

## Curriculum Coverage in Religious Studies (RS)

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1	<p><b>Topic:</b> Introduction to RS</p> <p><b>Knowledge:</b> Faith, tolerance and religion. Exploration of theism and atheism, facts vs beliefs, the influence of religious philosophy on modern society.</p> <p><b>Skills:</b> Philosophical debate, justifying one's opinions.</p>	<p><b>Topic:</b> Afterlife</p> <p><b>Knowledge:</b> Exploration of ideas surrounding life after death with examples such as Christianity and Buddhism.</p> <p><b>Skills:</b> Debate, independent investigation</p>	<p><b>Topic:</b> Philosophy of Religion</p> <p><b>Knowledge:</b> Year 9 begins with a term looking at the Philosophy of Religion. Why did Descartes doubt everything? Why did Karl Marx compare religion to a drug? These questions and many more are explored as students are asked to challenge themselves with difficult concepts that underpin religions around the world.</p> <p><b>Skills:</b> Appreciating difference, comparison, independent research, debate.</p>	<p><b>Topic:</b> Muslim Beliefs</p> <p><b>Knowledge:</b> We begin a GCSE RS by adding to our KS3 studies of Islam with a more in-depth scheme of work. We investigate the origins of the faith, the similarities and differences between the two major denominations and attitudes towards prophethood and scripture.</p> <p><b>Skills:</b> Appreciating difference, comparison, independent research, debate.</p> <p><b>KS4 AOs:</b> Demonstrate knowledge and understanding of religion. Analyse and evaluate aspects of religion and belief. Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p><b>Topic:</b> Christianity – Living the Christian Life</p> <p><b>Knowledge:</b> Public and non-public acts of worship within Christianity. Nature and purpose of prayer. Christian festivals in more depth than KS3; particular focus on Christmas and Easter. Modern importance of the local parish church.</p> <p><b>Skills:</b> Exam practice on variety of question types.</p>
Cross Curricular Link	<p><b>SMSC</b></p> <p><b>British Values</b></p>	<p><b>British Values</b></p> <p><b>SMSC</b></p>		<p><b>British Values</b></p> <p><b>SMSC</b></p>	<p><b>British Values</b></p> <p><b>SMSC</b></p>
Autumn Term 2	<p><b>Topic:</b> Judaism</p> <p><b>Knowledge:</b> Foundations stones of Judaism through the stories of Abraham and Moses before exploring how the life of a Jewish child may look in modern Britain.</p> <p><b>Skills:</b> Debate, explanation and evaluation.</p> <p><b>NC Links:</b> Citizenship</p>	<p><b>Topic:</b> Pilgrimage</p> <p><b>Knowledge:</b> We examine whether pilgrimage is still relevant to modern religious communities through Christian examples such as Lourdes and Santiago de Compostela and other faiths such as Hajj in Islam and Varanasi in Hinduism.</p> <p><b>Skills:</b> Evaluation, investigation, comparison.</p>		<p><b>Topic:</b> Christian Beliefs</p> <p><b>Knowledge:</b> The nature of the Trinity, the incarnation and life of Jesus Christ, eschatology and exploring key similarities and divergences between Christianity &amp; Islam.</p> <p><b>Skills:</b> Philosophical thought and justification leading to debate.</p>	<p><b>Topic:</b> Islam – Matters of Life &amp; Death</p> <p><b>Knowledge:</b> Origins of the universe. Sanctity of human life. Attitudes towards evolution. Attitudes towards abortion and how these may cause conflict with secular society.</p> <p><b>Skills:</b> Comparing/contrasting, justification of opinion.</p>
Cross Curricular Link	<p><b>British Values</b></p> <p><b>SMSC</b></p>	<p><b>SMSC</b></p> <p><b>Geography – map skills</b></p> <p><b>History – Pilgrimage KS3 Tudors</b></p>	<p><b>SMSC</b></p> <p><b>British Values</b></p> <p><b>KS3 RS</b></p>	<p><b>British Values</b></p> <p><b>SMSC</b></p>	

