

Religious Studies Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	What can we learn about society from the Island?	What does it mean to be Jewish?		What does it mean to be a Christian?		
Topic Objectives	- Identify and describe key concepts such as survival, community, and remembrance. - Relating my experiences to the experiences of those around me.	- Understanding what it means to be Jewish in the 21st century. - Understanding the key beliefs and practices in the Jewish faith. - Gain an understanding of the key individuals who played a role in the foundation of Judaism.		- Understanding what it means to be a Christian in the 21st century. - Understanding the key beliefs and practices in the Christian faith. - Gain an understanding of the key individuals who played a role in the foundation of Christianity.		
Acquired Knowledge/ Skills	- Understanding the concepts behind PRE and why they are important to believers. - Understanding the importance of being tolerant and respectful of different faiths.	- Core beliefs and practices in the Jewish faith. - Understanding the importance of being tolerant and respectful of different faiths and beliefs.		- Core beliefs and practices in the Christian faith. - Understanding the importance of being tolerant and respectful of different faiths and beliefs. - Understanding the relevance of Christianity in modern British society.		
Assessments	Baseline assessment	End of unit assessment which includes an extended piece of writing based on Jewish beliefs and practices.		End of unit assessment which includes an extended piece of writing based on Christian beliefs and practices.		

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Promoting community cohesion, understanding diversity, and respect for different beliefs through exploration of religious traditions. Incorporating British Values (FBV) such as tolerance and respect. Opportunities to link learning to environmental stewardship and the greener curriculum through discussions on how religious beliefs influence attitudes towards the environment and sustainability.	SMSC development through exploring personal and shared values within the Jewish faith, fostering respect and empathy. Opportunities to reflect on the importance of British Values (FBV) like mutual respect in modern society. Links to environmental responsibility through discussions on Jewish teachings about stewardship.	SMSC development by exploring how Christian beliefs shape moral decision-making and attitudes towards others. Reinforcing British Values (FBV) by discussing the role of Christianity in British culture. Opportunity to explore Christian teachings on environmental stewardship and sustainability.

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Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	What is ethics?		What does it mean to be a Muslim?		What does it mean to be a philosopher?	
Topic Objectives	- Develop our understanding of the purpose of ethics. - Develop our understanding of ethical situations and their relationship with religion. - Gain an understanding of the key ethical dilemmas surrounding contemporary British life.		- Understanding what it means to be a Muslim in the 21st century. - Understanding the key beliefs and practices in the Islamic faith. - Gain an understanding of the key individuals who played a role in the foundation of Islam.		- Develop our understanding of the purpose of philosophy. - Develop our understanding of philosophical questions and their relationship with religion. - Gain an understanding of the key philosophical questions relating to morality and the existence of God.	
Acquired Knowledge/ Skills	- Understanding different ethical situations in the world. - Forming individual opinions of ethical topics. - Applying religious knowledge to ethical dilemmas.		- Core beliefs and practices in the Islamic faith. - Understanding the importance of being tolerant and respectful of different faiths and beliefs. - Understanding the relevance of Islam in modern society.		- Understanding different arguments for the existence of evil and suffering in the world. - Understanding different arguments for and against the existence of God. - Understanding different arguments for and against human morality.	
Assessments	End of unit assessment focused on ethical issues.		End of unit assessment which includes an extended piece of writing based on Islamic beliefs and practices.		End of unit assessment which includes an extended piece of writing based on the philosophical questions studied in the unit.	

