



Curriculum Mapping Document

Religious Studies



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

At HLC students will enjoy the opportunity to study a broad religious curriculum. Religion is a fundamental element to understanding humanity in all its forms. With over five billion people on Earth considering themselves as part of a religion the study of its traditions and practices is of paramount importance in an ever more fractious world. At HLC we aim to provide a fascinating insight into world religion and its application from an all-inclusive standpoint. We deal with a wide range of ethical and philosophical ideas leading to multiple opportunities for structured debate where the sharing of constructive opinions is positively encouraged. We aim to foster an understanding and appreciation of faith and different religious perspectives. Today in 2019 Religious Studies is more relevant than it has ever been.

The KS3 Religious Studies curriculum has been designed to provide a wide ranging overview of world religion, both its belief systems and its application to the modern world. In Year 7 we aim to study the history and practices of religions that might be overt to our students in order for them to further understand their peers; this involves a focus on the Abrahamic religions of Christianity, Judaism and Islam. However, we also cover religions that may not be as well represented in their communities to give them a broader knowledge of the similarities and differences that occur, namely Hinduism and Buddhism. As students progress into Year 8 they are able to take the principles of these religions and apply them to a range of modern world issues and ideas such as the environment and prejudice. Year 9 steps up in difficulty as students study the philosophy and ethics that underpin religious movements.

At KS4 students will undertake the Edexcel Religious Studies B course. This is comprised on two areas of study; Religion and Ethics in Islam and Religion, Peace and Conflict in Christianity. This is an ideal follow on from the learning journey undertaken by students in KS3 as it acutely develops their building blocks of knowledge on these two faiths before applying it to complex and relevant modern world issues.

Linking our curriculum intention to our local community:

- Hadley is a diverse community comprised of multiple races, cultures and religions. It is of paramount importance for our students to gain a deeper understanding of the faiths that surround them, most notably Christianity and Islam, in order to foster relationships both within HLC and the wider community.
- Students will have the opportunity to interact with local faith leaders from across the religious spectrum who will give valuable insight into their respective faiths and the effect that it has on their day-to-day lives.
- Hadley is home to a number of religious places of worship with which we hope to forge links in the coming year, hopefully resulting in valuable enrichment opportunities.

Implementation

Religious Studies at HLC is implemented through an innovative approach that promotes and fosters curiosity, debate and achievement. Students will understand the relevance of the topic to the world around them, even in an increasingly secular society, and will develop a strong sense of the ethics and philosophy of Religious Studies. The knowledge supplied through studying the course is powerful and allows students access to “knowledge that they wouldn’t otherwise have access to” (Burns, 2018). RS can enable students to acquire knowledge that takes them beyond their own experiences, often helping them to better understand the experiences of their peers. Constructive debate based upon students’ own research will feature regularly with participants able to develop both their written and oral skills, key skills in the modern job market. Knowledge and understanding will be tested regularly through topic and vocabulary tests helping to embed and retain complex ideas in the long term memory. Local places of worship allow for valuable case studies whereby students are able to see that the ideas they study directly affect the community around them. Upon completing their Religious Studies course we aim to have moulded an ethical and open minded young person who goes forward with a profound sense of tolerance and a clear understanding of the positive role of religion in modern society.

