



Religious Studies - Year 7



AUTUMN 1

What is Religion all about? Students will explore the different disciplinary strands that make up RS (Theology, Ethics, Philosophy and Religious Studies). They will be able to identify and explain different forms of truth, world views and where they come from, origins of ancient religions, how religion spread and how religious people view religion differently. Students will be encouraged to identify factors that impact their world view – culture, family, environment and religion

PRIOR LEARNING

Students may have learnt about a range of religions at primary including Dharmic religions and stories of founders and festivals

Summative Assessment 1

The first summative assessment will be an Multiple Choice Quiz focusing on the key concepts that students have learnt.

AUTUMN 2

Why are scriptural figures so important to Abrahamic religions? Students will be able to describe and explain the stories of famous scriptural figures. They will be able to explain the importance of these figures to religious people today and what impact they have had on lives of believers. They will also be able to analyse what these stories teach religious believers about God.

This will build on learning for many students of learning of some religious stories and figures on prophets

SPRING 1

We will be continuing our units on Why Scriptural figures so important for part of this unit and then after an assessment we will be beginning a unit about How Dharmic religions put beliefs into practice? Students will be able to explain the key beliefs of Dharmic faiths including karma, beliefs about God, reincarnation and dharma and analyse how that impacts believers lives.

PRIOR LEARNING

Students will be starting to build their knowledge of religion from the first unit as we start to explore a range of religions and their key beliefs

SPRING 2

How do Dharmic religions put beliefs into practice. Students will be able to explain the key beliefs of Dharmic faiths including karma, beliefs about God, reincarnation and dharma and analyse how that impacts believers' lives.

This will extend and consolidate the learning that students may have had at primary where they may have explored key figures or festivals

Summative Assessment 2

The second summative assessment will be an extended multiple choice quiz focusing on the key concepts that students have learnt throughout the year. There will also be an extended piece of writing focused on the Dharmic religions unit where students will be developing their disciplinary skills of analysis, evaluation and explanation.

SUMMER 1

We will complete our unit on How do Dharmic religions put beliefs into practice. Students will be able to explain the key beliefs of Dharmic faiths including karma, beliefs about God, reincarnation and dharma and analyse how that impacts believers lives. We will begin our unit on Are holy books still relevant? This is a unit that explores the origins and importance of holy scriptures, including the content and use of holy books and the role they play in believers lives.

Students will be starting to build their knowledge of religion from the first unit as we start to explore a range of religions and their key

SUMMER 2

Are holy books still relevant? This is a unit that explores the origins and importance of holy scriptures, including the content and use of holy books and the role they play in believers lives.

Prophets, key concepts from Dharmic Religions



Religious Studies - Year 8



AUTUMN 1

How do people behave and why? This unit looks at a range of normative ethical theories including Divine Command Theory, Utilitarianism and Natural Law. Students will explore the theories themselves and their origins and examine the strengths and weaknesses of these theories, as well as exploring which theories are most effective in different contexts.

AUTUMN 2

How do people behave and why? This unit looks at a range of normative ethical theories including Divine Command Theory, Utilitarianism and Natural Law. Students will explore the theories themselves and their origins and examine the strengths and weaknesses of these theories, as well as exploring which theories are most effective in different contexts.

SPRING 1

Why do people work for Social Justice? This unit explores the reasons why there is social injustice and why people work for social justice, including religious and non-religious points of view. are important to religious believers. Students will be able to explain that people work for social justice for a variety of reasons including religion, personal experience, human rights and as part of collective action. We look at individuals and analyse their work for social justice. This links into our KLAS curriculum values of both Social Mobility and Service and Leadership.

SPRING 2

Why do people work for Social Justice? This unit explores the reasons why there is social injustice and why people work for social justice, including religious and non-religious points of view. are important to religious believers. Students will be able to explain that people work for social justice for a variety of reasons including religion, personal experience, human rights and as part of collective action. We look at individuals and analyse their work for social justice. This links into our KLAS curriculum values of both Social Mobility and Service and Leadership.

