



Religious Studies Department – Curriculum Intent

Head of Department: Ms H Stedman

Year Group	7					
Rationale/ Narrative	<p>Include sequencing choices/ links to previous content or any subject specific pedagogy.</p> <p>At KS3 we use an enquiry-based approach to study religion and worldviews adapted from the Trafford Agreed Syllabus. We have selected units that balance across the strands of ‘Living’, ‘Believing’ and ‘Expressing’. Lessons within units are sequenced as ‘pieces of a jigsaw’. Upon completion of any given unit, students should have the ‘complete picture’ and be able to respond to the overarching enquiry question in detail.</p> <p>Through our curriculum in lower school we strive to fulfil the principal aim of RE; to guide pupils in systematic enquiry of significant human questions. By the end of the Key Stage we expect our students to be religiously literate and be equipped with the tools required to articulately engage in discussions around religion and belief. In doing so we aim to provide solid foundations for further study at GCSE and A level.</p> <p>The religions and worldviews studied at KS3 are Christian, Muslim, Buddhist, Sikh and Humanist.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS- 11 LESSONS	7 WEEKS- 11 LESSONS	6 WEEKS 9 LESSONS	7 WEEKS 11 LESSONS	5 WEEKS 8 LESSONS	6 WEEKS 9 LESSONS
TOPICS/ KNOWLEDGE	<p><u>What is religion?</u></p> <p>Introductory unit on the common terminology and features shared across most belief systems. What are the foundational beliefs for Christians, Muslims, Sikhs and Buddhists?</p> <p>What are the different ways of studying RE?</p>	<p><u>What is so radical about Jesus?</u></p> <p>An in-depth study about the varied Christian views of Jesus. How do people within Christianity (and other world views) understand and live out the teachings of Jesus in the world around them? Was he radical or not radical enough?</p>	<p><u>Should religious buildings be used to feed the starving?</u></p> <p>In depth study about the purposes and types of worship within Christianity, Sikhism and Islam. Why do places of worship exist and how do they help religious communities?</p>	<p><u>What is Good and What is difficult about being a young Muslim?</u></p> <p>Study of Muslims and Sikhs ways of living, beliefs and communities. Exploration of challenging questions about the place of religion in Britain today.</p>	<p><u>Is death the end? Does it matter?</u></p> <p>In depth study of the spectrum of religious and secular world views about life after death. How do beliefs about an afterlife frame how we live, see the world, and prepare for death?</p>	<p><u>How can the spiritual be expressed through art?</u></p> <p>In depth study of different religious ways of life and their concepts of worship, spirituality the different ways these can be expressed.</p> <p>Student will draw specifically on their knowledge of Christianity, Islam and Buddhism and explore how faith can be expressed though mediums such as music and visual art.</p>



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SKILLS	<p>Identify, Recall, Describe, Explain, Compare Contrast, Create</p>	<p>Give a supported view as to how radical Jesus' views towards women were.</p> <p>Give a supported view as to how radical Jesus' views towards wealth and poverty were.</p> <p>Consider the question of who Jesus came to save and evaluate a variety of answers.</p> <p>Express insight into the question of how radical Jesus was, in the light of different views.</p> <p>Explain, with reference to historical context, how radical Jesus was.</p> <p>Evaluate different views on whether Christians have been radical enough.</p>	<p>Explain and interpret a range of understandings of worship.</p> <p>Explain how welcoming and charitable actions can be seen as worship.</p> <p>Consider the key question and evaluate a variety of answers.</p> <p>Express insight into the purpose of worship, in light of different views</p> <p>Observe and comment on the function of worship in the lives of believers.</p> <p>Draw general conclusions about the purpose of worship across traditions, in light of positive and negative views .</p>	<p>Appreciate what is good about being a teenage Sikh or Muslim in Britain today and appraise what challenges are involved.</p> <p>Investigate and explain what Sikh or Muslim teenagers say about Western values and express their own views .</p> <p>Explain how ancient spiritual practices still sustain believers.</p> <p>Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society.</p> <p>Examine and evaluate British society's treatment of immigrant religious groups.</p>	<p>Explain a range of beliefs regarding the possibility of life after death.</p> <p>Account for the roots of these diverse beliefs.</p> <p>Judge the importance of this life compared to the hope of an afterlife, offering different views.</p> <p>Evaluate the impact of differing views of life after death on how individuals view earthly life.</p> <p>Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions.</p> <p>Analyse what visions of life after death reflect about an individual's view of existence.</p>	<p>Explain the impact of music and art in helping people to express ideas beyond words, including beliefs.</p> <p>Present a variety of interpretations of the 'spiritual' and explain how these are expressed.</p> <p>Consider how far music and art help believers understand big ideas in their tradition.</p> <p>Investigate and explain how and why music and art are important ways of expressing the spiritual.</p> <p>Explain and interpret the influence of a wide range of cultural expression through the arts in different religions.</p> <p>Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life.</p> <p>Interpret a range of views on the importance of the spiritual within religion and non-religious worldviews</p>
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ASSESSMENTS	Baseline Assessment	Substantive knowledge Progress Test	Essay based assessment answering overarching enquiry question	Essay based assessment answering overarching enquiry question	Substantive knowledge Progress Test	Spirited Arts Project End of Year Summative Assessment
Memory and links	<p>This unit is designed so that all students have a shared basic framework and language with which to talk about religion and world views as they progress through the curriculum.</p>	<p>Exploration of key feature of religion (Leaders).HT1</p> <p>Use of Religious terminology and foundational beliefs in Christianity from HT1.</p> <p>Varied application of KS2 knowledge of Christianity.</p> <p>Clear links to GCSE Christianity Paper 1- Incarnation and codes for living.</p> <p>Clear links A level Spec DCT component. Person of Jesus Christ, CMP, CMA, Gender and Theology, Gender and Society.</p>	<p>Exploration of key feature of religion (Worship). HT1.</p> <p>Use of key terminology from what is religion HT11.</p> <p>Use of foundational beliefs lesson for Sikhism, Christianity and Islam from HT1.</p> <p>Links with Jesus’ key teaching on poverty from HT2.</p> <p>Clear Links with Islam Practices (Zakat/ Ummah/ Sawm) component of GCSE Spec Paper 1.</p>	<p>Exploration of key feature of religion (Commitment and Community). HT1</p> <p>Importance of places of worship for young Sikhs and Muslims in Britain. HT3</p> <p>Prejudice and Discrimination links to Y8 Unit 1.</p> <p>Links to General RE Prejudice and Discrimination and Anti Semitism.</p> <p>Broad introduction to some Islamic Practices which will provide a spring board for further study at GCSE.</p>	<p>Exploration of key feature of religion (Rules) living when considering the afterlife (HT1/2/3).</p> <p>Use of Religious terminology and foundational beliefs in Buddhism from HT 1.</p> <p>Exploration of morality. Does it come from religious authorities (like Jesus HT2) or is it innate?</p> <p>Exploration of ways places of worship are used (funerals) (HT3).</p> <p>Clear links to GCSE Christianity beliefs and Practices.</p> <p>Provides foundation for comparison at GCSE for Islamic views of LAD.</p> <p>Clear Links to A Level DCT Death and the Afterlife.</p> <p>Spring board for GCSE themes regarding ethics and reasons for behaving morally.</p>	<p>Revisiting concepts of life after death from both Buddhists and Christian perspectives. (HT5).</p> <p>Revisiting key aspects of Jesus Life (HT2).</p> <p>Comparison of art as an alternate form of worship (HT3).</p> <p>Clear links with Christian Beliefs GCSE Paper 1 (Life of Jesus, informal worship/ liturgical worship).</p> <p>Clear links with Islamic Nature of God in GCSE Paper 1.</p>



