

Curriculum Overview for Year 7 in Religious Studies

The table below details the skills and knowledge students will be covering each half term in this subject area.

Half Term	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><u>What do we mean by “Religion and Worldviews”?</u></p> <p><u>What is so radical about Jesus?</u></p> <ul style="list-style-type: none"> -What was Jesus like? -Who were the Jewish people expecting to save them? -Why was Jesus seen as so radical? -Was Jesus a Pacifist? -What is so radical about Jesus? 		<p><u>Should religious buildings be sold to feed the starving?</u></p> <ul style="list-style-type: none"> -Do religious people do more to help the starving? -What difference does a mosque make to Muslim life? -What does the Sikh community do through its worship and community to combat poverty? -What does it mean to “see Jesus in the face of the poor”? -What is our understanding of worship? -Why do people worship? -What are the best arguments about whether religious buildings should be 	<p><u>What is good and what is challenging about being a teenage Buddhist, Muslim or Sikh in Britain today?</u></p> <ul style="list-style-type: none"> -How do teenagers express their commitments, including religious commitments? -What’s it like to be a young Muslim in Britain Today? -How can Muslims respond when they are pictured as terrorists or fanatics? Why does this happen? -What is “jihad”, and how can it be understood by non-muslims? -What do the three treasures give to Buddhists today? What is the effect of following the Five Precepts of the Buddha? -What is the value of belonging to the Buddhist community? How does my community help me to be good? -What questions and ideas do we have about suffering? What can we learn from a Buddhist story? -Who is a Sikh? What is going on in British Sikhism today? -How is the ancient language and the Sikh scriptures important to Sikhs today? -What identities might a Sikh person hold? -Why did Sikhs come to the UK? 		<p><u>What difference does it make to believe in...?</u></p> <ul style="list-style-type: none"> -What do we value? -What does it mean to be chosen? -What do Buddhists value? -What Christian concepts have stood the test of time? -Is there any benefit to serving others? -What concepts are important to Muslim people? -What do we believe?



		sold to feed the starving?		
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.				

Curriculum Overview for Year 8 in Religious Studies

The table below details the skills and knowledge students will be covering each half term in this subject area.

Half Term	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><u>Does living biblically mean obeying the whole Bible?</u></p> <ul style="list-style-type: none"> -What is a moral code? -How do Christians use the Bible to help them live? -How useful is the Bible for Christians today? -What is "Situation Ethics"? -Why did some people have a problem with Jesus? 		<p><u>Does religion help people to be good?</u></p> <ul style="list-style-type: none"> -What difference does having a faith make to living? - What good comes of going to a place of worship? - What codes for living are important to people? - How does Buddhism help people to live a good life? - Does religion always lead people to be good? - Does religion help people to be good? 		<p><u>Is death the end? Does it a matter?</u></p> <ul style="list-style-type: none"> -What do people believe about life? -What do people believe about an afterlife? -Why do we have funerals? -What do Buddhist people believe about life after death? -Does death matter to a Humanist? -Is this life hell? -Is death the end? Does it matter? 	<p><u>How can people express the spiritual through the arts?</u></p> <ul style="list-style-type: none"> - What does it mean to say a person is spiritual? - How do Christians express beliefs and devotion through visual art? - What can we learn from Christian musical spirituality? - What do Muslim artists contribute to the community? - What is the point of Buddhist mandalas? - How are the creative talents of individuals used in the shinnyo-en lantern floating ceremony? - What is Jewish klezmer music? - Can music connect



				<p>people to the almighty?</p> <p>- Can you make a piece of work to express your own spirituality?</p>
<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

The table below details the skills and knowledge students will be covering each half term in this subject area.