SUMMER 1

How strong are the arguments about the existence of God? This unit explores, through a philosophical lens, the arguments that religious people give for the existence of God including the teleological argument, the cosmological argument and responses from non-religious people. Students will be able to explain theories and analyse the strength and weaknesses of the philosophical arguments using scholarly views to support their arguments.

SUMMER 2

How strong are the arguments about the existence of God? This unit explores, through a philosophical lens, the arguments that religious people give for the existence of God including the teleological argument, the cosmological argument and responses from non-religious people. Students will be able to explain theories and analyse the strength and weaknesses of the philosophical arguments using scholarly views to support their arguments.

PRIOR LEARNING

This extends students understanding of the role of prophets and their messages, the role of holy books and their guidelines, and furthers their understanding of world views and all contribute towards rules and behaviour expectations.

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PRIOR LEARNING

Students will revisit religious and non-religious expectations of behaviour gained from Ethics, religious leaders and holy books and examine how that feeds into attitudes towards social justice and people's behaviour towards those less fortunate.

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PRIOR LEARNING

Students will revisit religious and non-religious beliefs about God, gained through their studies of the prophets and dharmic religions and they will examine how these views lead to arguments both for and against the existence of God.

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Summative Assessment 1

The first summative assessment will be an extended multiple choice focusing on the key concepts that students have learnt.

Summative Assessment 2

The second summative assessment will be an extended multiple choice quiz focusing on the key concepts that students have learnt throughout the year. There will also be an extended piece of writing focused on the Dharmic religions unit where students will be developing their disciplinary skills of analysis, evaluation and explanation.



Religious Studies - Year 9



AUTUMN 1

Is Death the End? This unit is focused on religious and philosophical views about life after death including issues around the understanding of self, funeral rites and religious and non-religious teachings about the afterlife. Students will be able to explain different religious responses to life after death from both religious and non-religious perspectives and explain what impact these beliefs can have on individuals lives as well as evaluate the importance these beliefs have for different groups in society.

AUTUMN 2

Is Death the End? This unit is focused on religious and philosophical views about life after death including issues around the understanding of self, funeral rites and religious and non-religious teachings about the afterlife. Students will be able to explain different religious responses to life after death from both religious and non-religious perspectives and explain what impact these beliefs can have on individuals lives as well as evaluate the importance these beliefs have for different groups in society.

SPRING 1

What makes a good life? The unit explores a range of views about what makes a good life including consumerism and materialism, Aristotle's Virtue Ethics, the role social media has in our perception of what makes a good life and what religions teach about what holy books say about living a good life. Students will be able to explain a variety of answers to the question "What makes a Good life". They will be able to analyse what the weaknesses are of some of the responses and explain why people's views may change over time. This links in with AGS values of aspirational and having ambition and self beliefs.

SPRING 2

What makes a good life? The unit explores a range of views about what makes a good life including consumerism and materialism, Aristotle's Virtue Ethics, the role social media has in our perception of what makes a good life and what religions teach about what holy books say about living a good life. Students will be able to explain a variety of answers to the question "What makes a Good life". They will be able to analyse what the weaknesses are of some of the responses and explain why people's views may change over time. This links in with AGS values of aspirational and having ambition and self beliefs.

SUMMER 1

How beliefs grapple with the concept of evil and suffering? This unit explores, through a philosophical lens, the different responses that religious and non-religious people provide to evil and suffering in the world, including both Irenaeus and Augustine's theodicies, Humanist views and the role of karma for dharmic religions. Students will be able to explain the key ideas and analyse the strengths and weaknesses of the different arguments and why this provides meaning to the lives of many.

SUMMER 2

Are women treated fairly in Religion? This unit explores nuance within and across religions and explores why people may draw different conclusions on the role of women whilst exploring the same holy books. Students will be able to explain why there are such a range of views across and within religions about some social issues and why people can be from the same religion and have different views.