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VOCAB	Theology, Philosophy, Social Science, Artefact, Sacred, Artefact, Religion, Worship.	Pharisees, Messiah, Resurrection, Radical, Jewish Scholar, Gospel Pacifist.	Zakat, Sewa, Worship, Devotion, Gurdwara, Mosque, Eid Al Adha, Quran, Pilgrimage.	Diversity Ummah, Adhan, Imaam, Prejudice, Discrimination, Islamophobia. Amrit, 5ks.	Nicene Creed, Atonement, Heaven, Hell, Purgatory, Cremation, Humanist, Atheist, Morality, Agnostic, Theist, Reincarnation, Samsara, Birth, Rebirth, Liberation.	Mandala, Fresco, Shinto, Psalm, Hymn, Shirk, Spirituality, Devotion, Ineffable.
Careers	<p>Employability Skills – teamwork, creativity, leadership presenting - Create your own religion group project and presentation</p> <p>Career: Marketing director, Retail buyers, employers, HR personnel, tableware designers, confectioners.</p>	<p>Employability skills - creativity Creating an acrostic poem about pacifism</p> <p>Social Action group- Working to provide support and equality for all (Shelter, Women's aid, Choose love, George House Trust)</p>	<p>Employability Skills - research – Homework researching non-worship activities held in churches</p> <p>Social Policy – Prioritising needs and evaluating housing needs within a community</p>	<p>Employability Skills – listening to and respectfully responding to the opinions of others on matters of diverse religious practice</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy</p>	<p>Employability Skills – listening - listening sensitively to others' experiences of funerals</p> <p>Medicine/Nursing/ Care work – Introduction to the value of life and alleviating suffering. Introduction to Medical Ethics counsellor, medical professionals, make up artists, funeral directors, media professionals.</p>	<p>Employability Skills - creativity and presenting - Creating a piece of artwork</p> <p>Art Curator-analysing symbolism of images of spirituality through art.</p>



