

	Autumn	Spring	Summer
Y7	<u>‘Who Am I?’</u>	<u>‘The Influencers’</u> Leaders & Founders	<u>‘The Nature of God’</u>
Curriculum content	This topic explore the students’ identity and <i>worldview</i> in the <i>multi-cultural</i> , religious and secular world we live in. We explore why <i>belonging</i> is important and look at it in the context of Islam. Also, what it means to be a <i>good neighbour</i> and Jesus’ teachings on this and facts about the <i>6 Major World Religions</i> .	In this topic we discover the lives of <i>religious leaders and founders</i> , and how they <i>influenced</i> the world and lives of people who follow them. This includes <i>Jesus, Moses, Malala, Gandhi and Muhammad (pbuh)</i> . We also explore how these people are <i>role-models</i> and analyse what <i>characteristics</i> they show.	The Nature of God topic investigates reasons why people do or do not believe in God. This includes the <i>Cosmological and Design Argument</i> for the existence of God. We learn about the <i>7 main characteristics</i> God has and how believers explain these are shown.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y8	<u>‘Where do we come from? Where are we going?’</u>	<u>‘Do Religions, help us to be good?’</u>	<u>‘Is it possible to end suffering?’</u> (From a Buddhists perspective)
Curriculum content	This topic explores the religious and non-religious views on the <i>beginning of the universe, creation of humanity</i> . We also research whether there is <i>life after death</i> and the concept of the <i>Soul</i> . We research the Genesis 7-day creation story, Adam and Eve, The Big Bang Theory, Evolution and much more.	In this topic we attempt to answer the question of whether Religions help us to be good, or is it something else? We examine <i>religious laws/commandments</i> on being a ‘good person’, such as <i>Sewa, Agape</i> , and <i>Zakat</i> , and non-religious ideas, such as <i>Altruism</i> .	We start off this topic by looking at what <i>‘suffering’</i> is in the modern world, and what causes it. We then use <i>Buddhist teachings</i> such as <i>‘Dukkha’</i> and the <i>‘Eight-Fold Path’</i> to see whether these are the solution to the <i>problem of evil and suffering</i> .
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y9	<u>‘Does Jesus make it possible to understand the Nature of God?’</u> (Christian Beliefs)	<u>‘Is religion a power for good or a cause of conflict?’</u> (Ethics)	<u>‘Should we sell religious buildings for the homeless?’</u> (Debate Group Topic)
Curriculum content	This topic explores whether it is possible to understand /comprehend the <i>Nature of God</i> in Christianity, through God taking on flesh; Jesus. We look at the <i>Problem of Evil, Afterlife, Incarnation, Miracles, The Easter story and Salvation</i> , and evaluate whether it is possible to fully know/understand God.	This topic introduces the theme of <i>ethics</i> into the curriculum; what is right and wrong and who decides. We learn about three ethical principles: <i>Utilitarianism, Situation Ethics and Absolutism</i> and apply these to situations. We then look at <i>Violence, Pacifism, WMD, Protests, terrorism and Just/Holy Wars</i> and evaluate whether religion has had positive or a negative impact on these events.	This topic advances the students <i>oracy</i> and <i>problem solving</i> skills by working in teams to produce a presentation on whether religious buildings should be sold for the homeless. They must <i>analyse and evaluate</i> both sides of the argument and come to a conclusion on the matter.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge. As they progress through the school, they will build on knowledge so students are assessed on previous topics as well as KS2 knowledge & understanding. Students also begin exam practice of 1, 2, 4, 5 & 12 mark questions.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

Philosophy & Ethics AQA GCSE (Religious Studies)

Y10 & 11	Curriculum content	<u>‘Christian Beliefs, Teachings & Practices’</u> <i>Students explore various Christian beliefs and the effect these have on the followers lives. This includes:</i>	<u>‘Muslim Beliefs, Teachings & Practices’</u> <i>Students explore various Muslim beliefs and the effect these have on the followers lives. This includes:</i>
	Component 1: The study of religions: beliefs and teachings	<ul style="list-style-type: none"> <input type="checkbox"/> Nature of God <input type="checkbox"/> Problem of Evil <input type="checkbox"/> Creation <input type="checkbox"/> Afterlife <input type="checkbox"/> Jesus’ ministry <input type="checkbox"/> Incarnation <input type="checkbox"/> Crucifixion <input type="checkbox"/> Resurrection <input type="checkbox"/> Ascension <input type="checkbox"/> Salvation <input type="checkbox"/> Worship <input type="checkbox"/> Sacraments (Baptism & Eucharist) <input type="checkbox"/> Pilgrimage <input type="checkbox"/> Role of the Church <input type="checkbox"/> Role of Missionary & Evangelism 	<ul style="list-style-type: none"> <input type="checkbox"/> Six articles of faith in Sunni Islam <input type="checkbox"/> Tawhid <input type="checkbox"/> Nature of God <input type="checkbox"/> Angels <input type="checkbox"/> Day of Judgement <input type="checkbox"/> Akhirah <input type="checkbox"/> Risalah <input type="checkbox"/> Holy Books <input type="checkbox"/> The imamate in Shi'a Islam <input type="checkbox"/> 5 Pillars <input type="checkbox"/> Jihad <input type="checkbox"/> Festivals
	Curriculum content	<u>‘Relationship & Families’ (Theme A)</u>	<u>‘Religion, Peace & Conflict (Theme D)</u>
	Component 2: Themes (non-textual)	<ul style="list-style-type: none"> <input type="checkbox"/> Contraception/Family Planning <input type="checkbox"/> Sexual relationships <input type="checkbox"/> Homosexual relationships <input type="checkbox"/> Nature & Purpose of Marriage <input type="checkbox"/> Divorce <input type="checkbox"/> Nature & Purpose of Families <input type="checkbox"/> Gender Equality 	<ul style="list-style-type: none"> <input type="checkbox"/> Violence <input type="checkbox"/> WMD <input type="checkbox"/> Pacifism <input type="checkbox"/> Religion and belief in 21st century conflict <input type="checkbox"/> Holy War <input type="checkbox"/> Just War <input type="checkbox"/> Protest
		<u>‘Religion & Life’ (Theme B)</u>	<u>Religion, Crime & Punishment (Theme E)</u>
		<ul style="list-style-type: none"> <input type="checkbox"/> Origin of Human Life & the Universe <input type="checkbox"/> Life After Death <input type="checkbox"/> Use and abuse of the environment <input type="checkbox"/> Use and abuse of animals <input type="checkbox"/> Abortion <input type="checkbox"/> Euthanasia 	<ul style="list-style-type: none"> <input type="checkbox"/> Corporal Punishment <input type="checkbox"/> Death Penalty <input type="checkbox"/> Forgiveness <input type="checkbox"/> Religion, crime and causes of crime <input type="checkbox"/> Religion & Punishment
Assessment	Students are assessed through exam practice of 1, 2, 4, 5 & 12 mark questions, as well as mid & end of topic assessment knowledge progress checks.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		