

Subject: RS

Year 7	Autumn A	Autumn B	Spring A	Summer
Unit & length	An Introduction to Religious Studies. 11/13 lessons	Judaism & Belonging 11/13 lessons	Christianity and believing 11/13 lessons	Creation & The Origins of the Cosmos 11/13 lessons
Curriculum outline	<i>How do worldviews shape my life and society?</i>	<i>How can rites of passage make us feel a sense of belonging?</i>	<i>What do Christians believe and how do they worship?</i>	How did it all begin? Students will explore five theories of creation and present their conclusion.
Assessment/s	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Question Assessment practice. Aim to get students used to 'debate' style writing and to explain other people's opinions.</p> <p>Final assessment: GCSE questions: 1. Q1 1-mark questions – AO1 2. Q2 2-mark questions – AO1 retention of key concepts 3. Q3 4-mark question –AO2</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Final assessment: GCSE questions: Q1. 1-mark questions – AO1 Q2. 2-mark questions – AO1 3. 4-mark question – AO2</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Assessment: GCSE Questions Q1. 1-mark questions – assessing key words Q2. 2-mark questions – assessing retention of key concepts Q4.. 5-mark question – 'Importance AO2 GCSE questions: Q5. 12-mark question – AO1 & AO2</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Final assessment: Group presentation on the creation of the Cosmos Assessing content of the speech, evaluation skills, ability to formulate own conclusion, presentation and structure and oracy.</p>

Year 8	Autumn A	Autumn B	Spring A	Summer
Unit & length	Islam & Religious Practices 11/13 lessons	Sikhism & Community cohesion 11/13 lessons	Buddhism & the concept of Suffering 11/13 lessons	The Golden Microphone 11/13 lessons
Curriculum outline	<i>How does Islam influence how a Muslim lives their life?</i>	<i>How can religion contribute to the creation of community?</i>	<i>Can Buddhism help us avoid suffering?</i>	<i>How can we persuade others to help protect human rights?</i>
Assessment/s	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Questions 5-mark question – ‘Influence’ AO2</p> <p>Final assessment: GCSE questions: Q1. 1-mark questions – AO1 Q2. 2-mark questions – AO1 Q4. 5-mark question – AO2</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Questions 12- mark question – Evaluation AO2</p> <p>Final assessment: GCSE questions: Q1. 1-mark questions – assessing key words Q2. 2-mark questions – Assessing retention of key concepts Q3. 4-mark question – Assessing explanation Q3. 4-mark question – Assessing explanation of influence</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Questions Q1. 1-mark questions – AO1 assessing key words Q2. 2-mark questions –AO1 assessing retention of key concepts Q3. 5-mark question – AO2 ‘Influence’</p> <p>Final assessment: GCSE question: Q5, 12-mark question – AO2 Assessing subject knowledge / evaluation skill</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Final assessment: Group presentation on a country’s children’s rights. Assessing content of the speech, presentation and structure and oracy.</p>

Year 9	Autumn	Spring	Summer
Unit & length	Philosophy, Morality and Ethics 12/14 lessons	Crime and Punishment 12/14 lessons	Peace and Conflict 12/14 lessons
Curriculum outline	<i>What is Philosophy, morality and ethics? How does these affect our attitudes and decisions?</i>	<i>What are the attitudes toward crime and punishment in society?</i>	<i>How can conflict affect society?</i>
Assessment/s	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Questions 1. 1-mark questions – assessing key words 2. 2-mark questions – assessing retention of key concepts 3. 5 mark question – ‘Explain’ exam skill</p> <p>Final assessment: GCSE questions: Q3. 4-mark question –AO2 Assessing explanation Q5... 12-mark question – AO2 Assessing subject knowledge / evaluation skill.</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: Did Ruth Ellis achieve justice?</p> <p>Final assessment: GCSE questions: Q1. 1-mark questions – AO1 assessing key words Q2. 2-mark questions – AO1 Assessing retention of key concepts Q3. 4-mark question – Assessing explanation Q5. AO2 12-mark question – Assessing subject knowledge / evaluation skill</p>	<p>Quizzes: Weekly testing on key vocab list/ quotes</p> <p>Going Green Practice: GCSE Questions 1. 1-mark questions – assessing key words 2. 2-mark questions – assessing retention of key concepts 3. 5 mark question – ‘Influence’ exam skill</p> <p>Final assessment: GCSE questions: Q1. 1-mark questions – AO1 assessing key words Q2. 2-mark questions – AO1 Assessing retention of key concepts Q3. 4-mark question – AO2 Assessing explanation Q5. 12-mark question – AO2 Assessing subject knowledge / evaluation skill</p>