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Year Group	8					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WEEKS AND LESSONS	7 WEEKS-	7 WEEKS	6 WEEKS	7 WEEKS	5 WEEKS	6 WEEKS
TOPICS/ KNOWLEDGE	<p><u>Is religion a power for peace or a cause of conflict?</u></p> <p>In depth exploration of different examples of religious engagement with conflict and peace.</p> <p>This unit aims to provide, as Prof Ted Cantle states ‘A safe place for dangerous conversations’ and opportunities deep learning through exploring ideas which society often hides from view.</p>		<p><u>Do we need to prove Gods existence?</u></p> <p>Exploration of different religion and worldviews about the importance place of belief and faith hold in their lives,</p> <p>Why are Buddhists are relatively unconcerned about the idea of God? Why this is a vital matter for Christians, and why atheists reject the idea of God? The concept of proof is examined alongside related ideas about evidence, belief, perspective and interpretation.</p>		<p><u>Why is there suffering? Are there any good reasons?</u></p> <p>Analysis of different religious and spiritual ways of life about their view of suffering.</p> <p>How do people within a religion or world view understand and live with suffering in the world around them?</p>	
SKILLS	<p>Present a coherent account of why some see religion as a power for peace, supported by evidence.</p> <p>Present a coherent account of why some see religion as a cause of conflict, supported by evidence.</p> <p>Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning.</p> <p>Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world.</p> <p>Express well-informed insights into the nature of peace: active nonviolence or passive absence of war?</p> <p>Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil?</p>		<p>Give an account of God’s existence using a rational argument.</p> <p>Explain a worldview which does not set out to prove God’s existence.</p> <p>Offer reasons as to why we do or do not need to prove God’s existence.</p> <p>Evaluate whether God’s existence can ever be proven.</p> <p>Analyse the value of proof and faith in this debate.</p> <p>Justify a view as to the value of the attempt to prove God’s existence using rational arguments.</p>		<p>Give informed insights into two Christian views about why people suffer, supported by evidence from biblical texts.</p> <p>Contrast two views of why we suffer from two different traditions.</p> <p>Argue the case that religions do or do not offer good solutions as to why we suffer.</p> <p>Consider and weigh up how far religious answers to the question of suffering are universally useful.</p> <p>Evaluate critically the idea that suffering is a natural human state to which there is no solution.</p> <p>Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.</p>	
ASSESSMENTS	<p>Extended answer giving an in depth response to the overall enquiry question.</p>		<p>Extended answer giving an in depth response to the overall enquiry question.</p>		<p>Extended answer giving an in depth response to the overall enquiry question.</p>	



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MEMORY AND LINKS	<p>Memory:</p> <ul style="list-style-type: none"> Year 7 Term 1B What was radical about Jesus <p>Links:</p> <ul style="list-style-type: none"> Year 11 GCSE Peace and Conflict Y10 GCSE Crime and Punishment: Forgiveness, Reconciliation, justice Y10 Relationships and families- Equality in Gender roles. 	<p>Memory:</p> <ul style="list-style-type: none"> Builds on Y7 Term 1A What is Religion? <p>Links:</p> <ul style="list-style-type: none"> Year 11 GCSE Existence of God and Revelation Year 10 GCSE Islamic Practices - Prayer 	<p>Memory:</p> <ul style="list-style-type: none"> Year 8 Term 2 arguments against the existence of God Year 7 Spring 1 - Should Religious building be sold to feed the poor? <p>Links:</p> <ul style="list-style-type: none"> Year 9 GCSE Christian beliefs - Creation, The Fall and The Crucifixion/ Resurrection/ Atonement Year 9 GCSE Christian Practices – Charity Year 10 GCSE – Islamic practices – Zakah
VOCAB	<p>Civilians, combatant, deterrent, justice, terrorism, Khanda, Guru Nanak, Monotheism, Gurdwara, Guru Granth Sahib, Khalsa, Just War Theory, St Thomas Aquinas, Geneva Conventions, pacifism, non-violence, Martin Lither King, Segregation, Civil Rights, prejudice, discrimination, stereotype, Jihad, lesser jihad, greater jihad</p>	<p>Fact, belief, opinion, atheist, agnostic, theist, Theos, agnostos, symbolism, Cosmological Argument, Causation, Allah, Thomas Aquinas, Cosmos, The Kalam Cosmological Argument, faith, Salah, contingent, infinite, “5 Ways”, faith, religious experience, prayer, miracle, numinous, conversion, The Buddha, Nirvana, Enlightenment, Rebirth, Karuna, Four Noble Truths, Eightfold Path, Lovingkindness, meditation, moral evil, natural evil, cultivation, Richard Dawkins, pluralism, humanist, Big Bang, Evolution, Design, natural selection, Creationism, Intelligent design, illusion</p>	<p>Suffering, poverty, hunger, disease, Human and Natural Suffering/evil, ignorance, intentional, emotional/ physical/ existential suffering, relative and absolute suffering, Free Will, The Fall, Evil, Job, Genesis, Proverbs, Sin, temptation, betrayal, crucifixion, Lazarus, David Hume, omnipotent, omnibenevolent, philosophical, theological, psychological, Four Noble truths, Siddhartha Gautama, cravings, greed, Middle Way, Eightfold Path, enlightenment, nirvana, Karuna</p>
Careers	<p>Employability Skills - teamwork; problem-solving; listening - Group work on Jihad – deciding which group will be given assistance based on concepts Just War and Jihad</p> <p>Journalism/ Media - Students examined the bias in The Media and subsequent impact on prejudices and discrimination towards Islam.</p> <p>The Armed Forces – Students have considered what makes a war “Just” and what is considered a” War Crime”. This will prepare students for the reality of being a combatant in the Armed Forces.</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy</p>	<p>Employability Skills - problem-solving - Detective task in Lesson 4 – Personal religious experience</p> <p>All careers requiring presenting and supporting a point of view (e.g. Law, Journalism, Politics) - Analysing concepts of proof and faith, presenting their own opinions and justifying these with evidence.</p>	<p>Employability Skills - problem-solving; presenting – Lessons 7 & 8 – Are there any good solutions to suffering? Students evaluate a variety of responses and formulate their own opinions of them Staying positive – focusing on solutions to suffering</p> <p>Charities Sector – Focus on alleviating suffering prepares students for careers in charities.</p> <p>Housing Associations and Local Authority Housing – Students have considered the importance of high-quality housing in alleviating poverty.</p> <p>Social work/ Healthcare/ All caring professions – Students have considered how people can alleviate suffering.</p>



