

YEAR 7							
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6		
<p><b><u>Worldviews Explored</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>What do we mean by religion and worldviews?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to RS</li> <li>• What are worldviews?</li> <li>• Analysing Worldviews</li> <li>• Lenses in RS (Demonstrate)</li> <li>• Lenses in Action - Theological (Connect)</li> <li>• Lenses in Action - Philosophical</li> <li>• Lenses in Action - Sociological</li> <li>• Lenses in Action - Comparative</li> <li>• Neat to know - how are religions, lenses and worldviews connected?</li> </ul>		<p><b><u>Drawing from Special Texts</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>What questions do Theologians ask about special texts?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Why are special texts important and how can we analyse them?</li> <li>• Creation - Genesis 1&amp;2: Different Christian interpretation (Demonstrate)</li> <li>• Creation - Genesis 1 &amp; 2: Compare to other Abrahamic worldviews (Connect)</li> <li>• Rama and Sita: Story and interpretations</li> <li>• Rama and Sita: Hindu interpretations (Demonstrate)</li> <li>• Rama and Sita: Feminist interpretation (Connect)</li> <li>• Enquiry and question debate</li> <li>• Neat to know - How can interpretations of special texts lead to conflict?</li> </ul>		<p><b><u>Acting Upon Beliefs</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>Why do people act the way they do?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Creation - environmental sustainability (Demonstrate)</li> <li>• Creation - food laws and animal rights (Connect)</li> <li>• Creation - differing responses to climate change</li> <li>• Actions in Dharmic worldviews: Dharma - exploration of what Dharma is within Hinduism (Demonstrate)</li> <li>• Actions in Dharmic worldviews: Ahimsa, Animals and Goshalas (Connect)</li> <li>• Islam: Revelations and the Five Pillars. Food Laws and Animal Rights</li> <li>• Orthodox Judaism: God, afterlife and Mitzvot. Food laws (Kosher) and animal rights</li> <li>• Neat to know - What happens when beliefs contradict the law?</li> </ul>		<p><b><u>Making a Difference</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How have worldviews inspired people to make a difference?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Why should we be making a difference and how can worldviews inspire this?</li> <li>• Making a difference because of worldviews - Charities case study</li> <li>• Case study: Jesus (Demonstrate)</li> <li>• Case study: Ghandi (Connect)</li> <li>• Case study: Malala Yousafzai</li> <li>• How can we make a difference without a religion - Humanism?</li> <li>• How can I make a difference?</li> <li>• Neat to know - making a difference locally. Local heroes.</li> </ul>	

YEAR 8							
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6		
<p><b><u>How the World Thinks</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>Where do you think the truth lies?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>Philosophy – what is philosophy?</li> <li>Western philosophy - Case Study of Plato</li> <li>Eastern philosophy</li> <li>What is the meaning of life? Western ideas (demonstrate)</li> <li>What is the meaning of life? Eastern (Connect)</li> <li>Enquiry and debate</li> <li>Neat to know – Which is the most coherent; Eastern or Western philosophy?</li> </ul>		<p><b><u>The Question of God</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How can it be argued that humans are the most superior species?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>Exploring opinions of God and learning key terms</li> <li>Understanding why people don't agree on God.</li> <li>God's existence; Teleological argument (Demonstrate)</li> <li>God's existence: Cosmological argument (Connect)</li> <li>God's existence through Pascal's Wager</li> <li>Against God's existence through the theory of evolution and natural selection</li> <li>Against God's existence through the Big Bang Theory (Demonstrate)</li> <li>Against God's existence through falsification and verification principles (Connect)</li> <li>Neat to know – answering the question Is God Dead?</li> </ul>		<p><b><u>Diversity of Religion and Worldviews</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How can it be argued that humans are the most superior species?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>Understanding why religion and worldviews are so diverse.</li> <li>Knowing about diversity in beliefs about God using the case studies of Trimurti and Baha'i (Demonstrate)</li> <li>Connecting knowledge through diversity in beliefs about the afterlife (Connect)</li> <li>How does diversity in beliefs impact on Britain – demonstrate knowledge and understanding</li> <li>Neat to know – is diversity in belief a good thing or a bad thing?</li> </ul>		<p><b><u>Worldviews in Britain</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How have worldviews impacted upon Britain?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>Census data analysis including a local data analysis.</li> <li>Understanding how worldview in Britain impact upon laws (Demonstrate)</li> <li>Understanding how worldviews in Britain impact upon education (Connect)</li> <li>Through a case study of festivals consider whether the level of religious influence in Britain is fair.</li> <li>Skills: extended writing project (Demonstrate)</li> <li>Understanding how Humanism impacts on Britain (Connect)</li> <li>Neat to know – Would Britain be better off without religion?</li> </ul>	



