

Curriculum Intent:

The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

| Year 7 | Autumn | Autumn and Spring | Spring and Summer | Summer |
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| <p>Content & Knowledge</p> | <p>Christianity</p> <p>Christianity is a lived religion within the United Kingdom and throughout the world. There are two main sections: Christian Beliefs and Living the Christian Life. The significance and importance of the various beliefs, issues and practices to Christians today are explored throughout the sections. This includes reference to how the Bible informs a Christian's understanding of the different religious and moral issues.</p> | <p>Belief in God?</p> <p>Students will investigate how the concept and nature of God might be used to support or contradict the possibility of God's existence and this will include specific reference to the religion of Christianity and non-religious perspectives.</p> <p>Students will also investigate how the Bible informs a Christian's understanding of the nature and existence of evil and suffering and will examine non-religious perspectives.</p> | <p>Sikhism</p> <p>Sikhism is a lived religion within the United Kingdom and throughout the world. There are two main sections: Sikh Beliefs and Living the Sikh Life. The significance and importance of the various beliefs, issues and practices to Sikhs today are explored throughout the sections. This includes reference to how the Guru Granth Sahib informs a Sikh's understanding of different religious and moral issues.</p> | <p>Judaism</p> <p>Judaism is a lived religion within the United Kingdom and throughout the world. There are two main sections: Jewish Beliefs and Living the Jewish Life. The significance and importance of the various beliefs, issues and practices to Jews today are explored throughout the sections. This includes reference to how the Torah informs a Jew's understanding of the different religious and moral issues.</p> |
| | <ul style="list-style-type: none"> • An introduction to Christianity • Why do Christians celebrate Advent and Christmas? • Who was Jesus? • Why is the Holy Trinity important for Christians? • Why are parables important? • How does the Church serve the community? • Why is pilgrimage important for Christians? • Why do Christians celebrate Easter? | <ul style="list-style-type: none"> • The Nature of God • How can the argument from design lead to a belief in God? • How can religious experiences lead to a belief in God? • How does evolution challenge the Biblical teaching of creation? • How does the existence of evil and suffering challenge the existence of God? • How do believers respond to the problem of evil and suffering? • What is Humanism? | <ul style="list-style-type: none"> • An Introduction to Sikhism • Why is Guru Nanak important for Sikhs? • Why are the 5 Ks important for Sikhs? • What do Sikhs believe about life after death? • Why is the Langar important for Sikhs? • Why is the Golden Temple important for Sikhs? • What do Sikhs believe about War? | <ul style="list-style-type: none"> • An introduction to Judaism. • How did Judaism begin? • Why is the covenant important for Jews? • Why do Jews celebrate Shabbat? • Why is the Torah important for Jews? • Why is the Synagogue important for Jews? • Why do Jews celebrate Passover? • What was the Holocaust? |

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| Skills | <p>This syllabus aims to develop students' knowledge of matters pertaining to religion and belief in the 21st Century world, and offer opportunities for analysis, exploration and critique. This is expressed in the three learning outcomes:</p> <ul style="list-style-type: none"> • Making sense of beliefs: • Understanding the Impact: • Making Connections | | | | | | | |
| | <p>AO1: Knowledge and Understanding</p> <ul style="list-style-type: none"> • Making sense of beliefs • Understanding the Impact <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. | | | | <p>AO2: Analysis and Evaluation</p> <ul style="list-style-type: none"> • Making Connections <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> | | | |
| Purpose / potential links to KS4 & future steps | Exploring the core beliefs of Christianity. This module links to Edexcel GCSE RS: 1RBO 1B: unit 3: Living the Christian life. | | Exploring religious philosophy. This module links to several units in the Edexcel RS GCSE (1RBO 1B and 2C), A2 Religious Studies and A2 Philosophy. | | Students will understand the influence of Sikhism on individuals, communities and societies. | | Students will understand the influence of Judaism on individuals, communities and societies. | |
| Key Vocabulary | Advent Christmas Church Creation Jesus Minister | Nativity Pilgrimage Prayer Saviour Trinity Vicar | Agnosticism Atheism Humanism Omnibenevolent Omnipotent Omniscient Theism | Belief Conversion Fact Infinity Numinous Theodicy | Five Ks Gurmukh Guru Granth Sahib Karma Khalsa | Langar Reincarnation Monotheism Mukti Sewa Waheguru | Abraham Covenant Israel Moses Rabbi Synagogue Torah | Bar Mitzvah Bat Mitzvah Hebrew Holocaust Passover |
| Assessment | <ul style="list-style-type: none"> • Extended questions on Christmas • Christianity Exam | | <ul style="list-style-type: none"> • Extended questions on the argument from design • Belief in God Exam | | <ul style="list-style-type: none"> • Extended questions on karma and reincarnation • Sikhism Exam | | <ul style="list-style-type: none"> • Extended questions on the Torah • Judaism Exam | |