PRIOR LEARNING

Teachings from holy books and the prophets and the guidelines they provide and how that links with consequences of behaviour. Concepts of karma and re-incarnation and how that impacts religious views about life after death.

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PRIOR LEARNING

World views, previously explored teachings from holy books, the role that ethical theories play in establishing guidelines for a "good life"

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PRIOR LEARNING

How previously explored stories and concepts from religious life contribute towards views on evil and suffering including Adam and Eve, the story of Job and the role of compassion.

We revisit women and teachings that we have looked at earlier in KS3 and look at the stories through a more analytical lens, eg Eve, Khadijah and Sita.

Summative Assessment 1

The first summative assessment will be an extended multiple choice quiz focusing on the key concepts that students have learnt both in Year 7 and 8 and a piece of extended writing developing students disciplinary skills.

Summative Assessment 2

The second summative assessment will be an extended multiple-choice quiz focusing on the key concepts that students have learnt both in Year 7 and 8 and a piece of extended writing developing students' disciplinary skills



Religious Studies - Year 10



AUTUMN 1

AQA GCSE Short Course GCSE: Christian Beliefs and Teaching. The first of the GCSE units is based on the key concepts from Christianity including the Christian understanding of God (including the Trinity), Christian understandings of the incarnation, crucifixion, resurrection and ascension of Jesus, and key beliefs about life and death, different interpretations of the creation story. Students will be able to describe and explain the key concepts within Christianity as well as starting to analyse and evaluate some of the key areas of challenge – e.g. different Christian understandings of the Trinity.

AUTUMN 2

AQA GCSE Short Course GCSE: Christian Beliefs and Teaching. The first of the GCSE units is based on the key concepts from Christianity including the Christian understanding of God (including the Trinity), Christian understandings of the incarnation, crucifixion, resurrection and ascension of Jesus, and key beliefs about life and death, different interpretations of the creation story. Students will be able to describe and explain the key concepts within Christianity as well as starting to analyse and evaluate some of the key areas of challenge – e.g. different Christian understandings of the Trinity.

SPRING 1

AQA GCSE Short Course GCSE: Muslim Beliefs and Teaching. The second of the GCSE units is based on the key concepts from Islam including the Muslim understandings of God (Tawhid), an exploration of the 6 main articles of faith, the Sunni and Shi`a split and the five roots of Usul Al din. Students will be able to explain the importance of these beliefs to Muslims and their impact on believers practice. Students will be able to describe and explain the key concepts within Islam as well as starting to analyse and evaluate some of the key areas of challenge.

SPRING 2

AQA GCSE Short Course GCSE: Muslim Beliefs and Teaching. The second of the GCSE units is based on the key concepts from Islam including the Muslim understandings of God (Tawhid), an exploration of the 6 main articles of faith, the Sunni and Shi`a split and the five roots of Usul Al din. Students will be able to explain the importance of these beliefs to Muslims and their impact on believers practice. Students will be able to describe and explain the key concepts within Islam as well as starting to analyse and evaluate some of the key areas of challenge.

SUMMER 1

AQA GCSE Short Course GCSE: Religion, Relationships and families. The third of the GCSE units is based on the teachings of both Christianity and Islam and explores religious attitudes and non- religious towards marriage, divorce, family planning and human sexuality. Students will be able to explain the different religious and non- religious views on a variety of family related issues and explain where these views come from and how they may impact behaviour and world view. Students will be able to compare and evaluate the different attitudes and provide justified conclusions.

SUMMER 2

AQA GCSE Short Course GCSE: Religion, Relationships and families. The third of the GCSE units is based on the teachings of both Christianity and Islam and explores religious attitudes and non- religious towards marriage, divorce, family planning and human sexuality. Students will be able to explain the different religious and non- religious views on a variety of family related issues and explain where these views come from and how they may impact behaviour and world view. Students will be able to compare and evaluate the different attitudes and provide justified conclusions.

PRIOR LEARNING

The role of holy books and prophets in shaping religions, religious understandings of the afterlife and understandings of why key events in religion may be viewed differently.