Year 10	Yr 9	Autumn A	Autumn B	Spring	Summer
Unit & length	Islam Beliefs and Teachings – Paper 1	Christian Beliefs and Teachings – Paper 1	Crime and Punishment – Paper 2 Themes	Peace and Conflict – Paper 2 Themes	Humans Rights and Social Justice – Paper 2 Themes
Curriculum outline	<p>Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Muslim perspectives in their answers, including those from Sunni and Shi’a Islam</p> <p>Key Beliefs The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur’an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika’il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority Risalah (Prophethood) including the role and importance of Adam, Ibrahim, and Muhammad. The holy books: Qur’an: revelation and authority</p>	<p>Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant.</p> <p>Key beliefs The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation Beliefs and teachings about: the incarnation and Jesus as the Son of God the crucifixion, resurrection, and ascension sin, including original sin the means of salvation, including law, grace and Spirit the role of Christ in salvation including the idea of atonement.</p>	<p>Students study the beliefs, teachings of Christianity and Islam surrounding the issues of crime and punishment and their basis in sources of wisdom and authority.</p> <p>Will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Corporal punishment. Death penalty. Forgiveness.</p> <p>Religion, crime and the causes of crime Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: poverty and upbringing mental illness and addiction greed and hate opposition to an unjust law. Views about people who break the law for these reasons. Views about different types of crime, including hate crimes, theft and murder. Religion and punishment The aims of punishment, including: retribution deterrence reformation. The treatment of criminals, including: prison corporal punishment community service.</p>	<p>Students the beliefs, teachings of Christianity and Islam surrounding the issues of peace and conflict and their basis in sources of wisdom and authority.</p> <p>Will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence. Weapons of mass destruction. Pacifism. Religion, violence, terrorism and war</p> <p>The meaning and significance of: peace justice forgiveness reconciliation. Violence, including violent protest. Terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Pacifism. Religion and belief in 21 st century conflict Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the</p>	<p>Students study the beliefs, teachings of Christianity and Islam surrounding human rights and social justice and their basis in sources of wisdom and authority.</p> <p>Will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Status of women in religion. The uses of wealth. Freedom of religious expression. Human rights Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. Social justice. Racial prejudice and discrimination. Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. Wealth and poverty Wealth, including: the right attitude to wealth the uses of wealth.</p>

	<p>the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</p> <p>The imamate in Shi'a Islam: its role and significance.</p>		<p>Forgiveness.</p> <p>The death penalty.</p> <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	<p>work of individuals influenced by religious teaching.</p> <p>Religious responses to the victims of war including the work of one present day religious organisation.</p>	<p>The responsibilities of wealth, including the duty to tackle poverty and its causes.</p> <p>Exploitation of the poor including issues relating to:</p> <ul style="list-style-type: none"> fair pay excessive interest on loans people-trafficking. <p>The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</p> <p>Charity, including issues related to giving money to the poor.</p>
Assessment/s	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions

Year 11	Autumn A	Autumn B	Spring	Summer
Unit & length	Religion and Life – Paper 2 Themes	Christian Practices – Paper 1	Islam Practices – Paper 1	Revision
Curriculum outline	<p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <p>Abortion. Euthanasia. Animal experimentation.</p> <p>The origins and value of the universe The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these the relationship between scientific views, such as the Big Bang theory, and religious views. The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. The use and abuse of the environment, including the use of natural resources, pollution. The use and abuse of animals, including: animal experimentation the use of animals for food. The origins and value of human life The origins of life, including: religious teachings about the origins of human life, and different interpretations of these the relationship between scientific views, such as evolution, and religious views. The concepts of sanctity of life and the quality of life. Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. Euthanasia.</p>	<p>Practices Worship and festivals Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: the meaning of sacrament the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</p> <p>The role of the church in the local and worldwide community: The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation how Christian churches respond to persecution the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p>	<p>Worship Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</p> <p>Duties and festivals: Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.</p>	<p>Recapping all units. Exam practice /skills.</p>

	Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.			
Assessment/s	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions	End of Unit Assessment – GCSE Questions