Spring Term 1	<p><b>Topic:</b> Christianity  <b>Knowledge:</b> Using previous knowledge of Abrahamic religion to study the globe's most followed religion. Investigation into Christian scripture, places of worship and the influence of Christian holidays in modern Britain.  <b>Skills:</b> Independent investigation leading to forming conclusions.</p>	<p><b>Topic:</b> Environment  <b>Knowledge:</b> We delve into the hot-button issue of the environment and global warming by exploring both religious and secular attitudes and approaches to the climate catastrophe.  <b>Skills:</b> Debate, persuasive writing/speaking.  <b>NC Links:</b> English persuasive writing.</p>	<p><b>Topic:</b> Ethics  <b>Knowledge:</b> In our experience students love to debate and this topic on ethics is the perfect place. We take issues that have been studied in previous years and take a step further by exploring examples such as 'Are animals as important as humans?' and 'How ethical is artificial intelligence?'.   Much of this topic will be taught through the medium of debate. Students will be placed in teams to pool their ideas and structure healthy and respectful debate. This is a vitally important skill in an increasingly polarised world often beset by tension.  <b>Skills:</b> Formulating and constructing reasoned debate.</p>	<p><b>Topic:</b> Islam – Marriage &amp; the Family  <b>Knowledge:</b> Importance and purpose of marriage in Islam in comparison to the humanist view on its waning importance. Attitudes to family planning and alternatives to the 'traditional' nuclear family dynamic.  <b>Skills:</b> Summarising independent research, extended explanatory writing.</p>	
Cross Curricular Link	<p><b>SMSC</b>  <b>British Values</b>  <b>KS3 History: The Tudor Reformation</b></p>	<p><b>SMSC</b>  <b>Geography</b></p>		<p><b>SMSC</b>  <b>British Values</b></p>	<p><b>SMSC</b>  <b>British Values</b></p>
Spring term 2	<p><b>Topic:</b> Islam  <b>Knowledge:</b> Explore the roots and practices of Islam, the world's second largest religion. Focus on the Five Pillars and how they affect the life of Muslims in the UK.  <b>Skills:</b> Comparison through investigation.  <b>NC Links:</b> Citizenship</p>	<p><b>Topic:</b> War &amp; Peace  <b>Knowledge:</b> We examine complex ideas such as 'just' and 'holy' war. Is war ever justifiable? Are some faiths contradictory in their approach to conflict? Case study of the Blitz and impact of war on civilians.  <b>Skills:</b> Empathy, debate, justification.</p>		<p><b>Topic:</b> Christianity – Crime &amp; Punishment  <b>Knowledge:</b> Christian attitudes towards justice in comparison to those of Humanists. Attitudes to good and evil. Opinion on punishment through examples such as the ethical debate regarding capital punishment. How do Christian ideas about forgiveness manifest themselves in modern Britain?  <b>Skills:</b> Extended writing, persuasive writing.</p>	<p><b>Topic:</b> Christianity – Peace &amp; Conflict  <b>Knowledge:</b> Christian attitudes towards war with discussion as to whether the Bible is contradictory on the issue. Attitudes towards pacifism and weapons of mass destruction.  <b>Skills:</b> Analysis and evaluation.</p>
Cross Curricular Link	<p><b>SMSC</b></p>	<p><b>British Values</b>  <b>SMSC</b>  <b>History</b>  <b>English</b></p>	<p><b>British Values</b>  <b>SMSC</b>  <b>KS3 RS</b></p>	<p><b>British Values</b>  <b>SMSC</b>  <b>History</b>  <b>English</b></p>	<p><b>British Values</b>  <b>SMSC</b>  <b>PSHE</b>  <b>English</b></p>
Summer Term 1	<p><b>Topic:</b> Hinduism  <b>Knowledge:</b> We leave behind the Abrahamic religions to look at alternative ideas on faith. We compare and contrast with previous faiths studied by looking at, for example, Hindu festivals.  <b>Skills:</b> Analysis and evaluation</p>	<p><b>Topic:</b> Prejudice  <b>Knowledge:</b> As a continuation of the War &amp; Peace topic we look at prejudice through time with key examples of Martin Luther King Jr. and Mahatma Gandhi. We then move onto an exploration of the Holocaust.  <b>Skills:</b> Empathy, source skills, explanation.</p>	<p><b>Topic:</b> Multiculturalism in the UK  <b>Knowledge:</b> To end KS3 we will build on topics of philosophy and ethical treatment as we explore multiculturalism in the United Kingdom. We will trace the origins of immigration and how this has impacted on our society. We will explore the</p>	<p><b>Topic:</b> Islam – Living the Muslim Life  <b>Knowledge:</b> Ten Obligatory Acts of Shi'a Islam; their history and importance. Understanding the application of the Five Pillars by Muslims in modern Britain. Examine the idea of jihad and the divergent opinions regarding the concept.</p>	<p><b>Revision and preparation for final exams.</b></p>

Cross Curricular Link	<b>British Values SMSC</b>	<b>NC Links:</b> History – Nazi Germany & the Holocaust	cultural and religious legacy of multiculturalism as well as the problems it faces in the 21 <sup>st</sup> century.	<b>Skills:</b> Investigation, source work.	
Summer Term 2	<b>Topic:</b> Buddhism <b>Knowledge:</b> Following a similar line to that of our Hinduism study we explore as the fundamentals of Buddhism and compare with previous faiths via ideas of origin and philosophy. <b>Skills:</b> Comparing and contrasting.		This topic goes hand in hand with history as we explore some uncomfortable truths about the past and how religion, philosophy and ethics have, and continue to, make the world a better place. <b>Skills:</b> Summarising independent research, extended explanatory writing, sympathy/empathy. Debate.		
Cross Curricular Link	<b>SMSC British Values</b>	<b>History SMSC British Values</b>	<b>Y8 History PSHE SMSC British Values Citizenship</b>	<b>PSHE SMSC British Values</b>	