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PRIOR LEARNING

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PRIOR LEARNING

The role of holy books and prophets in shaping views in society and revisiting why people may interpret religious books and teachings differently.

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Summative Assessment 1

The first summative assessment will be an extended writing test, focused on the knowledge that students have learned through the first unit and using exam style questions to encourage students to develop analytical and evaluative skills.

Summative Assessment 2

The second summative assessment will be a pre-public exam based on all the learning from the units students have completed.



Religious Studies - Year 11



AUTUMN 1

AQA GCSE Short Course GCSE: Religion, Relationships and families. The third of the GCSE units is based on the teachings of both Christianity and Islam and explores religious attitudes and non-religious towards marriage, divorce, family planning and human sexuality. Students will be able to explain the different religious and non-religious views on a variety of family related issues and explain where these views come from and how they may impact behaviour and world view. Students will be able to compare and evaluate the different attitudes and provide justified conclusions.

PRIOR LEARNING

The role of holy books and prophets in shaping views in society and revisiting why people may interpret religious books and teachings differently.

Summative Assessment 1

The first summative assessment will be an extended writing test, focused on the knowledge that students have learned through the first unit and using exam style questions to encourage students to develop through analytical and evaluative skills.

AUTUMN 2

AQA GCSE Short Course GCSE: Religion, Peace and Conflict. The fourth and final of the GCSE units is based on the teachings of both Christianity and Islam and includes exploration of religious attitudes towards peace and reconciliation, conditions of war, weapons of mass destruction and responses to war. Students will be able to explain different religious and non-religious responses to war and issues connected to conflict and be able to evaluate the strength of different philosophical responses.

The role of holy books and prophets in shaping religions, religious understandings of the afterlife and understandings of why key events in religion may be viewed differently.

PRIOR LEARNING

The role of holy books and prophets in shaping religions, religious understandings of the afterlife and understandings of why key events in religion may be viewed differently.

Summative Assessment 2

The second summative assessment will be a pre-public exam based on all the learning from the units students have completed.

SPRING 1

AQA GCSE Short Course GCSE: Religion, Peace and Conflict. The fourth and final of the GCSE units is based on the teachings of both Christianity and Islam and includes exploration of religious attitudes towards peace and reconciliation, conditions of war, weapons of mass destruction and responses to war. Students will be able to explain different religious and non-religious responses to war and issues connected to conflict and be able to evaluate the strength of different philosophical responses.

SPRING 2

This half term is focused on revision, where key concepts from all units are revisited, and there is an increased focus on exam skills and key word knowledge.

PRIOR LEARNING

SUMMER 1

SUMMER 2



Religious Studies - Year 12



AUTUMN 1

The three different strands of A`level are taught by 3 Religious Studies teachers and taught at different lessons according to teacher across the fortnight. The religious strand will be the study of Islam and students will study Religious figures and sacred texts including the life of Muhammad, the importance of the Qur`an and the development of Islam. Students will study Ethics including deontological theories including Divine Command Theory and Natural Law and the development, strengths and weaknesses of each theory. The Philosophy strand includes Inductive arguments for the existence of God including the cosmological and teleological arguments and their challenges.

AUTUMN 2

Students will be exploring through Islam religious concepts including the concept of God , the role of prophets and the importance of angels and akhirah. In Ethics they will be exploring Aquinas`s Natural Law, it`s development and the role of virtues and the application to various ethical dilemmas and during their Philosophy lessons they will be exploring inductive and deductive arguments for the existence of God including the cosmological and teleological arguments and their challenges.

SPRING 1

During the Spring term students will be continuing with their Islam unknit exploring the concept of God , the role of prophets and the importance of angels and akhirah and the impact that it has on religious practice. Through Ethics they will be continuing Aquinas`s Natural Law, it`s development and commencing the exploration of Situation Ethics and the challenges of it`s application. In Philosophy students will be exploring the challenges to the existence of God through the problem of evil and suffering.