Year 7 Curriculum implementation

Religious Studies in Year 7 aims to provide a fascinating overview of the building blocks of selected world religions. Certain faiths covered are likely to be familiar to HLC students already as they are well represented within the local community. However, students will also study Hinduism and Buddhism to expand their religious horizons and provide powerful knowledge allowing them to envision alternatives to theirs.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Introduction to Religious Studies</p> <p>This introductory unit focusses on a broad introduction to ideas about faith and religion; ideas on theism and atheism and the need for tolerance of both viewpoints. It explores the notion of fact vs belief and using the idea of rules to explain how religious and philosophical ideas still exert a strong influence upon our modern justice system in the United Kingdom.</p> <p>This introduction to faith intends to act as a baseline assessment of students' understanding of the most fundamental features of studying religion allowing to</p>	<p>Judaism</p> <p>To continue the autumn term students will study the ancient philosophy of Judaism. The foundations of Judaism are studied through key case studies such as the stories of Abraham and Moses. It is essential for students to understand that Judaism provides the foundations for the other major Abrahamic faiths and therefore it is logical to study it first. Students will look at the life of a Jewish child in modern Britain, comprising glimpses of places of worship and the key holidays that punctuate the Jewish calendar including how these can affect</p>		<p>Christianity</p> <p>In this unit, students study an overview of the key concepts of Christianity. The United Kingdom is a Christian country whose head of state remains the head of the Church of England and therefore is likely to be the faith with which the majority of students in Telford are most familiar. Indeed as part of the last census over 57% of the residents of Hadley identified as Christian. The topic will comprise of a study of Christian holy scriptures and their teaching, strands within</p>	<p>Islam</p> <p>Hadley and Telford as a whole has a thriving and well established Muslim community, with a significant portion of HLC students coming from practicing Muslim households (7.3% of Hadley residents). Following a similar journey to the Christianity topic, students will once again explore the fundamentals of Islam, such as the Five Pillars and how these apply to the life of modern Muslims in Telford. Learners will then move on to</p>	<p>Hinduism</p> <p>In the summer term we move away from the Abrahamic traditions to look at alternative ideas of faith, beginning with Hinduism. The fundamental differences between Hinduism and the previous religions explored are examined in depth. However, similarities are also explored in terms of</p>	<p>Buddhism</p> <p>With the same rationale behind studying Hinduism, a topic on Buddhism provides students with the opportunity to explore a fascinating religion starkly different from the others studied in Year 7. 0.3% of Hadley residents identified as Buddhist at the last census and therefore it is once again unlikely that students would have any regular exposure other than possibly through popular culture.</p> <p>By exploring this colourful and peace-loving faith learners are provided with the building blocks needed</p>	

<p>develop these foundation stones as the year progresses.</p>	<p>the eating habits of those who practice a faith.</p> <p>The content of this topic will touch upon the historical and ongoing battle with anti-Semitism which will establish a good basis of knowledge for when students explore the Holocaust in Year 8 History and Religious Studies</p>	<p>Christianity, places of worship and major festivals that populate the calendar for modern day Christians in Telford and beyond. This fosters a clearer comprehension of how the school calendar is divided around Christian religious holidays.</p> <p>Students will assess how Christian ideas still exert influence over life in a modern United Kingdom, even if this is less obvious than in the past.</p> <p>This topic provides a key link to the KS3 History curriculum at HLC as the History department study the Christian reformation in Renaissance Europe early in the spring term.</p>	<p>study Muslim places of worship (assessing similarities and differences between the mosque and the church) and important Muslim festivals, a key topic area as non-Muslim students are able to better understand the reasoning behind their peers taking part in, for instance, Ramadan.</p> <p>The overarching aim of the topic is to foster a better understanding of Islam and its positive influence on modern society, attempting to combat modern issues such as Islamophobia.</p>	<p>festivals celebrated and dietary restrictions enforced.</p> <p>Hinduism represents only 0.5% of the Hadley population as of 2015 and therefore is a faith that the majority of HLC students will be unfamiliar. Therefore it is important to foster a curiosity and understanding of faiths far removed from the more overt within the community.</p>	<p>to consider questions surrounding war and peace in Year 8 and even ideas about forgiveness that they may not encounter until GCSE.</p>
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Year 8 Curriculum implementation

Religious Studies in Year 8 aims to build upon the foundations laid in Year 7 by applying knowledge of various faiths to issues both practical and philosophical. We explore important, hot button issues such as religious attitudes towards the environment and climate change. Links with geography are established through an exploration of global pilgrimage before embarking on a journey through the difficult ethical topics of war, peace and prejudice.

