

The curriculum intent for religious studies is to encourage tolerance in all faiths and cultures through developing student’s understanding of all six of the major world religions. We intend to create a culture of understanding through open dialogue and academic study of the religion, belief, philosophy and ethics.

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Explanation</u>
<u>Y7</u>	<u>Judaism</u> Core beliefs, Worship, Founder, Relevant people, Festivals	<u>Christianity</u> Core beliefs, Worship, Founder, Relevant people, Festivals	<u>Easter</u> Palm Sunday, Holy Week, Good Friday, Easter Sunday, How is Easter celebrated	<u>Islam</u> Core beliefs, Worship, Founder, Relevant people, Festivals	The Y7 curriculum is sequenced chronologically and in the order of the development of the Abrahamic Faiths. Each religion in the Abrahamic series builds upon the beliefs of the last. All skills and knowledge learnt in Y7 transfers and is used in Y8.
<u>Y8</u>	<u>Hinduism</u> Core beliefs, Worship, Relevant people, Festivals	<u>Buddhism</u> Founder, Core Beliefs, Worship, Relevant People	<u>Sikhism</u> Founder, Core Beliefs, Worship, Relevant People, Festivals	<u>Religious Freedom around the world</u> Human rights, legal protection of belief, Religious Freedom/oppression, Jewish Oppression, Dictatorships, Utopia	The Y8 curriculum is sequenced chronologically and in the order of the development of the Eastern Religions. Each religion in the Eastern series builds upon the beliefs of the last. The final unit is the beginning of the morality and ethics series of units that will continue into Y9.
<u>Y9</u>	<u>Peace and Conflict</u> Causes of/types of violence, Christian arguments for and against conflict, Muslim arguments for and against conflict, Humanist views for and against conflict.	<u>Crime and Punishment</u> Morality, Criminality, Theories of Punishment, Christian attitudes to Justice, Christian/Islamic attitudes to forgiveness, Capital Punishment, Christian attitudes to CP, Muslim attitudes to CP, Humanist attitudes to CP.	<u>Poverty</u> Relative/absolute poverty, Christian responses to poverty, Islamic responses to poverty, Political responses to poverty.	<u>Medical Ethics</u> Abortion, Euthanasia, Stem Cell research, Contraception, living wills, transplants. Christian responses to medical ethics Muslim responses to medical ethics Humanist responses to medical ethics.	The Y9 curriculum focuses on morality and ethics. Each unit is written to expose students to specific ethical concepts and allows them to evaluate the attitudes that Christians, Muslims and Humanists have to these real world issues.
<u>Y10</u>	<u>Relationships</u> Marriage, divorce, adultery, cohabitation, the purpose of sex, contraception, gender equality, homosexuality, responsibilities, roles.	<u>Life and Death</u> Creation vs science, afterlife, environmental sustainability, euthanasia, abortion, quality of life, sanctity of life, the soul, funerals.	<u>Good and Evil</u> Morality, freewill, Absolute vs subjective morality, Theories of punishment, capital punishment, Christian attitudes to punishment, prison reform, prison chaplains,	<u>Human Rights</u> Social Justice, Personal Conviction, Christian attitudes to Human Rights and Social Justice, Liberation Theology, Censorship, Religious freedom of expression, Extremism, Prejudice and discrimination, Racism, MLK, Acquisition of wealth, Poverty	The Y10 curriculum follows the WJEC EDUQAS GCSE full course. Year 10 focuses on Component one: Religious, Philosophical and Ethical studies in the modern world.
<u>Y11</u>	<u>Christianity – Beliefs</u> The nature of God, Suffering, The Trinity, Creed, Creation, The Fall, Jesus Christ, Incarnation, Crucifixion, Salvation and atonement, Resurrection, Afterlife, Judgement	<u>Christian – Practices</u> Forms of worship, Prayer, Sacraments, Baptism, Eucharist, Pilgrimage and celebrations, Christianity in Britain, Church Growth, Mission, Evangelism, Christian Charities	<u>Islam – Beliefs</u> Sources of authority, Ummah, Sunni/Shia split, Six articles of faith, The five roots of religion, The nature of God, Tawhid, 99 names of God, Revelation, Prophethood, The Prophet Muhammad, Angels, Afterlife, Judgement, Predestination	<u>Islam – Practices</u> The Five Pillars of Sunni Islam, Greater and Lesser Jihad, Festivals and Commemoration, The Ten Obligatory Acts	The Y11 curriculum follows the WJEC EDUQAS GCSE full course. Year 11 focuses on Component 2 – Christianity beliefs and practices and Component 3 – Islam beliefs and practices.

Religious Studies Departmental Overview

RS covers the core beliefs and practices of all six of the major religions before moving into philosophy and ethics with the goal of moving as many students through and onto the optional GCSE course whilst at the same time providing non GCSE students with a balanced understanding of the core beliefs of the six major religions, a tolerant mind set regarding differing faiths and the ability to evaluate faith and give an informed opinion on religion and religious issues.

Our course is set out using chronological ordering. In Y7 we study the Abrahamic Faiths in chronological order; Judaism, Christianity and Islam. In Year 8 we study the Eastern faiths in chronological order; Hinduism, Buddhism and Sikhism. This is done because the beliefs of one faith build upon the beliefs of the last. This allows for a repetition of many key ideas and beliefs which gives our students a deeper knowledge and understanding of religions and their origins.

The RS department has a broad, balanced, ambitious and adaptive curriculum. The RS curriculum follows the National Curriculum whilst also considering the suggestions from the Sheffield SACRE's Agreed RS Syllabus.

Our goal is to guide our students to becoming well informed, balanced and evaluative theologians.

Religious Studies Curriculum Intent

Within the KS3 schemes of work our intention is to give all students in years 7 and 8 a solid foundation of knowledge of each of the 6 major world religions and a clear understanding of Human Rights. These components will each cover core beliefs and practices, key figures, sources of wisdom and sacred buildings. The themes in each of the Year 7 and 8 curriculum are universal religious concepts covering Places of worship, sacred texts, founders, festivals and worship. They feature prominently in the study of all the major religions and allow students to imbed their knowledge through their repetition. All of these elements are essential in a student's understanding of faith and religion and will allow our students to engage better with Britain's multicultural and diverse society.

In Y9 we move into Philosophical and Ethical studies of religious belief. This entails the study of topics such as Conflict, Crime and punishment and poverty. This is due to us intentionally echoing elements of the GCSE course which allow students the opportunity of a realistic and genuine taster of the KS4 course for those that wish to take it as an option subject. For those that do not chose to take RS as an option the Y9 course allows the development of descriptive, explanative and evaluative thinking and writing which are transferable skills. The course also allows students to develop a broad philosophical, political, moral and cultural understanding which will be beneficial within further education or the world of work.

Our KS4 is written to the EDUQAS GCSE specification. The course aims to push and challenge students of all abilities to achieve the best outcomes for all. We regularly add elements of A level and even degree level RS into the course to truly challenge our students as we believe in inspiring students to take on RS as an option after leaving this school.