Half Term	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><u>Do we need to prove God's existence?</u></p> <ul style="list-style-type: none"> -What's the difference between facts, beliefs and opinions? - Why do Muslims believe in God? Do they believe God can be proved to exist? - Why did the Buddha think belief in God was unimportant? - In Buddhist thinking, what can save us from pain and suffering? - Do Thomas Aquinas' "5 ways" justify Christian's belief in God? Do they prove God? - Christians claim to experience God in many different ways. How can these claims be appreciated and appraised? - What are the best atheist arguments against God? Can atheists prove there is no God? - So for Christians, Buddhists, Muslims and atheists, how important is the idea of proving or disproving God? 		<p><u>What is good and what is challenging about being a teenage Muslim in Britain today?</u></p> <ul style="list-style-type: none"> -How do teenagers express their commitments, including religious commitments? -What's it like to be a young Muslim in Britain Today? -How can Muslims respond when they are pictured as terrorists or fanatics? Why does this happen? -What is "jihad", and how can it be understood by non-muslims? 	<p><u>Should happiness be the purpose of life?</u></p> <ul style="list-style-type: none"> -What is happiness? - How does happiness fit in Christianity? - What is a Buddhist view of happiness and how to achieve it? - What does a secular view of happiness look like and how does it compare with ideas in religion? - Should happiness be the purpose of life? 	<p><u>Why is there suffering? Are there any good solutions?</u></p> <ul style="list-style-type: none"> -What types of suffering are in the world? Is suffering a natural human state? - What can Christians learn from the Bible about why suffering happens? - How do Christians make sense of suffering? - How can a good God allow suffering? - What does the Buddha teach about suffering? - How far are humans able to overcome suffering? - Are there any good solutions to 	<p><u>Is religion a power for peace or a cause of conflict in the world today?</u></p> <ul style="list-style-type: none"> -What matters about peace, conflict and religion? - What does the Sikh religion teach and do with regard to conflict and peace? - What do the Sikh scriptures teach about conflict and peace? - What is there for me to learn from the Sikhs about peace and conflict? - What did the Prophet Muhammad (PBUH) achieve as a peacemaker? How have some of his followers made



				suffering?	<p>peace?</p> <ul style="list-style-type: none"> - How do Muslims respond when they are pictured as terrorists or fanatics? Why did this happen? - What is jihad and how can it be understood by non-Muslims? - What is there for me to learn from the Muslims about peace and conflict? - What does the Christian religion teach and do about peace and conflict? - What is there for me to learn from the Christians about peace and conflict? - Do religious communities intend to make peace or war? Why don't they always put their ideas into action? - What can be learned from Muslim, Christian and Sikh inspiring peacemakers? - Does religion cause war?
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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

Curriculum Overview for Year 10 in Religious Studies (Core)

We follow Eduqas Short Course in Religious Studies.

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.

Half Term	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><u>Christianity: beliefs and teachings</u></p> <ul style="list-style-type: none"> -How has the landscape of religious belief and practice changed in 21st 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? 			<p><u>Issues of Relationships</u></p> <ul style="list-style-type: none"> -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)

We follow Eduqas Short Course in Religious Studies.

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.

Half Term	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><u>Issues of life and death</u></p> <ul style="list-style-type: none"> -What is the origin of the universe? Could life have developed by itself? - Do science and religion conflict? Are there different ways of understanding religious scriptures? - Why should people look after the environment? What is environmental stewardship? - What is the value of human life? - Should we be able to ask someone to help us die? - Does the unborn baby have the right to life? - Why are funerals important? What happens after we die? 		<p><u>Sikhism: beliefs and teachings</u></p> <ul style="list-style-type: none"> -How does the Mool Mantra describe the nature of God? - What do Sikhs believe about the creation of the world and the role of humans? - Who are the Gurus and what do they teach about equality? -Why are the 5 K's important to Sikhs? - How does the langar support equality? - What is Sewa? - Why is it important to Sikhs to be God-centred? - What is the role of the sangat in sikhism? <p>What do Sikhs believe about death and the afterlife?</p>		Exam preparation	Exams

Curriculum Overview for Year 11 in Religious Studies (GCSE)

We follow Eduqas FULL Course in Religious Studies GCSE.

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.

Half Term	1	2	3	4	5	6
<p>WJEC/EDUQAS GCSE Religious Studies Full Course Route A3 C120P3</p> <p>Knowledge and skills which will be covered this year</p>	<p>Philosophy and Ethical issues</p> <p>Issues in relationships:</p> <ul style="list-style-type: none"> • Key religious teachings on the nature and purpose of families • Nature and purpose of marriage • Cohabitation and Adultery • Religious teachings on sex and contraception • Issues of gender, prejudice and equality <p>Issues in life and Death:</p> <ul style="list-style-type: none"> • Religious beliefs, teaching and attitudes about origin of universe • Origin and value of human life • Sanctity of life • Beliefs about death and afterlife 		<p>Philosophy and Ethical issues</p> <p>Issues of Good and Evil:</p> <ul style="list-style-type: none"> • Crime and punishment • Forgiveness • Good evil and suffering <p>Issues of Human Rights:</p> <ul style="list-style-type: none"> • Human rights and social justice • Prejudice and equality • Issues of wealth and poverty 		Exam preparation	Exams