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Year Group	9 GCSE AQA Specification A					
Rationale/ Narrative	Due to an uplift in lesson time in lower school, every student now begins their studies for GCSE Religious Studies in Year 9. We have chosen the AQA syllabus with a specific focus on Christianity and Islam as this best reflects the demographic of our student body. We feel the themes we have selected from AQA specifically are ones which will spark our students passion, enable them to develop their cultural and moral values and support them in becoming active citizens. In their first year of study, students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam and Christianity - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. The course is taught using booklets to ensure all students have the same high quality learning experience. We also use this method of teaching to support organization, revision and long term retention.					
WEEKS AND LESSONS	Autumn 1 7 WEEKS - 11 LESSONS	Autumn 2 7 WEEKS - 11 LESSONS	Spring 1 6 WEEKS - 9 LESSONS	Spring 2 7 WEEKS - 11 LESSONS	Summer 1 5 WEEKS - 8 LESSONS	Summer 2 6 WEEKS - 9 LESSONS
TOPICSS/ KNOWLEDGE	<u>Christian Beliefs</u> Nature of God, The trinity, Creation, Jesus incarnate, key teachings, the crucifixion, ascension, atonement, the great commission, life after death.		<u>Islamic Beliefs</u> The nature of God and Tawhid, Prophethood, Muhammed (pbuh), Articles of faith, Roots of Usul A Din, Judgement day, Life after death, Angels, predestination.		<u>Christian Practices</u> Eucharist, Pilgrimage, Easter, Christmas, Christian charity, Worship, Prayer, Mission and Evangelism, Reconciliation and the world wide Church.	
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	Answering different exam style questions. 12 mark questions. End of unit Past Paper.		Answering different exam style questions. 12 mark questions. End of unit Past Paper.		Answering different exam style questions. 12 mark questions. End of unit Past Paper.	
MEMORY AND LINKS	Memory: <ul style="list-style-type: none"> Year 7 Term 1 - What is religion? Builds on foundational lesson on Christianity Year 8 Term 3 - Why is there suffering? Revisiting The Fall in Gensis and the story of Job and considering them as theodicies Links: Foundational beliefs underpin the different denominational responses to the Themes considered in the Themes paper Foundational beliefs also underpin Practices. DCT: Person of Jesus Christ DCT: Death and the Afterlife DCT: Christian Moral Principles		Memory: <ul style="list-style-type: none"> Year 7 Term 1 - What is religion? Builds on foundational lesson on Islam Year 7 Spring 2 - What is good and what is difficult about being a young Muslim? Links: Foundational beliefs underpin the different denominational responses to the Themes considered in the Themes paper Foundational beliefs also underpin Practices.		Memory: <ul style="list-style-type: none"> Year 7 Term 1 - What is religion? Builds on foundational lesson on Christianity Links: Y7 Was Jesus radical? Links: DCT: Christian moral Principles DCT: Peace and Conflict	



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<p>SMSC, BRITISH VALUES</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – as upheld by the Equality Act 2010</p> <p>Personal: What can a Christian learn from Jesus examples?</p> <p>Moral: What lessons about prejudice and inequality can be learnt from Christs example?</p>	<p>Social/Cultural – impact of key beliefs on social/cultural structures like fasting & zakat.</p> <p>Moral – teachings Judgement Day and how they may affect human behavior</p> <p>Spiritual- Are angels still relevant in the modern world? Personal- What is the best way for a Muslim to understand Allah</p> <p>Values – individual liberty linked to freedom of religious belief & Equality Act.</p>	<p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith – as preached by Jesus in the parable of the Good Samaritan.</p> <p>Individual liberty – the Christian emphasis on assisting those suffering from persecution.</p> <p>Social: The role and importance of the world wise Church</p> <p>Spiritual: The importance and variety of ways Christians demonstrate their faith how this varies between denomination and cultures.</p>
<p>VOCAB</p>	<p>Denominations Catholics, Protestants, Church of England, Omnipotent, Omni benevolence, Trinity, Resurrection, Judgement, Incarnation, crucifixion, salvation, atonement, reconciliation, The Ascension</p>	<p>Allah, immanence, transcendence, omnipotent, merciful, justice, Makkah, Quran, Surah, Hadith, Sunnah, Akhirah, Day of Judgement, Qadr, Sunni, Shi'a</p>	<p>Liturgy, Liturgical worship, non-liturgical worship, charismatic worship. The Rosary, Meditation, Prayer. Sacraments: Infant Baptism, Believers Baptism, The Eucharist (Holy Communion), transubstantiation. Pilgrimage, Christmas, Holy Week and Easter. Food Banks, Street Pastors, Christian Mission, Evangelism. Persecution, Reconciliation. Poverty in LEDCs</p>
<p>Careers</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting - Incarnation and Birth narratives lesson – Students’ research one area and then conduct a jigsaw task presenting their area, listening to other students in their group and making relevant notes problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing Product Designer Creative Media HR</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback Visual Merchandiser Marketing Product Designer Creative Media HR</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Careers in Global development – An understanding of Poverty in LEDCs</p> <p>Prison Spiritual Advisor, Funeral Director</p>



