



Religious Studies Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<u>SoW: difference does it make to be a Humanist?</u> SACRE: 3.11 (Living) Knowing and understanding: Reasons for atheism. Impact of atheism. Basic beliefs and practices of Humanism. Humanist celebrations. Expressing ideas and insights: Offer justified views of Humanist values and practices and the difference they make. Gaining and deploying skills: Evaluate whether there is anything to learn from Humanist beliefs and practices.	<u>SoW: Is death the end?</u> SACRE: 3.4 (Believing) Knowing and understanding: Christian Creeds. Death rituals. Concepts of heaven and hell. Views of samsara. Expressing ideas and insights: Explain interpretations of views of life after death; literal or metaphorical. Acknowledge diversity in views. Gaining and deploying skills: Analyse what visions of life after death reflect about an individual's view of existence.	<u>SoW: What influences our decision making?</u> Sacre: (Living) Knowing and understanding: Relative and absolute morality. The role and use of animals. Modern medicine. Reformation. Drugs and alcohol. Expressing ideas and insights: Analyse the influence of faith in relation to moral opinions and actions. Gaining and deploying skills: Justify a view of the value of religion and faith in relation to moral opinions and actions.	<u>SoW: Christian Beliefs And Teachings</u> Content: The nature of God. God as omnipotent, loving and just. The oneness of God and the Trinity. Creation. The incarnation. The crucifixion. The resurrection and ascension. Life after death. Judgement. Heaven and Hell. Sin and salvation. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	<u>SoW: Theme B: religion and Life</u> Content: Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence

Autumn 2	<u>SoW: What is so radical about Jesus?</u> SACRE: 3.3 (Believing) Knowing and understanding: Historical accounts of Jesus. Depictions of Jesus. The actions of Jesus. Non-Christian views of Jesus. Expressing ideas and insights: Explain with reference to historical context, how radical Jesus was. Gaining and deploying skills: Evaluate views on whether Christians have been radical enough.	<u>SoW: What are rites of passage?</u> SACRE: (Expressing) Knowing and understanding: Birth rites and coming of age rites within different religions. Expressing ideas and insights: Offer justified views of rites of passages and the associated benefits and challenges. Gaining and deploying skills: Draw conclusions about the impact, meaning and purpose of rites of passage.		<u>SoW: Christian Practices</u> Content: Worship. Prayer. The sacraments. Pilgrimage. Festivals. Food banks. Street Pastors. Mission and evangelism. Church growth. The worldwide church. Christian persecution. The Church's response to poverty. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	<u>SoW: Theme D: Religion, Peace and Conflict</u> Content: Violent protest. Terrorism. War. Nuclear war and weapons of mass destruction. Just war. Holy war. Pacifism and peacemaking. Christian responses to victims of war. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence
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Spring 3	<u>SoW: What difference does it make to be a Sikh?</u> SACRE: 3.11 (Living) Knowing and understanding: Knowing God. God consciousness. Mindfulness. Loving action. Expressing ideas and insights: Offer justified views of Sikh values and practices and the difference they make. Gaining and deploying skills: Evaluate whether there is anything to learn from Sikh beliefs and practices.	<u>SoW: How do people express spirituality?</u> SACRE: 3.7 (Expressing) Knowing and understanding: Muslim activism. Cultural and ethical depictions of Jesus. Mandalas as a reflection of impermanence. The music of Ashkenazi Jews. Understandings of God within Sikh music. Expressing ideas and insights: Interpret a range of views on the importance of the spiritual within religious and non-religious worldviews. Gaining and deploying skills: Express insights into how far growing up in a tradition will shape the way someone sees all aspects of life.	<u>SoW: Is religion a source of peace or conflict?</u> SACRE: 3.12 (Living) Knowing and understanding: War and violence. Religious duty. Pacifism. Conscientious objection. Passive resistance. Islamic Aid. Expressing ideas and insights: Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning. Gaining and deploying skills: Express well-informed insights into the nature of peace. Offer a well informed personal response to the role of conflict in the human condition.	<u>SoW: Muslim Beliefs and Teachings</u> Content: The oneness of God. Key beliefs of Sunni and Shia. The nature of God. Angels. Predestination. Life after death. Prophethood. Holy books. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	<u>SoW: Theme E: Religion, Crime and Punishment</u> Content: Reasons for crime. Types of punishment. Attitudes to lawbreakers. Aims of punishment. Attitudes to suffering. Forgiveness. The death penalty. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence
	Spring 4 <u>SoW: Should religious buildings be sold to feed the</u>	<u>SoW: Does religion help people to be good?</u>	<u>SoW: What difference does it make to believe in minority religions or alternative belief</u>	<u>SoW: Muslim Practices</u>	<u>SoW: Paper 2: Additional Time</u>