YEAR 9							
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6		
<p><b><u>Development of Religion and Worldviews</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How have worldviews developed over time?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• What did religion look like in prehistoric times?</li> <li>• Know what religion looked like in ancient times (Demonstrate)</li> <li>• Knowing and understanding how ancient religions developed into the worldviews of today (Connect)</li> <li>• Understanding how new religious movements have developed.</li> <li>• Know new religious movements.</li> <li>• Neat to know – would the world be a better place without religions and worldviews?</li> </ul>		<p><b><u>Equality and Human Rights</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How can a belief in a worldview inspire people to stand up for human rights and equality?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Know what human rights are.</li> <li>• Look into human rights and worldviews</li> <li>• Equal rights – what are they?</li> <li>• Understanding equal rights through gender equality, feminism</li> <li>• Equal rights for all: The Golden Rule (Demonstrate)</li> <li>• Case study of Desmond Tutu (Connect)</li> <li>• Case study of Maria Gomez</li> <li>• Case study of Liberation Theology (Demonstrate)</li> <li>• Connecting human rights and conflict (Connect)</li> </ul>		<p><b><u>Peace and Conflict</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>How do worldviews influence responses to peace and conflict?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Know about current global conflict.</li> <li>• Understand the Just War theory</li> <li>• What is extremism and radicalisation? (Demonstrate)</li> <li>• Know what happens when people act on extremist views. (Connect)</li> <li>• Knowing about countering terrorism through UN office of Counter Terrorism</li> <li>• Introduction to pacifism and a case study on the Quakers (Demonstrate)</li> <li>• Pacifism case study: Islam and peace (Connect)</li> <li>• Pacifism case study on Ahimsa</li> <li>• Carry out an enquiry question debate</li> <li>• Neat to know – Is religion just a source of conflict?</li> </ul>		<p><b><u>Do we need religion to be good?</u></b></p> <p>This unit provides students with an opportunity to work to consider the big question: <b>What impact does religion have upon being a good person?</b></p> <p><b><u>Overview of knowledge, understanding and skills</u></b></p> <ul style="list-style-type: none"> <li>• Making moral decisions and meta-ethics</li> <li>• Understanding the problem of evil</li> <li>• Know how people respond to the problem of evil</li> <li>• Understand a response to the question: Is the afterlife a sufficient reason to be good?</li> <li>• Ethical systems: Utilitarianism (Demonstrate)</li> <li>• Ethical systems: Virtue ethics (Connect)</li> <li>• Ethical systems: natural law</li> <li>• Consider the case study of Jamie Bulger – where was goodness?</li> <li>• Case study of Bonhoeffer – why did he act?</li> <li>• Neat to know – What does the future of ethics hold?</li> </ul>	

YEAR 10					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><b><u>Christianity: beliefs and teachings</u></b></p> <p>This unit provides students with an opportunity to learn about <b>about beliefs, teachings and practice from Christianity.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Key beliefs including:                             <ul style="list-style-type: none"> <li>○ The nature of God</li> <li>○ Different Christian beliefs about creation</li> <li>○ Different Christian beliefs about the afterlife</li> </ul> </li> <li>● Jesus Christ and salvation including:                             <ul style="list-style-type: none"> <li>○ The incarnation</li> <li>○ The crucifixion, resurrection and ascension</li> <li>○ Sin</li> <li>○ The means of salvation</li> <li>○ The role of Christ in salvation</li> </ul> </li> </ul>	<p><b><u>Religion and life</u></b></p> <p>This unit provides students with an opportunity to learn about <b>religious teaching and religious, philosophical and ethical arguments relating to religion and life in Britain and one other religion.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● The origins and value of the universe:                             <ul style="list-style-type: none"> <li>○ The relationship between science and religion</li> <li>○ The value of the world and duty of human beings to protect it</li> <li>○ The use and abuse of the environment</li> <li>○ The use and abuse of animals</li> </ul> </li> <li>● The origins and value of human life:                             <ul style="list-style-type: none"> <li>○ The relationship between science and religion</li> <li>○ Concepts of sanctity of life</li> <li>○ Abortion</li> <li>○ Euthanasia</li> <li>○ Beliefs about death and afterlife</li> </ul> </li> </ul>	<p><b><u>Hinduism: beliefs and teachings</u></b></p> <p>This unit provides students with an opportunity to learn about <b>beliefs, teachings and practice from Hinduism.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Ideas about the nature of God and existence:                             <ul style="list-style-type: none"> <li>○ Brahman</li> <li>○ Different understandings of the 3 features of the divine</li> <li>○ How the divine presents Matter, the qualities, illusion, cosmology, the cycle of 4 ages, many worlds and their diverse inhabitants</li> </ul> </li> <li>● Beliefs about the nature of human life:                             <ul style="list-style-type: none"> <li>○ The concept of atman</li> <li>○ Cycle of birth and death</li> <li>○ Individual free will and responses to suffering</li> <li>○ Personal virtues</li> <li>○ 4 aims of human life</li> </ul> </li> </ul>	<p><b><u>Relationships and families</u></b></p> <p>This unit provides students with an opportunity to learn about <b>religious teaching and religious, philosophical and ethical arguments relating to relationships and families.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Ideas about the nature of sex, marriage and divorce:                             <ul style="list-style-type: none"> <li>○ Human sexuality</li> <li>○ Relationships before and outside of marriage</li> <li>○ Family planning</li> <li>○ Purpose of marriage</li> <li>○ Divorce including reasons</li> <li>○ Ethical arguments relating to divorce</li> </ul> </li> <li>● Families and gender equality:                             <ul style="list-style-type: none"> <li>○ The nature of families</li> <li>○ The purpose of families</li> <li>○ Contemporary family issues</li> <li>○ Roles of men and women including gender equality, prejudice and discrimination.</li> </ul> </li> </ul>	<p><b><u>Christianity: practices</u></b></p> <p>This unit provides students with an opportunity to learn about <b>beliefs, teachings and practice from Christianity.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Worship and festivals:                             <ul style="list-style-type: none"> <li>○ Different forms of worship and significance</li> <li>○ Prayer and its significance</li> <li>○ The role and meaning of sacrament</li> <li>○ Baptism</li> <li>○ Sacrament of Holy Communion/Eucharist</li> <li>○ Pilgrimage and celebrations</li> </ul> </li> <li>● The role of the church in the local and worldwide community:                             <ul style="list-style-type: none"> <li>○ Role of the Church in the local community</li> <li>○ Place of mission, evangelism and Church growth</li> <li>○ Importance of worldwide Church</li> </ul> </li> </ul>	<p><b><u>Crime and punishment</u></b></p> <p>This unit provides students with an opportunity to learn about <b>religious teaching and argument relating to corporal punishment, the death penalty and forgiveness.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Religion, crime and the causes of crime:                             <ul style="list-style-type: none"> <li>○ Good and evil intentions and actions</li> <li>○ Reason for crime</li> <li>○ Views about people who break the law</li> <li>○ Views about different types of crime</li> </ul> </li> <li>● Religion and punishment:                             <ul style="list-style-type: none"> <li>○ The aims of punishment</li> <li>○ The treatment of criminals</li> <li>○ Forgiveness</li> <li>○ The death penalty</li> <li>○ Ethical arguments related to the death penalty</li> </ul> </li> </ul>