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Year Group	10 AQA Religious Studies Specification A					
Rationale/ Narrative	We have chosen the AQA syllabus with a specific focus on Christianity and Islam as this best reflects the demographic of our student body. We feel the themes we have selected from AQA specifically are ones which will spark our student’s passion, enable them to develop their cultural and moral values and support them in becoming active citizens. In their first year of study students will deepen their knowledge of how religious beliefs and practices shape the lives of believers. Students will look at religious scriptures - with a specific focus on Islam and Christianity - and consider their authority; why some aspects of scripture may contrast with attitudes in modern society and how religious believers assimilate the two in a way that ensures they remain true to their faith whilst upholding contemporary British values. Students will also consider more broadly Christian, Islamic and secular worldviews on moral issues such as the environment and the value of human life, the family, crime and punishment; and peace and conflict. The course is taught using booklets to ensure all students have the same high quality learning experience. We also use this method of teaching to support organization, revision and long term retention.					
WEEKS AND LESSONS	Autumn 1 7 WEEKS- 17 LESSONS	Autumn 2 7 WEEKS- 17 LESSONS	Spring 1 6 WEEKS 15 LESSONS	Spring 2 7 WEEKS 17 LESSONS	Summer 1 5 WEEKS 12 LESSONS	Summer 2 6 WEEKS 15 LESSONS
TOPICS/ KNOWLEDGE	<u>Christian Beliefs</u> Nature of God, The trinity, Creation, Jesus incarnate, key teachings, the crucifixion, ascension, atonement, the great commission, life after death.	<u>Christian Beliefs</u> Nature of God, The trinity, Creation, Jesus incarnate, key teachings, the crucifixion, ascension, atonement, the great commission, life after death.	<u>Islamic Beliefs</u> The nature of God and Tawhid, Prophethood, Muhammed (pbuh), Articles of faith, Roots of Usul A Din, Judgement day, Life after death, Angels, predestination.	<u>Islamic Practices</u> The five Pillars: declaration of faith, prayer, fasting, charity, pilgrimage, Eid, Ashura Sunni and Shia differences	<u>Christian Practices</u> Eucharist, Pilgrimage, Easter, Christmas, Christian charity, Worship, Prayer, Mission and Evangelism, Reconciliation and the world wide Church.	<u>Crime and Punishment</u> Sin, Crime, Aims of punishment, types of punishment, Death penalty, corporate punishment, Forgiveness, Repentance
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	Answering different exam style questions. 12 mark questions. End of unit Past Paper.	Answering different exam style questions. 12 mark questions. End of unit Past Paper.	Answering different exam style questions. 12 mark questions. End of unit Past Paper.	Answering different exam style questions. 12 mark questions. End of unit Past Paper.	Answering different exam style questions. 12 mark questions. End of unit Past Paper.	Answering different exam style questions. 12 mark questions. End of unit Past Paper.
Memory and Links	<u>DCT</u> Person of Jesus Christ, Christian Moral Principles <u>Links: GCSE</u> Links with Christian Practices taught next year	<u>Memory:</u> Year 7 Term 1 What is religion? Builds on foundational lesson on Christianity <u>Links: GCSE</u> Links with Christian Practices taught next year	<u>Memory:</u> Year 7 Term 1 What is religion? Builds on foundational lesson on Islam <u>Links: GCSE</u> Links with Islamic Practices taught next year	<u>Memory:</u> Year 7 Term 1 What is religion? Builds on foundational lesson on Islam <u>Links: GCSE</u> Links with Islamic Practices taught next year	<u>Memory:</u> Year 7 Unit 3 - Should religious building be sold to feed the poor? Christian beliefs	<u>Memory:</u> Year 8 Unit 1 – Is religion a power for peace or a cause of conflict Year 8 Unit 3 – What is suffering? Are there any good solutions to suffering? Crime and Concepts of forgiveness and reconciliation <u>Links:</u> Peace and Conflict, Liberation Theology Person of Jesus Christ: Teacher of wisdom



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<p>Vocab</p>	<p>Denominations Catholics, Protestants, Church of England, Omnipotent, Omni benevolence, Trinity, Resurrection, Judgement, Incarnation, crucifixion, salvation, atonement, reconciliation, The Ascension</p>	<p>Denominations Catholics, Protestants, Church of England, Omnipotent, Omni benevolence, Trinity, Resurrection, Judgement, Incarnation, crucifixion, salvation, atonement, reconciliation, The Ascension</p>	<p>Allah, immanence, transcendence, omnipotent, merciful, justice, Makkah, Quran, Surah, Hadith, Sunnah, Akhirah, Day of Judgement, Qadr, Sunni, Shi'a</p>	<p>Shahadeh, Salah, Jummuah prayer Sawm, Zakah, Hajj, Makkah, Kaaba, Zamzam, Al-Safa and Al-Marwa, Mount Arafat, Muzdalifah, Jamarat, Madinah, mosque, minaret, mihrab, qiblah, 10 Obligatory Acts of Shiaism, Jihad, Eid ul Fitr, Eid ul Adha, Ashura</p>	<p>Liturgy, Liturgical worship, non-liturgical worship, charismatic worship. The Rosary, Meditation, Prayer. Sacraments: Infant Baptism, Believers Baptism, The Eucharist (Holy Communion), transubstantiation. Pilgrimage, Christmas, Holy Week and Easter. Food Banks, Street Pastors, Christian Mission, Evangelism. Persecution, Reconciliation. Poverty in LEDCs</p>	<p>Law & Order, Evil, Justice, Morality, Conscience, Sin, Hate crimes, prejudice, deterrence, retribution, reformation,</p>
<p>Careers</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing Product Designer Creative Media HR Interfaith Network</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing buyer Product Designer Creative Media HR Interfaith network</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing buyer Product Designer Creative Media HR Interfaith Network</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Visual Merchandiser Marketing buyer Product Designer Creative Media HR Interfaith Network</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Prison Spiritual Advisor Events Planner Global Fund International Aid Coordinator</p>	<p>Employability Skills - problem-solving, aiming high, staying positive – Peer marking tasks and providing constructive feedback</p> <p>Human relations roles – An understanding of Prejudice and the ability to recognise discrimination in action and in policy and creating equal opportunities policy</p> <p>Youth Offending Team Probation officer Lawyer Police officer</p>



