langar.
<b>Assessment</b>	<p>How was the universe created? Evaluation question</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Do you believe that evil exists? Evaluation question</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Death penalty evaluation question</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Good Samaritan Story assessment</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs</p>	<p>How belief in the wheel of life affects daily life evaluation assessment</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Sikh beliefs assessment</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs</p>

**Curriculum Intent: Religious Studies in year 9 continues to equip students with knowledge and understanding of a range of religions and worldviews such as Humanism, enabling them to develop their ideas, values and identities so that they can understand how belief affects decisions. Students will continue to gain and use the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. This will lead them onto being able to confidently write and speak about issues from different points of view. Students will be able to explain why there are different views within society and within specific religions. Year 9 is an opportunity for students to discuss and debate contemporary ethical questions in more detail.**

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
<b>Content, Knowledge &amp; Skills</b>	<p>Why do we have rules?</p> <ul style="list-style-type: none"> <li>• Introduction to crime and punishment</li> <li>• What is the law?</li> <li>• Why are people punished?</li> <li>• What should prisons look like?</li> </ul>	<p>Who inspires us?</p> <ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Malcolm X</li> <li>• Mother Teresa</li> <li>• Gandhi</li> <li>• Mohammed Ali</li> <li>• Other inspirational people through History</li> </ul>	<p>How should we treat animals?</p> <ul style="list-style-type: none"> <li>• What are animal rights?</li> <li>• What is intensive farming?</li> <li>• Should we experiment on animals?</li> <li>• How should religious people treat animals?</li> </ul>	<p>What are moral issues?</p> <ul style="list-style-type: none"> <li>• How our beliefs affect our decisions</li> <li>• Situation Ethics</li> <li>• The issue of abortion</li> <li>• The issue of Euthanasia</li> </ul>	<p>What does it mean to be a Christian today?</p> <ul style="list-style-type: none"> <li>• Different denominations in the world today</li> <li>• Christian symbols used today</li> <li>• Is the Bible still relevant?</li> </ul>	<p>What does it mean to be a Muslim today?</p> <ul style="list-style-type: none"> <li>• What does the shahadah mean to Muslims today</li> <li>• Why is Hajj and giving charity important to Muslims today?</li> </ul>
<b>Purpose / potential links to KS4 &amp; future steps</b>	<p>Introduction to the theme of Crime and Punishment which links to a GCSE topic in Year 10 and 11.</p>	<p>In depth research into key figures from history and less known people from the Civil Rights Movement.</p>	<p>Linking back to how to treat others and moral issues. This topic encourages debate about the ethics surrounding this and a link to religious teachings.</p>	<p>Many contemporary ethical issues investigated. Students will develop their analytical skills and be able to explain how people believe different views.</p>	<p>Introduction GCSE topic linked to some core beliefs in year 10 and 11. GCSE style exam questions.</p>	<p>Introduction GCSE topic linked to some core beliefs in year 10 and 11. GCSE style exam questions.</p>
<b>Key Vocabulary</b>	<p>Crime, Punishment, Forgiveness, Prison, Law, Reform, Retribution, Deterrence.</p>	<p>Civil rights, Racism. Prejudice, Segregation, Institutional racism, Freedom fighters.</p>	<p>Inhumane, Situation ethics, Experiments, Laboratories, Cruelty, Organic, Stewardship.</p>	<p>Situation Ethics, Abortion, Euthanasia, Sanctity of Life, Sacred, Holy.</p>	<p>Denominations, Worldwide Church, Inspiration, Evangelical, Worship.</p>	<p>Ummah, Shahadah, Sawm, Salat, Hajj, Zakah.</p>

<p><b>Assessment</b></p>	<p>Prison cells assessment Evaluation skills and a developed conclusion.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Comparing MLK to Malcolm X assessment. Evaluation skills and a developed conclusion.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Should animals have the same rights as humans? Assessment. Evaluation skills and a developed conclusion.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>GCSE style question on an issue. Evaluation skills and a developed conclusion.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Christian Worship assessment. Evaluation skills and a developed conclusion.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>GCSE style question on differences in worship between Muslims and Christians assessment.</p> <p>AO1 – demonstrate knowledge and understanding of religion and beliefs AO2 – analyse and evaluate aspects of religion and belief, including their significance and influence</p>
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