SPRING 2

During the Spring and Summer term students will be exploring in Islam the challenges of living a religious life including the role of salah in both individual and community life, the role of giving and Hajj. In Ethics they will continue their learning by studying teleological ethical theories focusing on Situation Ethics and Utilitarianism and the challenges to these theories. Philosophy – Students will exploring challenges to the existence of God through the problem of evil and suffering.

SUMMER 1

During the Summer term students will be continue to explore in Islam the challenges of living a religious life including the role of salah in both individual and community life, the role of giving and Hajj. In Ethics they will continue their learning by studying teleological ethical theories focusing on Situation Ethics and Utilitarianism and the challenges to these theories. Philosophy – Students will exploring challenges to the existence of God through the problem of evil and suffering.

SUMMER 2

During the Summer term students will be exploring in Islam the challenges and benefits of living a religious life including the role of festivals and buildings in religious life. In Ethics they will be looking at the development of Natural Law through the ideas of John Finis and Bernard Hoose and apply it to ethical dilemmas. Through Philosophy they will be looking at the importance of Religious Experience to religious believers and the role these experiences have in religious life and the challenges they may offer.

PRIOR LEARNING

The role of holy books and prophets in shaping religions and views in society and revisiting why people may interpret religious books and teachings differently.

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PRIOR LEARNING

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PRIOR LEARNING

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The role of holy books and prophets in shaping religions and views in society and revisiting why people may interpret religious books and teachings differently.

Summative Assessment 1

The first summative assessment will be a combination of timed essays across the three strands.

Summative Assessment 2

The second summative assessment will be a pre-public exam based on all the learning from the units students have completed.



Religious Studies - Year 13



AUTUMN 1

During the Autumn term students will be exploring in Philosophy – Challenges to religious belief including Freud, Jung and issues relating to atheism. They will be reflecting on the role of organized religion in society and individuals lives. In Ethics students will be continuing to explore the changing nature of New Natural Law and Proportionalism and applying it to the issues of Immigration and Capital Punishment.

PRIOR LEARNING

Previous units from the A`level, including the existence of God and classical deontological ethics

Summative Assessment 1

A combination of timed essays across the three strands.

AUTUMN 2

In Autum Term 2 students will be exploring Determinism and Free Will through an ethical lens- this includes religious concepts of predestination and concepts of determinism, as well as psychological, biological and philosophical views and the implications and determinism and predestination. They will exploring philosophers such as Augustine, Calvin, Locke, Arminius and Pelagius. In Philosophy students will be exploring religious Experience including miracles and the contrasting views of miracles

Previous units from the A`level, including the existence of God and views of classical theism

SPRING 1

In Philosophy students will be exploring Religious Language and it`s various forms and the inherent problems. Students will be re-commencing their study of Islam and will be exploring the relationship between Islam and Science, the development of Islamic law and the impact that has on modern day society including on aspects of crime and punishment, Islamic attitudes towards pluralism, importance of family life for the Islamic religion, Islam and migration and Western perception of Islam. Students will be continuing to develop their evaluation and analytical skills as they explore different religious and philosophical perspectives and where those views came from.

PRIOR LEARNING

Previous units from the A`level, including the existence of God and views of classical theism

Summative Assessment 2

Public exam based on all the learning from the units students have completed.

SPRING 2

In Philosophy students will be exploring Religious Language and it`s various forms and the inherent problems. Students will be rec commencing their study of Islam and will be exploring the relationship between Islam and Science, the development of Islamic law and the impact that has on modern day society including on aspects of crime and punishment, Islamic attitudes towards pluralism, importance of family life for the Islamic religion, Islam and migration and Western perception of Islam. Students will be continuing to develop their evaluation and analytical skills as they explore different religious and philosophical perspectives and where those views came from.

The role of holy books and prophets in shaping religions and views in society and revisiting why people may interpret religious books and teachings differently.

SUMMER 1

PRIOR LEARNING

SUMMER 2