	<u>starving?</u> SACRE: 3.6 (Expressing) Knowing and understanding: Role of religious buildings. Work of religious charitable organisations. Duties of religious followers. Expressing ideas and insights: Observe and comment on the function of worship. Gaining and deploying skills: Draw conclusions about the purpose of worship across traditions.	SACRE: 3.10 (Living) Knowing and understanding: Religious rules. Religious principles. Charitable actions. Submission in Islam, Expressing ideas and insights: Justify a supported response to the question of whether religion helps people to be good? Gaining and deploying skills: Offer reasons for a range of ways in which religion inspires moral behaviour, and sometimes immoral behaviour.	<u>systems?</u> Sacre: 3.11 (Living) Knowing and understanding: Scientology. Jehovah's Witnesses. The Church of Jesus Christ of Latter Day Saints. The Amish. Expressing ideas and insights: Offer justified views of the values and practices of minority religions and alternative belief systems, considering the difference they make. Gaining and deploying skills: Evaluate whether there is anything to learn from the beliefs and practices of minority religions and alternative belief systems.	Context: The Five pillars of Islam. The Ten Obligatory Acts. Jihad. Eid-ul-Fitr. Eid-ul-Adha. Ashura. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	Content: Continuation of all of the above. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence
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Summer 5	<u>SoW: What difference does it make to be a Buddhist?</u> SACRE: 3.11 (Living) Knowing and understanding: Anatta. Impermanence. Overcoming selfishness and greed. Expressing ideas and insights: Offer justified views of Buddhist values and practices and the difference they make. Gaining and deploying skills: Evaluate whether there is anything to learn from Buddhist beliefs and practices.	<u>SoW: What difference does it make to be a Muslim? Sunni or Shia.</u> SACRE: 3.11 (Living) Knowing and understanding: Five Pillars of Islam/ The 10 Obligatory Acts. The Six Articles of Faith/ The Five Roots of Faith. Belief in angels, prophets, holy books and judgement. Expressing ideas and insights: Offer justified views of Islamic values and practices and the difference they make. Compare and contrast Sunni and Shia beliefs and practices. Gaining and deploying skills: Evaluate whether there is anything to learn from Islamic beliefs and practices.	<u>SoW: Do religions support or undermine rights in Today's world?</u> Sacre: (Living) Knowing and understanding: Human rights. Freedom of religion. Gender equality. Christian Aid. Islamic relief. Capital punishment. Expressing ideas and insights: Justify a supported response to the question of whether religion promotes human rights. Gaining and deploying skills: Offer reasons for a range of ways in which religion supports and sometimes undermines human rights.	<u>SoW: Paper 1: Additional Time</u> Content: Continuation of all of the above. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	<u>SoW: Revision/ Exam</u> Content: All units (priority to be determined by gaps, errors and misconceptions) . Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence
Summer 6	<u>SoW: What is good and what is challenging about being a religious teenager?</u> SACRE: 3.8 (Living)	<u>SoW: Why is there suffering?</u> Sacre: 3.5 (Believing)	<u>SoW: Should happiness be the purpose of life?</u> Sacre: 3.9 (Living)	<u>SoW: Theme A: Relationships and Families</u> Content: Human sexuality. Sex before and	<u>SoW: N/A</u>

	Knowing and understanding: Becoming Amritdhari. Speaking Gurmukhi. The work of Clearvision. Buddhist views of the root of unhappiness. The existence of Islamophobia and anti-semitism. Expressing ideas and insights: Offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society. Gaining and deploying skills: Examine and evaluate British society's treatment of religious groups.	Knowing and understanding: Causes and types of suffering. Old Testament accounts for why we suffer. Jesus' response to suffering. Islamic teachings about Iblis. Hindu teachings about karma. Expressing ideas and insights: Evaluate critically the idea that suffering is a human state to which there is no solution. Gaining and deploying skills: Offer theological, philosophical and/ or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair.	Knowing and understanding: Bible teachings about happiness. Buddhist teachings about happiness, dukkha and tanha. Happiness in non-religious worldviews, the Sunday Assembly. Expressing ideas and insights: Offer reasons for different views on the importance of spiritual and earthly happiness. Gaining and deploying skills: Evaluate religious and non-religious commentaries on the types of happiness ensued by others	outside of marriage. Contraception. Marriage. Divorce and remarriage. The nature and purpose of families. Gender equality. Knowledge and understanding Including: Beliefs, practices, sources of authority. Influence on individuals, communities and societies. Similarities and differences within and/or between religions and beliefs. Analyse and evaluate aspects of religion and belief including: Significance Influence	
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