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| Year 8 | Autumn | Autumn and Spring | Spring and Summer | Summer |
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| Content & Knowledge | <p>Christianity</p> <p>Christianity is a lived religion within the United Kingdom and throughout the world. There are two main sections: Christian Beliefs and Living the Christian Life. The significance and importance of the various beliefs, issues and practices to Christians today are explored throughout the sections. This includes reference to how the Bible informs a Christian's understanding of the different religious and moral issues.</p> <ul style="list-style-type: none"> • Why is the Incarnation important for Christians? • Why are the sacraments of baptism and the eucharist important for Christians? • Why are the Gospels important for Christians? • Why is stewardship important for Christians? • How can Christians help their global neighbours? • Why is the Lord's Prayer important for Christians? • Why did Jesus have to die on the cross? • Why is the resurrection so important for Christians? | <p>Crime and Punishment</p> <p>Students will study religious teachings relating to the issues of crime and punishment, and their impact and influence in the modern world. Students will examine contrasting beliefs on the following issues with reference to Christianity, Islam, and Humanism.</p> <ul style="list-style-type: none"> • Why do some people do bad things? • Why do we punish bad behaviour? • Should parents have the right to smack their children? • How does crime affect society? • What are the Christian and Islamic perspectives on the death penalty? • Why is reform important for Christians and Muslims? • What is the Humanist perspective on punishment? | <p>Islam</p> <p>Islam is a lived religion within the United Kingdom and throughout the world. There are two main sections: Muslim Beliefs and Living the Muslim Life. The significance and importance of the various beliefs, issues and practices to Muslims today are explored throughout the sections. This includes reference to how the Qur'an informs a Muslim's understanding of the different religious and moral issues.</p> <ul style="list-style-type: none"> • An introduction to Islam. • Why is the Qur'an important for Muslims? • Why is prayer important for Muslims? • Why is the mosque important for Muslims? • Why is zakah important for Muslims? • Why is fasting important for Muslims? • Why is pilgrimage important for Muslims? • Why do Muslims celebrate Eid-ul-Adha? | <p>Equality</p> <p>Students should study religious teachings relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on these issues.</p> <p>Students should be able to explain contrasting beliefs on the issues that follow with reference to Christianity and Islam.</p> <ul style="list-style-type: none"> • What are Human Rights? • What do Muslims believe about equality? • What do Christians believe about racial discrimination? • What do Muslims believe about religious freedom? • What do Christians believe about wealth and poverty? • What do Muslims believe about social justice? • Who was Malcom X? • Who was Dr Martin Luther King? |

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| Skills | <p>This syllabus aims to develop students' knowledge of matters pertaining to religion and belief in the 21st Century world, and offer opportunities for analysis, exploration and critique. This is expressed in the three learning outcomes:</p> <ul style="list-style-type: none"> • Making sense of beliefs: • Understanding the Impact: • Making Connections | | | | | | | |
| | <p>AO1: Knowledge and Understanding</p> <ul style="list-style-type: none"> • Making sense of beliefs • Understanding the Impact <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. | | | | <p>AO2: Analysis and Evaluation</p> <ul style="list-style-type: none"> • Making Connections <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> | | | |
| Purpose / potential links to KS4 & future steps | Exploring the core beliefs of Christianity. This module links to Edexcel GCSE RS: 1RBO 1B: unit 1: Christian beliefs. | | Exploring the influence and impact of Christian and Islamic teachings in the modern world. This module links to Edexcel GCSE RS: 1RBO 2C: unit 2: Crime and punishment. | | Exploring the core beliefs of Islam. This module links to Edexcel GCSE RS: 1RBO 2C: unit 1: Muslim beliefs. | | Students will understand the influence of Judaism on individuals, communities and societies. | |
| Key Vocabulary | Atonement Dominion Easter Eucharist Incarnation Lord's Prayer | Reconciliation Sacrifice Salvation Stewardship The Bible The Gospels | Consequences Crime Deterrence Forgiveness Guilt Justice | Protection Punishment Reform Sin Suffering Victim | Allah Muhammad Risalah Shahadah Tawhid The Qur'an | Eid-ul-Adha Hajj Masjid Salah Sawm Zakah | Discrimination Equality Human Rights Multi-faith Prejudice Racism | Charity Poverty Sexism Social Justice Stewardship Ummah |
| Assessment | <ul style="list-style-type: none"> • Extended questions on baptism and The Eucharist • Christianity Exam | | <ul style="list-style-type: none"> • Extended questions on capital punishment • Crime and Punishment Exam | | <ul style="list-style-type: none"> • Extended questions on the Qur'an • Islam Exam | | <ul style="list-style-type: none"> • Extended questions on discrimination • Equality Exam | |