Other Links (e.g. SMSC, FBV, Greener Curriculum)	Developing ethical awareness and promoting tolerance and respect through the exploration of diverse ethical viewpoints. Links to SMSC by encouraging reflection on moral issues, and FBV by fostering respect for different opinions. Opportunities to discuss the ethical implications of environmental stewardship as part of the greener curriculum.	SMSC development by understanding the core values of Islam and how these influence personal and community life. Promotes British Values (FBV) through discussions on mutual respect and tolerance. Encourages links to the greener curriculum by exploring Islamic teachings on environmental responsibility and stewardship.	SMSC development by reflecting on philosophical questions and their impact on understanding the world. Promotes FBV through respectful debate on different religious and philosophical ideas. Opportunities to link discussions to environmental ethics, considering how philosophical ideas shape views on sustainability and the natural world.
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Religious Studies Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	How can we encourage a more tolerant society?		What does it mean to be a Sikh?		How could the Holocaust have happened?	
Topic Objectives	- Develop our understanding of the fundamental British values. - Further our understanding of the importance of tolerance in modern British society.		- Understanding what it means to be a Sikh in the 21st century. - Understanding the key beliefs and practices in the Sikh faith. - Gain an understanding of the key individuals who played a role in the foundation of Sikhism.		- Develop our understanding of the causes, events and consequences of the Holocaust in relation to religion. - Develop our understanding of the philosophical questions raised by the events of the Holocaust.	
Acquired Knowledge/ Skills	- Understanding the effects of religious intolerance including anti-Semitism and Islamophobia. - Understanding the importance of the fundamental British values and their place in modern society.		- Core beliefs and practices in the Sikh faith. - Understanding the importance of being tolerant and respectful of different faiths and beliefs.		- Understanding of how people who survived the Holocaust were able to rebuild their lives in the years after the Second World War. - Understanding the importance of Holocaust education within the secondary curriculum.	
Assessments	End of unit assessment which includes an extended piece of writing focused on the modern British value of tolerance.		End of unit assessment which includes an extended piece of writing based on Sikh beliefs and practices.		Reflective piece of writing on the importance of learning about the Holocaust.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	This topic promotes empathy, fairness, and respect, helping students reflect on the importance of tolerance and inclusion. It naturally supports British Values, particularly mutual respect and tolerance, by encouraging discussions on how diverse perspectives strengthen community cohesion. It also links to social justice by exploring how environmental issues affect marginalised groups, promoting a sense of shared responsibility for building a fair and tolerant society.		Exploring Sikhism encourages understanding of key values like equality, service, and respect, supporting spiritual and moral development. It aligns with British Values by promoting mutual respect and tolerance for different beliefs, helping students appreciate diversity. Sikh teachings on stewardship and care for the environment provide a link to sustainability, encouraging responsible living that reflects both religious and environmental responsibility.		This topic focuses deep reflection on prejudice, human rights, and moral responsibility, promoting empathy and historical awareness. It highlights the importance of democracy, the rule of law, and individual liberty in preventing atrocities like the Holocaust, reinforcing the need for tolerance and respect for diversity. Additionally, it touches on global citizenship by drawing parallels to modern human rights issues, including environmental inequality, and the consequences of systemic injustice.	

Religious Studies Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	What are the core beliefs of Islam? Islamic Beliefs and Teachings Component 1: The study of religions: beliefs, teachings and practices	What are the core beliefs of Christianity? Christian Beliefs and Teachings Component 1: The study of religions: beliefs, teachings and practices		How do Christians and Muslims respond to issues surrounding crime and punishment? Theme E: Religion, crime and punishment Component 2: Thematic studies	How does a Muslim practice their faith? Islamic Practices Component 1: The study of religions: beliefs, teachings and practices	
Topic Objectives	- Students should study the beliefs and teachings of Islam. - Students should be aware that Islam is one of the diverse religious traditions and beliefs in Britain today.	- Students should study the beliefs and teachings of Christianity and their basis in Christian sources of wisdom and authority. - Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.		Students should study religious teachings, and religious, philosophical and ethical arguments, relating to religion, crime and punishment, and their impact and influence in the modern world.	- Students should study the main practices within Islam. - Students should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today.	
Acquired Knowledge/ Skills	Students should study the influence of the beliefs and teachings studied on individuals, communities and societies.	- Students should study the influence of the beliefs and teachings studied on individuals, communities and societies. - Students are required to refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant Christianity.		Students must be able to explain contrasting beliefs on the following issues with reference to Christianity and Islam: - Corporal punishment - Death penalty - Forgiveness	- Students should study the influence of the practices studied on individuals, communities and societies. - Students are required to refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi'a Islam.	