1	2	END POINT TEST & THERAPY	3	4	5/6
<p>Afterlife</p> <p>To begin Year 8 students will complete an exploration of ideas surrounding the afterlife. Lessons will focus around ideas from Christianity, Hinduism, Sikhism and Buddhism.</p> <p>Students will be asked to deeply consider their own ideas about the concept of afterlife and how their opinion has been formed before comparing it directly to ideas from different cultures, exposing them to viewpoints they may otherwise be unlikely to encounter.</p>	<p>Pilgrimage</p> <p>In the second half of the autumn term we explore the concept of pilgrimage and how it fits into a modern society. Pilgrimage is often seen as a medieval, Canterbury Tales idea and through a series of lessons we explore how relevant it remains in the 21st Century.</p> <p>Christianity is studied via a case study of Lourdes and Santiago de Compostela, embedding geographical knowledge as well as challenging literacy. This links to students' study of map skills in Geography in years 7 & 8.</p>		<p>Environment</p> <p>In 2019 we find environmental issues surrounding conservation and plastic waste very much the hot button issue on a global spectrum. To tie in with Religious Studies we explore faith based ideas regarding stewardship of the Earth and how religious and secular ideas tie up on issues of environmental protection.</p> <p>Students are encouraged to think about how we could apply these issues to life at HLC, making their own environment more eco-friendly and contemplating whether or not difference in faiths is</p>	<p>War & Peace</p> <p>In a world still horribly ravaged by conflict we examine the idea of 'just war' and 'holy war'. We explore powerful philosophical questions such as "Is the Bible contradictory in its ideas about war?" and whether some religions promote pacifism whilst also condoning war.</p> <p>We then move on to discuss ethical questions surrounding conflict, such as whether or not it is ever ethically justifiable to involve civilians in war. This involves a case study of the Blitz and the British attacks on Dresden in WW2.</p>	<p>Prejudice</p> <p>As a natural continuation of the War & Peace topic students look at religion has led to prejudice throughout human history. As two key case studies we study the life of Martin Luther King Jr. and how his faith guided his principles, despite the barrage of prejudice he endured. We also study Mahatma Gandhi and how his Hindu principles guided him.</p> <p>We lead on to examine religious prejudice through a case study on the Holocaust. We explore the history of anti-Semitism and its origins before looking closely at the events of the Holocaust and its lasting legacy on the world. This topic lasts the remainder of the summer term.</p>

<p>An exploration of key language is encouraged through misconceptions surrounding ideas such as 'karma', embedding literacy skills throughout.</p>	<p>Students are encouraged to consider where they might complete a pilgrimage to, even if from a secular perspective.</p> <p>Pilgrimage is, by and large, an alien concept in modern Britain and this scheme of work exposes HLC students to how important the concept remains to billions of their fellow human beings. We consider concepts of self-sacrifice and physical discomfort and challenge in an ever more technological era.</p>	<p>relevant when it comes to safeguarding the planet. This term of lessons ties in with the Geography department's exploration of similar issues from a more scientific perspective, as they cover similar topics and at a similar stage of the year.</p>	<p>This examination of religious and ethical approaches to war coincides with the History department's own examination of the events of the 20th Century, as they examine both major world conflicts and the inter-war years.</p>	
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Year 9 Curriculum implementation					
Year 9 taps into students' maturity and thirst for learning with exploration of the complex issues of the philosophy and ethics that underpin religious movements. Students are encouraged to be brave in their approach as they are asked difficult and thought provoking questions that affect the modern world.					
1	2	END POINT TEST & THERAPY	3	4	5/6
Philosophy of Religion Year 9 begins with a term looking at the Philosophy of Religion. Why did Descartes doubt everything? Why did Karl			Ethics In our experience students love to debate and this topic on ethics is the perfect place. We take		Multiculturalism in the UK To end KS3 we will build on topics of philosophy and ethical treatment as we explore multiculturalism in

<p>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>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?’.</p> <p>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.</p>	<p>the United Kingdom. We will trace the origins of immigration and how this has impacted on our society. We will explore the cultural and religious legacy of multiculturalism as well as the problems it faces in the 21st century.</p> <p>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.</p>
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Year 10 Curriculum implementation

In Year 10 we begin the Edexcel Religious Studies B course. We take the knowledge accumulated during KS3 to explore in-depth two of the world’s major religions; Islam and Christianity. The course covers a wide array of issues and topics within each faith allowing for student debate and discussion at every turn. Low-stakes testing is deployed, a system students will now be well used to with ‘fix-it’ clinics to plug any gaps in knowledge that may affect students’ ability to dissect complex issues such as Crime & Punishment and Living the Muslim Life.