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| Year 9 | Autumn | Autumn and Spring | Spring and Summer | Summer |
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| <p>Content & Knowledge</p> | <p>Marriage and the Family</p> <p>Students should study religious and secular teachings relating to the issues that follow. They should be aware of contrasting perspectives in contemporary British society on these issues.</p> <p>Students should be able to explain contrasting beliefs on the issues that follow with reference to Christianity and Islam.</p> | <p>Buddhism</p> <p>Buddhism is a living religion within the UK and throughout the world. It offers an introduction to the core beliefs about enlightenment and meditation and to important people and institutions within the Buddhist faith.</p> <p>This includes reference to how the Tripitaka (Three Baskets) informs a Buddhist's understanding of the different religious and moral issues.</p> | <p>Ethical Philosophy</p> <p>Students will study the following normative ethical theories which seek to answer the question of what we ought to do:</p> <ul style="list-style-type: none"> • Utilitarianism • Kantian Deontology • Humanism <p>Students will apply these theories to the issues that follow. They should be able to analyse and evaluate the ethical arguments within the subject content to form reasoned judgements.</p> | <p>Conflict, Peace & Reconciliation</p> <p>Students should study religious teachings relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on these issues.</p> <p>Students should be able to explain contrasting beliefs on the issues that follow with reference to Christianity and Islam.</p> |
| | <ul style="list-style-type: none"> • Religious and secular perspectives on Sexual relationships. • Religious and secular perspectives on marriage. • Religious and secular perspectives on divorce. • Religious and secular perspectives on the family. • Religious and secular perspectives on contraception. • Religious and secular perspectives on abortion. • Religious and secular perspectives on sexual Equality. | <ul style="list-style-type: none"> • An Introduction to Buddhism. • Why are the four signs important for Buddhists? • Why is the eight-fold path important for Buddhists? • Why is pilgrimage important for Buddhists? • What are the teachings of the Buddha on suffering? • Why is the Dalai Lama important to Buddhists? • How do the Five Precepts help Buddhists to live skilfully? | <ul style="list-style-type: none"> • What is ethics? • How can Utilitarianism guide us through the moral maze? • How can Kantian deontology guide us through the moral maze? • How can Humanism guide us through the moral maze? • Is it wrong to lie? • Is it wrong to steal? • Is it wrong to execute murderers? • Is it wrong to experiment on animals? | <ul style="list-style-type: none"> • What are the causes and consequences of war? • What is the just war theory? • What are conscientious objectors? • How did Dr King use non-violent direct action? • What is the Islamic concept of Jihad? • What is terrorism? • Should we disarm our nuclear weapons? • Is it possible to forgive people who persecute us? |

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| | <p>AO1: Knowledge and Understanding</p> <ul style="list-style-type: none"> • Making sense of beliefs • Understanding the Impact <p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> • Beliefs, practices and sources of authority • Influence on individuals, communities and societies • Similarities and differences within and/or between religions and beliefs. | | | | <p>AO2: Analysis and Evaluation</p> <ul style="list-style-type: none"> • Making Connections <p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> | | | |
| Purpose / potential links to KS4 & future steps | Exploring the core beliefs of Christianity. This module links to Edexcel GCSE RS: 1RBO 1B: unit 2: Marriage and the family. | | Students will understand the influence of Buddhism on individuals, communities and societies. | | Exploring ethical philosophy. This module links to several units in the Edexcel RS GCSE (1RBO 1B and 2C), A2 Religious Studies and A2 Philosophy. | | Exploring the influence and impact of Christian and Islamic teachings in the modern world. This module links to Edexcel GCSE RS: 1RBO 2C: unit 4: Peace and conflict. | |
| Key Vocabulary | Abortion Adultery Civil Partnership Celibacy Cohabitation | Contraception Divorce Family Homosexuality Procreation Promiscuity | Anicca Buddha Dhamma Dukkha Eight-Fold Path | Four Noble Truths Meditation Nirvana Three Poisons Sangha | Atheism Consequence Deontology Duty Ethics Humanism | Immoral Moral Motive Pleasure Rule Utilitarianism | Conflict Forgiveness Just War Deterrence Pacifism Peace | Protest Terrorism Victims Violence War Weapons |
| Assessment | <ul style="list-style-type: none"> • Extended questions on marriage and divorce. • Marriage and the family Exam. | | <ul style="list-style-type: none"> • Extended questions on the eight-fold path. • Buddhism Exam. | | <ul style="list-style-type: none"> • Extended questions on Utilitarianism and Kantian Deontology. • Ethical Philosophy Exam. | | <ul style="list-style-type: none"> • Extended questions on the just war theory. • Conflict, Peace and Reconciliation Exam. | |