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Year Group	11 OCR Specification focusing on Islam and Christianity and Philosophy and Ethics in the modern world					
Rationale/ Narrative	Year 11 study the Paper 2 component of the course. In their first year of study students studied the content for Paper 1. The exploration of Christian and Islamic beliefs and practices has enabled students to gain a solid foundation of core principles that they can then apply to contemporary moral issues. Themes covered in Year 11 include Peace and Conflict, Arguments for God, Relationships and Families; and Dialogues within and religious groups. Classes are shared between staff and content is split to allow them to maximize their strengths in subject knowledge. Content is taught in tandem to allow students to better appreciate synoptic links that run throughout the curriculum.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS/ KNOWLEDGE	<p><u>Peace and Conflict</u></p> <p><u>Violence and conflict</u> Forms of violence, War, Justification of violence, Just War theory.</p> <p><u>Peace and peace making</u> Pacifism, Non-violence as force, Value of peace Forgiveness and reconciliation : Forgiveness, Justice, fairness and injustice, Reconciliation</p>		<p><u>Existence of God and Revelation</u></p> <p><u>The Question of God</u> The nature of the Christian God, The problem of the existence of evil and a world designed by a God who is good <u>The nature of reality</u> Arguments about the existence of God • Ideas about the purpose of the world • Ethical living <u>Experiencing God</u> Revelation by the divine, Miracles, Perception of the divine</p>		<p><u>Revision for final exams</u></p>	<p>N/A</p>
	<p><u>Relationships and Families</u> The role of parents and the family, nature and purpose of marriage, pre and extramarital sex, cohabitation, same sex relationships and civil partnerships, contraception, gender roles, prejudice and equality</p>		<p><u>Dialogues within and between religious groups</u> History of faith in Britain, Church and state, faith in education, secularization, inclusivism and exclusivism, abortion, euthanasia fertility treatment</p>			
SKILLS	Identifying, Describing, Explaining, Comparing and Contrasting Analysing, Sustaining a critical line of argument, Evaluating and reaching a Justified Conclusion					
ASSESSMENTS	Answering exam style questions throughout the course 2 x Mocks of full topic papers					
Memory and Links	<p>AUT Peace and conflict GCSE builds upon the Year 8 Topic; Is Religion a power of peace or cause of conflict in the world today. There are numerous overlaps including the Christian views on war and Peace.</p>		<p>AUT The existence of God GCSE unit builds upon the Year 8 topic; Do we need to prove the existence of God? More specifically the argument from Design, Cosmology and Religious experiences are covered at both levels.</p>			
	<p>HST-</p> <ul style="list-style-type: none"> • Links with PSHE Sex Ed- Contraception, healthy relationships, role of parents Y9 • Links with A level Gender and Society (Y13 SP) • Link with A level Gender and Theology (Y13 SP) • Link with Y12 Summer- CPM • Link with religious normative ethics Y12- Natural Law and Situation Ethics (Aut 1) • Link to Sex Ethics (Y13 Aut 1) • Links back to Sikhism and the importance of equality (Y8 HT1) 		<p>HST</p> <ul style="list-style-type: none"> • Links to 'Is death the end?' Y7- Rules and afterlife • Link to Y13 Secularization • Link to Y12- Life after death • Link to Y13 DCT- Religious Pluralism and Theology • Link to PSHE content- Pregnancy choices • Link to General RE Y11- Attitudes to medical ethics • Link to Y12 Applied Ethics (Spring) 			



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Vocab	<p><u>Peace and Conflict</u> Conscientious objector, conventional warfare, Justice, Pacifism, Reconciliation, Retaliation, Protest, Amnesty, Terrorism, Nuclear</p>	<p><u>Existence of God and Revelation</u> Theist, Atheist, Agnostic, Omnipotent, Omniscient, Omnibenevolent, Grace, Teleological, Cosmological, Design, Moral, Aquinas, Kalam.</p>		
	<p><u>Relationships and Family</u> Heterosexual, Homosexual, commitment, cohabitation, family, divorce, remarriage, gender equality, Stability, Egalitarian, eternity, sacrament, fidelity, monogamous</p>	<p><u>Dialogues</u> Secularization, Inclusivism, Intrafaith exclusivism, Interfaith exclusivism, Enlightenment, Monarch, State</p>		
Careers	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>Family Planning Doctor Celebrant Solicitor Relationship Councilor Social Worker</p> <p>United Nations Global Goals employee Amnesty international Ambassador Councilor</p>	<p>Employability Skills - teamwork; leadership; problem-solving; creativity; listening; presenting; aiming high; and staying positive</p> <p>Legislator MP Lawyer Politics Education Journalism</p>		