1	2	END POINT TEST & THERAPY	3	4	5/6
<p>Muslim Beliefs</p> <p>The autumn term curriculum explores the six Beliefs of Islam, their nature, history and purpose and how they are expressed within Sunni and Shi’a Muslim communities. The course proceeds to explore the nature of Allah and</p>	<p>Christian Beliefs</p> <p>This topic begins with a study of the nature and significance of the Trinity to Christians. The course develops as we look at the story of creation from the Bible’s perspective and the incarnation of Christ. Students build upon supposed</p>		<p>Marriage & the Family (Islam)</p> <p>As we attempt to link students’ knowledge of the fundamental belief systems of Christianity and Islam we conduct a focus study on Islamic attitudes to marriage and the family. We begin to studying the importance, as well as the</p>	<p>Crime & Punishment (Christianity)</p> <p>We continue Year 10 by discussing Christian ideas around the notion of justice before comparing and contrasting to those of Humanists and atheists. The overarching topic of Christian attitudes to good, evil and suffering persist</p>	<p>Living the Muslim Life</p> <p>Taking KS3 knowledge of the Five Pillars of Islam we explore the nature of each of the Ten Obligatory Acts of Shi’a Islam; their history and importance. Students then dissect each of the Five Pillars in detail, attempting to understand their application to life for Muslims in modern Britain.</p> <p>We then examine the idea of jihad within Islam, the significance of lesser and greater jihad and the</p>

<p>prophethood for Muslims. Holy books are investigated before examining divergent views about the importance of holy books in the 21st century. To conclude the term students will need to call upon their knowledge of the afterlife from Year 8 as we delve into Muslim teachings about the nature of life after death and how they are shown in the Qur'an. Students will be regularly assessed via low-stakes testing and will be gradually introduced to the skills needed to attempt GCSE exam papers in Religious Studies.</p>	<p>knowledge of the life of Christ through Bible passages and how these events are celebrated in liturgical ceremonies in modern society. Students then move on to assess Christian ideas about the afterlife, making direct comparison to the Muslim ideas previously studied.</p> <p>Students will again be assessed via low-stakes testing to ensure the embedding of knowledge and the alteration of long term memory.</p>	<p>purpose, of marriage in Islam and comparing this to humanist views on the waning importance of marriage. What response might a Muslim in Britain have to such ideas? We forge links with the school's Citizenship curriculum by looking at attitudes to family planning and alternatives to the 'traditional' nuclear family dynamic, for example single or same-sex relationships. How do these contrast with Islamic ideas about the family?</p> <p>Issues of gender equality within Islam are assessed as well as divergent Muslim beliefs about gender roles. This is conducted with comparison to modern movements such as #MeToo and #TimesUp to add relevance as well as linking with the History department's KS3 study of equality and the struggle for universal suffrage in the early 20th century.</p>	<p>from KS3 to apply to complex ethical ideas such as attitudes toward punishment and the death penalty through case studies and divergent opinions e.g. those of Humanists. Further to this the Christian idea of forgiveness is also explored in depth with regards to treatment of criminals in modern Britain.</p>	<p>understanding of divergent opinions surrounding jihad within Islam.</p>
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Year 11 Curriculum implementation					
We complete our thematic study of the course before embarking on revision activities and preparation for exams. Regular exam question practice becomes more commonplace as the year progresses.					
1	2	END POINT TEST & THERAPY	3	4	5/6
<p>Living the Christian Life</p> <p>We begin Year 11 by examining liturgical and non-liturgical forms of worship with reference to denominational Christianity. The nature and purpose of prayer are explored before students are given the opportunity to refer back to their KS3 analysis of religious pilgrimage through new</p>	<p>Matters of Life & Death (Islam)</p> <p>Year 11 continues with a Muslim analysis of scientific explanations of the origins of the universe before moving on to look at the sanctity of human life. Muslim responses to evolution are discussed, building upon the science department's study of evolutionary ideas in KS3. We later return to ideas about the sanctity of life through Islamic teachings regarding abortion and how these conflict with those of an increasingly secular society.</p> <p>Students are once again expected to call upon their bank of KS3 knowledge as lessons explore life after</p>		<p>Peace & Conflict (Christianity)</p> <p>Finally students develop and upskill their KS3 knowledge on war & peace in Christianity. They hark back to ideas about just and/or holy war in a more much detailed approach. Attitudes from a diverse range of issues from pacifism to weapons of mass destruction are</p>	<p>Revision & Examinations</p> <p>Preparation for the two exam papers via a variety of techniques tailor made to learning styles and approaches to revision.</p> <p>Exam skills embedded over the previous years are called upon via regular exam practice.</p>	