# Curriculum Plan Overview – Religious Studies



YEAR 11					
Autumn HT1	Autumn HT2	Spring HT3	Spring HT4	Summer HT5	Summer HT6
<p><b><u>Hinduism: practices</u></b> This unit provides students with an opportunity to learn about <b>about beliefs, teachings and practice from Hinduism.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Worship and festivals:                             <ul style="list-style-type: none"> <li>○ Places of worship and their importance.</li> <li>○ Different forms of worship/meditation and significance</li> <li>○ Focuses of worship and representation of the divine</li> <li>○ Sacred festivals and their importance to Hindus in GB today</li> </ul> </li> <li>● Lifestyle:                             <ul style="list-style-type: none"> <li>○ The four paths towards yoga including action, knowledge, meditation and devotion</li> <li>○ Pilgrimage including the role, practices and purpose, sacred sites and Kumbh Mela</li> <li>○ The work and significance of Hindu environment project and charities</li> </ul> </li> </ul>	<p><b><u>Religion, peace and conflict</u></b> This unit provides students with an opportunity to learn about <b>contrasting beliefs on the 3 issues of violence, weapons of mass destruction and pacifism in Britain (Christianity) and one other religion.</b></p> <p><b><u>Overview of knowledge, understanding and skills (Key Concepts)</u></b></p> <ul style="list-style-type: none"> <li>● Religion, violence, terrorism and war:                             <ul style="list-style-type: none"> <li>○ The meaning and significance of peace, justice, forgiveness and reconciliation</li> <li>○ Violence and terrorism</li> <li>○ Reasons for war</li> <li>○ The just war theory</li> <li>○ Holy war</li> <li>○ Pacifism</li> </ul> </li> <li>● Religion and belief in 21<sup>st</sup> century conflict:                             <ul style="list-style-type: none"> <li>○ Religion and belief as cause of war and violence</li> <li>○ Nuclear weapons</li> <li>○ The use of WMD</li> <li>○ Religion and peace-making in the contemporary world</li> <li>○ Religious responses to the victims of war.</li> </ul> </li> </ul>	<p><b><u>Revision for the Terminal GCSE Exam</u></b></p> <p>Revision will focus on the units for the exam:</p> <p>The study of religions: beliefs, teachings and practices:</p> <ul style="list-style-type: none"> <li>● Christianity</li> <li>● Hinduism</li> </ul> <p>Thematic studies:</p> <ul style="list-style-type: none"> <li>● Religion and life</li> <li>● Relationships and families</li> <li>● Crime and punishment</li> <li>● Religion, peace and conflict</li> </ul>			