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Year Group	12 OCR Specification Ethics Philosophy and DCT					
Rationale/ Narrative	<p>Students are taught by two specialist teachers. The content is split and delivered by two member of staff in tandem to allow staff to maximize their subject knowledge and support students in making synoptic links from across the course.</p> <p>HST- Narrative Ethics: Students start off by considering two religious normative ethical theories before comparing them to the two secular theories on spec. Students then apply them to specific moral issue (Euthanasia and Business ethics) DCT= Students start off by considering the nature of Person of Jesus Christ as the defining figure in Christianity. They then analyse how and why there is variation in Christian Moral Values by exploring the differing emphasis placed on scripture, the church and reason by different denominations. Students complete the course by looking at historical Christian Bonhoeffer and how his interpretation of Christian morality inspired his actions in the second World War.</p> <p>AUT- Narrative Philosophy- Students begin the course by studying the foundation blocks of western Philosophy – Plato and Aristotle; their epistemology and meta physics. This is followed by a closely related topic- the mind, body and soul. Once this is completed a logical leap to the DCT unit ; Christian beliefs on life after death is made. This is followed by 2 more DCT units, Knowledge of God and St Augustine and Human Nature. Towards the end of the year students turn back to Philosophy and complete their first A Level year by studying arguments FOR God based on observation, experience and reason. The final two Philosophy units include religious experiences and arguments against God; Evil and Suffering (this unit normally continues into year 13).</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS/ KNOWLEDGE	AUT Ancient philosophical influences Soul, mind and body DCT – Christian view on Life after Death DCT- St. Augustine and Human Nature DCT- Knowledge of God		AUT Religious experience Arguments for God based on observation Arguments for God based on reason		AUT The problem of evil	
	HST Normative Ethics: Natural Law Situation Ethics Utilitarianism Kant		HST Applied Ethics Business Ethics Euthanasia		HST DCT Person of Jesus Christ Christian Moral Principles Christian Moral Action	
SKILLS	Application, Critical analysis, Evaluation, Sustaining a critical line of argument, Rigorous study of religion and belief and consideration of its relevance to the wider world, appreciation of religious thought and its contribution to individuals, communities and societies.					
ASSESSMENTS	40 mark essay question after each unit covered. mocks					
Memory and Links	AUT Links to the year 8 unit on life after death and the GCSE units on Christian beliefs.		AUT Links to the GCSE Philosophy units on Design, Cosmological argument and moral argument.		AUT Links to the GCSE unit- Christian responses to suffering-theodicies.	
	HST Memory- Basic comparisons may be drawn between religious and atheist methods of moral judgement as explored in GCSE Themes.		HST Memory: Links to applied ethics in GCSE (abortion, euthanasia, dialogues) Reinforces understanding of normative ethical theories.		HST Memory Y7- Was Jesus Radical, Christian beliefs the Incarnation	



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	<p>Links to Applied Ethics Sex Ethics SE- Conscience NL- Christian Moral Principles Conscience and Meta Ethics</p>	<p>Links with Sexual Ethics Y13.</p>	
Vocab	<p>AUT A priori, A Posterior, Reason. Logic, Metaphysics, Epistemology, Ideals, Empiricism,</p>	<p>AUT: Ineffable, Passive, Noetic, Transient, Teleological, Aquinas, Cosmological, Ontological, Corporate, Visions, Voices,</p>	<p>AUT: Inconsistent Triad, Evil, suffering, Theodicy, Soul Making, Hume, Augustine, Likeness, Image</p>
	<p>HST Telos, eudaimonia, teleological, deontological, precept, absolute, relative, reason, agape, duty, hedonism, doctrine of double effect, summon bonum, categorial imperative, hypothetical imperative, duty goodwill</p>	<p>HST Corporate social responsibility, globalization, whistleblowing, hypocritical window dressing, capitalization, tokenism, sustainability, corruption, cost minimization, stakeholder, consumer.</p> <p>Active euthanasia, passive euthanasia, Dignitas, assisted suicide, slippery slope, sanctity of life, quality of life, dignity, free will, doctrine of double effect.</p>	<p>HST Trinity, Miracle, hypostatic union, homoousious, consciousness, doctrine, divine, wisdom, liberator,</p> <p>Heteronomous, Theonomous, autonomous, Biblicist, literalist, hermeneutics,.</p>
Careers	<ul style="list-style-type: none"> • Pursuing Law, Compliance, And Policy In The Public Interest • Empowering And Educating Youth • Incorporating Values Into Academic Research, Scholarship, And Higher Education • Making Change Through Public Service, Non-Profit Work, and Philanthropy 	<ul style="list-style-type: none"> • Advancing Health and Social Justice • Encouraging Socially-Responsible Business and Social Entrepreneurship • Palliative Care 	<ul style="list-style-type: none"> • Biblical Scholar • University Lecturer • Teacher