<p>examples of relevant scripture.</p> <p>Christian festivals are dissected with a particular focus on the significance of Christmas and Easter. The modern importance of the local parish church is assessed via a site visit and talk from a representation from the local diocese.</p>	<p>death, attitudes to euthanasia and Muslim approaches to issues of the environment including pollution, global warming and animal rights.</p> <p>Pilgrimage is, by and large, an alien concept in modern Britain and this scheme of work exposes HLC students to how important the concept remains to billions of their fellow human beings. We consider concepts of self-sacrifice and physical discomfort and challenge in an ever more technological era.</p>	<p>examined intently, comparing Christian attitudes to those of atheists along the way.</p>	
<p>Impact of our curriculum:</p>			

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

<p>Personal Development within our curriculum</p>	
<p>Personal Development</p>	<ul style="list-style-type: none"> • RS is an exploration of faiths and cultures which are often alien to HLC students. The subject fosters a cultural appreciation and ideas of acceptance. Students are encouraged to envision a world that is starkly different to their own, expanding horizons along the way. • Students develop their language skills at every step of the way through written communication but also through oracy. RS deals with myriad complex and divisive issues allowing much opportunity for debate.
<p>SMSC</p>	<ul style="list-style-type: none"> • Students will be immersed in opportunities to explore their own ideas about faith whilst also garnering an appreciation of the faith, culture and feelings of their peers and fellow community members. An enjoyment and fascination in learning about other cultures will be fostered through creativity and open discussion. • Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

	<ul style="list-style-type: none"> • A better understanding of the diverse community and society in which they live. An exploration of British Values applied through faith e.g. the basis of the rule of law and similarities to the justice system. Students will interact with faith leaders, furthering their understanding of their local environment. Ideas about liberty, respect and tolerance run at the very heart of the subject. • Students will learn to appreciate cultural influences and embrace the diversity that surrounds them.
Extra-Curricular & Enrichment	<ul style="list-style-type: none"> • Planned enrichment opportunities to local places of worship and interactions with local faith leaders.
Careers/Work Experience	
Careers	<ul style="list-style-type: none"> • Written skills and eloquent oracy are always in demand in the modern job market and these skills are honed and deployed throughout the study of RS. • Cultural appreciation can link in with a desire to learn other languages which substantially enhances one's employability. • Tolerance and working in multicultural environments are basic elements of the modern workplace.
Work Experience Offer & Staff Work Experience	Students are encouraged to consider work experience opportunities that upskill the emotional maturity they will gather through studying RS. Their enhanced cultural and religious awareness benefits the community and students are prompted to consider the emergency services as a good deployment of their skills.
Cultural Capital	
Ofsted Definition	Opportunities for gaining cultural capital are woven into the fabric of RS. Students are exposed to some of the most profound philosophical thought of human history. We study countries and cultures that expand sometimes narrow horizons and hopefully foster a desire for exploration and global understanding. RS allows students to see that Hadley and even Great Britain is not the centre of the Earth.