Assessments	End of Unit Assessment with questions taken from Paper 1.	End of Unit Assessment with questions taken from Paper 1.	End of Unit Assessment with questions taken from Paper 2.	End of Unit Assessment with questions taken from Paper 1: Islamic Beliefs & Practices and Christian Beliefs and Teachings.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Exploring the core beliefs of Islam helps students understand values such as submission to Allah, compassion, and justice. This study supports British Values by promoting respect and tolerance for religious diversity, encouraging students to engage with different worldviews. It also connects to global citizenship, with opportunities to discuss how Islamic teachings inspire social responsibility and environmental stewardship.	Learning about Christianity's core beliefs encourages students to reflect on key teachings such as love, forgiveness, and salvation. It promotes British Values by highlighting the importance of respecting different beliefs and traditions, fostering an inclusive classroom environment. The topic also opens discussions on how Christian values can influence positive action, including environmental responsibility and social justice.	This topic allows students to explore how religious beliefs shape moral perspectives on crime, justice, and forgiveness. It encourages critical thinking on how Christians and Muslims apply their teachings to modern ethical issues, supporting British Values like the rule of law and individual liberty. The theme also provides a platform to discuss justice and rehabilitation, with potential links to environmental responsibility through discussions on crime, justice, and societal wellbeing.	Studying Islamic practices helps students gain an understanding of how faith is lived out through acts like prayer, fasting, and charity. This study promotes respect for religious diversity, aligning with British Values such as tolerance and individual liberty. The exploration of these practices also invites broader discussions on the role of faith in promoting social and environmental responsibility, particularly through charitable acts like Zakat (almsgiving).

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Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	How does a Christian practice their faith? Christian Practices Component 1: The study of religions: beliefs, teachings and practices		How do Christians and Muslims respond to issues surrounding relationships and families? Theme A: Relationships and families Component 2: Thematic studies	How do Christians and Muslims respond to issues surrounding life and death? Theme B: Religion and life Component 2: Thematic studies	How do Christians and Muslims respond to issues surrounding peace and conflict? Theme D: Religion, peace and conflict Component 2: Thematic studies	
Topic Objectives	- Students should study the main practices within Christianity. - Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.		Students should study religious teachings, and religious, philosophical and ethical arguments, relating to relationships and families, and their impact and influence in the modern world.	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to religion and life and their impact and influence in the modern world.	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to religion, peace and conflict, and their impact and influence in the modern world.	
Acquired Knowledge/ Skills	- Students should study the influence of the practices studied on individuals, communities and societies. - Students are required to refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant Christianity.		Students must be able to explain contrasting beliefs on the following issues with reference to Christianity and Islam: - Contraception - Sexual relationships before marriage - Homosexual relationships.	Students must be able to explain contrasting beliefs on the following issues with reference to Christianity and Islam: - Abortion - Euthanasia - Animal experimentation.	Students must be able to explain contrasting beliefs on the following issues with reference to Christianity and Islam: - Violence - Weapons of mass destruction - Pacifism.	

Assessments	End of Unit Assessment with questions taken from Paper 1. Full Paper 1 & partial Paper 2 Assessments.	End of Unit Assessment with questions taken from Paper 2.	Full Paper 1 & Paper 2 Assessments.	End of Unit Assessment with questions taken from Paper 2.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Studying how Christians practice their faith provides insight into key aspects like prayer, worship, and charity. It promotes an appreciation of religious diversity and respect for individual beliefs, supporting British Values such as tolerance and mutual respect. Discussions on Christian practices can also touch on themes of social responsibility, charity, and environmental stewardship, linking to broader topics of global citizenship.	This topic encourages students to explore how religious teachings influence perspectives on family life, marriage, and relationships. By comparing Christian and Muslim views, it promotes respect for different cultural and religious values, aligning with British Values like tolerance and respect for the rule of law. The discussion can also cover how religious values shape ethical decisions about family roles, gender equality, and social justice, broadening the conversation to include the importance of responsibility within families and society.	Exploring Christian and Muslim beliefs about life and death invites reflection on topics such as the sanctity of life, the afterlife, and ethical issues like euthanasia. This comparison deepens understanding of how faith influences attitudes towards key moral questions. It also aligns with British Values, particularly respect for different beliefs and values. These discussions offer a natural link to themes of global responsibility and care for others, with potential connections to how religious teachings inform decisions on healthcare, wellbeing, and the environment.	This topic examines how religious teachings shape perspectives on justice, forgiveness, and conflict resolution. By looking at Christian and Muslim responses, students are encouraged to think critically about moral decisions related to war, peace, and reconciliation. The topic promotes British Values, particularly the rule of law and mutual respect, and can also tie into global citizenship by discussing how religious principles advocate for peace, diplomacy, and social justice. Environmental connections can be explored through discussions on how conflict impacts societies and ecosystems.	