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Year Group	13 OCR Specification Ethics Philosophy and DCT					
Rationale/ Narrative	<p>Students are taught by two specialist teachers. The content is split and delivered by two member of staff in tandem to allow staff to maximize their subject knowledge and support students in making synoptic links from across the course.</p> <p>HST- Narrative Ethics: Students start the year by exploring. The concept of conscience as the driving force behind moral behavior. Students then move on to explore Sexual Ethics and utilize how well ethical theories are in practicality when applied to the sexuality in contemporary modern society. Students then round off the Ethics component</p> <p>AUT- Narrative Philosophy- Students begin the course by studying the foundation blocks of western Philosophy – Plato and Aristotle; their epistemology and meta physics. This is followed by a closely related topic- the mind, body and soul. Once this is completed a logical leap to the DCT unit ; Christian beliefs on life after death is made. This is followed by 2 more DCT units, Knowledge of God and St Augustine and Human Nature. Towards the end of the year students turn back to Philosophy and complete their first A Level year by studying arguments FOR God based on observation, experience and reason. The final two Philosophy units include religious experiences and arguments against God; Evil and Suffering (this unit normally continues into year 13).</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS/ KNOWLEDGE	<p>AUT Philosophy- Religious Language DCT- Religious Pluralism and Theology</p>		<p>AUT DCT- Secularism Philosophy- Nature of God</p>		<p>AUT Philosophy- Nature of God continued Revision</p>	
	<p>HST Ethics: Conscience Sex Ethics Meta Ethics</p>		<p>HST DCT- Gender and Theology DCT- Gender and Society</p>		<p>HST DCT- Liberation Theology</p>	
SKILLS	Application, Critical analysis, Evaluation, Sustaining a critical line of argument, Rigorous study of religion and belief, Consideration of its relevance to the wider world, Appreciation of religious thought and its contribution to individuals, communities and societies.					
ASSESSMENTS	40 mark essay question after each unit covered. 2 X Mocks					
Memory and Links	<p>AUT Remarkably close links to Psychology and Sociology, Marx and Freud as well as Linguistics- the role and function of language in society.</p>		<p>AUT Close links to the Sociology topic Religion and society as well as the Philosophy of religion units- proof of God based upon the observation and reason.</p>		<p>AUT Close links to the Sociology topic Religion and society as well as the Philosophy of religion units- proof of God based upon the observation and reason.</p>	
	<p>HST Memory: Sex Ethics: Relationships and Families GCSE Sex Ethics: All normative ethics from y12 t have to be applied to this unit Links: Meta Ethics- Clear links with Religious Language Conscience: Links to psychology VS Theology (Pluralism) Sex Ethics- Links with PSE strand ‘Healthy Relationships’</p>		<p>HST: Memory GCSE Links relationships and Families Y7 Was Jesus radical- treatment of women</p>		<p>HST- Links to Christian Moral Principles Links to Christian Moral Actions Memory GCSE Peace and Conflict</p>	



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Vocab	<p><u>AUT</u> The Cataphatic way, the Apophatic way, Myth, Symbol, Analogy, Language Games, Verification Principle, Falsification principle, Parables, Literalist, Liberalist,</p>	<p><u>AUT</u> Secular, Secularization, Theocracy, Religious, simple, Omnipotent, Omniscient, Omnipresent, Omnibenevolent, Predestination, Free Will.</p>	<p><u>AUT</u> Secular, Secularization, Theocracy, Religious, simple, Omnipotent, Omniscient, Omnipresent, Omnibenevolent, Predestination, Free Will.</p>
	<p>HST Ratio, Synderesis, Consientia, Id, Ego, Superego, Unconscious, Pre conscious, Cognitive, Non cognitive, Emotivist, Intuitionist, Naturalist</p>	<p>HST Feminism, Mullieris Dignatatem, Egalitarian, Complementarianism, Davidic Messiah, Servant King, Sophia, Thealogy, Patriarchy, Gender Expression, Gender biology, Gender Identification</p>	<p>HST Orthodoxy, Orthpraxis, Alienation, Capitalism, Conscientisation, Structural Sin, Preferential treatment of the poor.</p>
Careers	<p>Educational Psychologist Psychiatrist Social Anthropologist Youth offending teams</p>	<p>Women Ed UN Women Human resources Gender Equality and Social inclusion coordinator COP26 Climate and Gender Commitments Consultant</p>	<p>Economist Journalist Political Commentator</p>



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Curriculum Rationale

At Urmston Grammar, it is our firm belief that in order to understand the world, you need to understand religion. Religion is inextricably tied to our history, society and culture. The beliefs and moral standards we hold frame the lens we use to look at the world and in turn, the way we act within it.

In the Religious Studies department we provide enjoyable, meaningful, and thought-provoking learning experiences for every pupil. Within RE lessons we combine academic rigour, meaningful discussion and systematic reflection to equip our students with the powerful knowledge they need to thrive as well-rounded, well-informed citizens in later life.

Students will embark upon a process which will develop their ability to think critically and logically in evaluating some of the finest minds in history. They will learn how to construct a coherent argument, not only when crafting balanced essays, but also when entering the stimulating debates which are a common feature of lessons.

Religious studies incorporates a wide variety of topics including psychology, sociology, law and economics. Universities look favourably on the skills which are developed as they are applicable in a wide variety of disciplines. Students are given numerous opportunities to interact with members of faith communities, attend conferences and hear the testimony of university lecturers to show that religion and philosophy are not merely subjects in books but are alive and vital today.

We aim to equip all students with the ability to think for themselves as they study Religion and Worldviews. We champion all our young people as the leaders of the future and foster environments that encourage all students to be active listeners with the courage to use their voice to justify their viewpoints.

Finally, beyond the important parameters of academic study, religious studies provides students the vital opportunity to consider their own relationship with philosophy, religion and morality, which will often be a process of great importance in the way they choose to live their lives.