

## Curriculum Overview for Year 7 in Religious Studies

**Year 7 Assessment point 1:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Year 7 Assessment point 2:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Year 7 Assessment point 3:** information about the data that is provided on reports to parents following the assessments eg current progress, A2L

**Dates of Formative Assessment:** W/C 19th September 2022, 12th December 2022, 6th February 2023, 22nd May 2023

**Date of Summative Assessment:** W/C 17th July 2023

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b><u>What do we mean by “Religion and Worldviews”?</u></b></p> <p><b><u>What is so radical about Jesus?</u></b></p> <ul style="list-style-type: none"> <li>-What was Jesus like?</li> <li>-Who were the Jewish people expecting to save them?</li> <li>-Why was Jesus seen as so radical?</li> <li>-Was Jesus a Pacifist?</li> <li>-What is so radical about Jesus?</li> </ul>		<p><b><u>Should religious buildings be sold to feed the starving?</u></b></p> <ul style="list-style-type: none"> <li>-Do religious people do more to help the starving?</li> <li>-What difference does a mosque make to Muslim</li> </ul>	<p><b><u>What is good and what is challenging about being a teenage Buddhist, Muslim or Sikh in Britain today?</u></b></p> <ul style="list-style-type: none"> <li>-How do teenagers express their commitments, including religious commitments?</li> <li>-What's it like to be a young Muslim in Britain Today?</li> <li>-How can Muslims respond when they are pictured as terrorists or fanatics? Why</li> </ul>	<p><b><u>What difference does it make to believe in...?</u></b></p> <ul style="list-style-type: none"> <li>-What do we value?</li> <li>-What does it mean to be chosen?</li> <li>-What do Buddhists value?</li> <li>-What Christian concepts have</li> </ul>	



		<p>life?</p> <ul style="list-style-type: none"> <li>-What does the Sikh community do through its worship and community to combat poverty?</li> <li>-What does it mean to “see Jesus in the face of the poor”?</li> <li>-What is our understanding of worship?</li> <li>-Why do people worship?</li> <li>-What are the best arguments about whether religious buildings should be sold to feed the starving?</li> </ul>	<p>does this happen?</p> <ul style="list-style-type: none"> <li>-What is “jihad”, and how can it be understood by non-muslims?</li> <li>-What do the three treasures give to Buddhists today? What is the effect of following the Five Precepts of the Buddha?</li> <li>-What is the value of belonging to the Buddhist community? How does my community help me to be good?</li> <li>-What questions and ideas do we have about suffering? What can we learn from a Buddhist story?</li> <li>-Who is a Sikh?</li> <li>What is going on in British Sikhism today?</li> <li>-How is the ancient language and the Sikh scriptures important to Sikhs today?</li> <li>-What identities might a Sikh person hold?</li> <li>-Why did Sikhs come to the UK?</li> </ul>	<p>stood the test of time?</p> <ul style="list-style-type: none"> <li>-Is there any benefit to serving others?</li> <li>-What concepts are important to Muslim people?</li> <li>-What do we believe?</li> </ul>
<p>The intent of RS is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.</p>				

## Curriculum Overview for Year 8 in Religious Studies

**Year 8 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 8 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 8 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Dates of Formative Assessment:** W/C 17th October 2022, 12th December 2022, 27th March 2023,

**Date of Summative Assessment:** W/C 17th July 2023

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
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Knowledge and skills which will be covered this year	<p><b><u>Does living biblically mean obeying the whole Bible?</u></b></p> <ul style="list-style-type: none"> <li>-What is a moral code?</li> <li>-How do Christians use the Bible to help them live?</li> <li>-How useful is the Bible for Christians today?</li> </ul>	<p><b><u>Is death the end? Does it a matter?</u></b></p> <ul style="list-style-type: none"> <li>-What do people believe about life?</li> <li>-What do people believe about an afterlife?</li> <li>-Why do we have funerals?</li> <li>-What do Buddhist people believe about life after death?</li> </ul>	<p><b><u>How can people express the spiritual through the arts?</u></b></p> <ul style="list-style-type: none"> <li>- What does it mean to say a person is spiritual?</li> <li>- How do Christians express beliefs and devotion through visual art?</li> <li>- What can we learn from Christian musical spirituality?</li> <li>- What do Muslim artists contribute to the community?</li> <li>- What is the point of Buddhist mandalas?</li> <li>- How are the creative talents of individuals used in the shinnyo-en lantern</li> </ul>	<p><b><u>Does religion help people to be good?</u></b></p> <ul style="list-style-type: none"> <li>-What difference does having a faith make to living?</li> <li>- What good comes of going to a place of worship?</li> <li>- What codes for living are important to people?</li> <li>- How does Buddhism help people to live a good life?</li> <li>- Does religion always lead people to be good?</li> <li>- Does religion help people to be good?</li> </ul>		

	<ul style="list-style-type: none"> <li>-What is "Situation Ethics"?</li> <li>-Why did some people have a problem with Jesus?</li> </ul>	<ul style="list-style-type: none"> <li>-Does death matter to a Humanist?</li> <li>-Is this life hell?</li> <li>-Is death the end? Does it matter?</li> </ul>	<ul style="list-style-type: none"> <li>floating ceremony?</li> <li>- What is Jewish klezmer music? Can music connect people to the almighty?</li> <li>- Can you make a piece of work to express your own spirituality?</li> </ul>	
<p>The intent of RS is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own.</p>				

## Curriculum Overview for Year 9 in Religious Studies

**Year 9 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 9 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 9 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Dates of Formative Assessment:** W/C 12th December 2022, 6th February 2023, 27th March 2023,

**Date of Summative Assessment:** W/C 17th July 2023

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

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	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b><u>Do we need to prove God's existence?</u></b></p> <ul style="list-style-type: none"> <li>-What's the difference between facts, beliefs and opinions?</li> <li>- Why do Muslims believe in God? Do they believe God can be proved to exist?</li> <li>- Why did the Buddha think belief in God was unimportant?</li> <li>- In Buddhist thinking, what can save us from pain and suffering?</li> <li>- Do Thomas Aquinas' "5 ways" justify Christian's belief in God? Do they prove God?</li> <li>- Christians claim to experience God in</li> </ul>	<p><b><u>Why is there suffering? Are there any good solutions?</u></b></p> <ul style="list-style-type: none"> <li>-What types of suffering are in the world? Is suffering a natural human state?</li> <li>- What can Christians learn from the Bible about why suffering</li> </ul>	<p><b><u>Should happiness be the purpose of life?</u></b></p> <ul style="list-style-type: none"> <li>-What is happiness?</li> <li>- How does happiness fit in Christianity?</li> <li>- What is a Buddhist view of happiness and how to achieve it?</li> <li>- What does a</li> </ul>	<p><b><u>Is religion a power for peace or a cause of conflict in the world today?</u></b></p> <ul style="list-style-type: none"> <li>-What matters about peace, conflict and religion?</li> <li>- What does the Sikh religion teach and do with regard to conflict and peace?</li> <li>- What do the Sikh scriptures teach about conflict and peace?</li> <li>- What is there for me to learn from the Sikhs about peace and conflict?</li> <li>- What did the Prophet Muhammad (PBUH) achieve as a peacemaker? How have some of his followers made peace?</li> </ul>		



	<p>many different ways. How can these claims be appreciated and appraised?</p> <ul style="list-style-type: none"> <li>- What are the best atheist arguments against God? Can atheists prove there is no God?</li> <li>- So for Christians, Buddhists, Muslims and atheists, how important is the idea of proving or disproving God?</li> </ul>	<p>happens?</p> <ul style="list-style-type: none"> <li>- How do Christians make sense of suffering?</li> <li>- How can a good God allow suffering?</li> <li>- What does the Buddha teach about suffering?</li> <li>- How far are humans able to overcome suffering?</li> <li>- Are there any good solutions to suffering?</li> </ul>	<p>secular view of happiness look like and how does it compare with ideas in religion?</p> <ul style="list-style-type: none"> <li>- Should happiness be the purpose of life?</li> </ul>	<ul style="list-style-type: none"> <li>- How do Muslims respond when they are pictured as terrorists or fanatics? Why did this happen?</li> <li>- What is jihad and how can it be understood by non-Muslims?</li> <li>- What is there for me to learn from the Muslims about peace and conflict?</li> <li>- What does the Christian religion teach and do about peace and conflict?</li> <li>- What is there for me to learn from the Christians about peace and conflict?</li> <li>- Do religious communities intend to make peace or war? Why don't they always put their ideas into action?</li> <li>- What can be learned from Muslim, Christian and Sikh inspiring peacemakers?</li> <li>- Does religion cause war?</li> </ul>
<p>The intent of RS is to engage students in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions as well as develop responses of their own</p>				

## Curriculum Overview for Year 10 in Religious Studies (Core)

**Year 10 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 10 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 10 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Formative Assessment:** Each key question includes exam based questions which will be assessed formatively every 2-3 weeks.

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
WJEC/EDUQAS GCSE Religious Studies Short Course Route 5 C125P5  Knowledge and skills which will be covered this year	<b><u>Christianity: beliefs and teachings</u></b>  -How has the landscape of religious belief and practice changed in 21 <sup>st</sup> Century Britain? - What is God like? - What do Christians believe about the creation of the world and the role of humans? - Who is Jesus? - What is salvation? What do Christians believe about death and the afterlife?			<b><u>Issues of Relationships</u></b>  -What is the nature and purpose of relationships in the twenty first century? - Why are there different attitudes to adultery and divorce? - Should divorced individuals be allowed to remarry in places of worship? - What is the nature and purpose of sex? - Should same-sex marriages be allowed in a place of worship? - Do men and women have equal roles in leading worship?		

## Curriculum Overview for Year 11 in Religious Studies (Core)

**Year 11 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 11 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 11 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Formative Assessment:** Each key question includes exam based questions which will be assessed formatively every 2-3 weeks.

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

Half Term	5th September - 21st October	31st October - 16th December	3rd January - 10th February	20th February - 31st March	17th April - 26th May	5th June - 25th July
	1	2	3	4	5	6
<p>WJEC/EDUQAS GCSE Religious Studies Short Course Route 5 C125P5</p> <p>Knowledge and skills which will be covered this year</p>	<p><b><u>Issues of life and death</u></b></p> <ul style="list-style-type: none"> <li>-What is the origin of the universe? Could life have developed by itself?</li> <li>- Do science and religion conflict? Are there different ways of understanding religious scriptures?</li> <li>- Why should people look after the environment? What is environmental stewardship?</li> <li>- What is the value of human life?</li> <li>- Should we be able to ask someone to help us die?</li> <li>- Does the unborn baby have the right to life?</li> </ul>		<p><b><u>Sikhism: beliefs and teachings</u></b></p> <ul style="list-style-type: none"> <li>-How does the Mool Mantra describe the nature of God?</li> <li>- What do Sikhs believe about the creation of the world and the role of humans?</li> <li>- Who are the Gurus and what do they teach about equality?</li> <li>-Why are the 5 K's important to Sikhs?</li> <li>- How does the langar support equality?</li> <li>- What is Sewa?</li> <li>- Why is it important to Sikhs to be God-centred?</li> <li>- What is the role of the sangat in sikhism?</li> </ul> <p>What do Sikhs believe about death and</p>		Exam preparation	Exams



	- Why are funerals important? What happens after we die?	the afterlife?		
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## Curriculum Overview for Year 10 in Religious Studies (GCSE)

**Year 10 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 10 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 10 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Formative Assessment:** dates of assessment week

**Date of Summative Assessment:** date of assessment week

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

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	1	2	3	4	5	6
WJEC/EDUQAS GCSE Religious Studies Full Course Route A3 C120P3  Knowledge and skills which will be covered this year						

## Curriculum Overview for Year 11 in Religious Studies (GCSE)

**Year 11 Assessment point 1:** information about the data that is provided on reports to parents following the assessments

**Year 11 Assessment point 2:** information about the data that is provided on reports to parents following the assessments

**Year 11 Assessment point 3:** information about the data that is provided on reports to parents following the assessments

**Date of Formative Assessment:** dates of assessment week

**Date of Summative Assessment:** date of assessment week

The table below details the skills and knowledge students will be covering each half term in this subject area. Time frames for when students will complete their formative and summative assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in previous year/s.

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	1	2	3	4	5	6
WJEC/EDUQAS GCSE Religious Studies Full Course Route A3 C120P3  Knowledge and skills which will be covered this year					Exam preparation	Exams



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