

Religious Studies Curriculum Outline

2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	
Year 11	<p>Unit Title: Religion, Peace and Conflict</p> <p>Knowledge: this unit brings together many themes which students have already encountered, such as their study of 'war, peace and justice' within the KS3 curriculum and their study of jihad within Islamic practices. Students explore the ethics of pacifism, terrorism, owning nuclear weapons, the just war theory and the role religion plays in peacekeeping in the modern world.</p> <p>Skills: students will understand the impact and influence that different religious, philosophical and ethical teachings have on the modern world. They appreciate the contrasting perspectives which exist in contemporary British society and can articulate these differences in their written work.</p>	<p>Unit Title: Religion, Crime and Punishment</p> <p>Knowledge: this unit allows students to build on their prior knowledge of forgiveness, justice, sin, law and the sanctity of life. They study the causes of crime, different views about criminal behaviour, and look at a range of different types of crime including hate crimes, theft and murder. The aims of punishment are studied along with different religious perspectives on the treatment of criminals, including prison, corporal punishment and community service. Students also look at ethical arguments related to the death penalty, including the principle of utility.</p> <p>Skills: students are now able to apply their detailed knowledge of Christianity and Islam to a range of different ethical issues related to crime and punishment in their written work, drawing on religious scripture to support these views. They can evaluate with confidence, giving reasoned arguments both for and against different positions using logical chains of reasoning, in order to reach a justified conclusion.</p>		<p>Unit Title: Bringing it all Together – Revision and Exam Preparation</p> <p>Knowledge: following ongoing assessment, whole class knowledge gaps will be identified to make sessions as targeted as possible.</p> <p>Skills: the completion of practice questions will consolidate the skills required to meet the GCSE assessment objectives. By the end of the course students will be able to give pieces of information, explain how religious beliefs influence the lives of followers, draw on scripture to support religious beliefs and practices, explain the contrasting ways religions are practiced, and evaluate the truth of different statements.</p>		
Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: The Existence of God and Revelation		Unit Title: Christian Practices		Unit Title: Islamic Practices	

	<p>Knowledge: students start Year 10 with a philosophical theme exploring the existence of God and revelation. This includes a study of the design argument, the first cause argument, the argument from miracles, arguments against the existence of God, and the differences between general and special revelation. Along with religious perspectives, they will also further their knowledge of secular perspectives such as Humanism.</p> <p>Skills: this theme allows students to develop their philosophical skills from KS3 and gain greater confidence when evaluating different ideas. They will understand the nature of the arguments studied and will be able to express their own opinions using logical chains of reasoning.</p>		<p>Knowledge: students build on their understanding of Christian beliefs to understand the different ways in which these beliefs are put into practice. They study different forms of prayer, Baptism, the Eucharist, the importance of pilgrimage, the role of the Church in the local community, mission, evangelism and the work of Tearfund. They understand the diverse ways in which different denominations undertake these practices.</p> <p>Skills: students can utilise increasingly complex religious vocabulary when describing Christian practices (liturgical, non-liturgical, liturgy, transubstantiation, consecration etc). The contrasting ways in which different denominations of Christianity practice the religion can be articulated within their written work.</p>		<p>Knowledge: students study the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. A detailed study is undertaken of Shahadah, Salah, Sawm, Zakah and Hajj. They explore different interpretations of jihad, and the origins and importance of Id-ul-Adha, Id-ul-Fitr and Ashura.</p> <p>Skills: students understand how these practices are an expression of the beliefs they have already studied. They will further understand the diversity within Islam (with a particular focus on the differences between Sunni and Shi'a Muslims). The study of Jihad will allow students to think critically about what they encounter in the media and become increasingly religiously literate.</p>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p>Unit Title: Religion and Life</p> <p>Knowledge: in this theme, students apply their understanding of Christianity, Islam and secular perspectives (studied throughout KS3) to life issues such as abortion, euthanasia and our treatment of animals and nature. They look at the differences between scientific and religious knowledge and assess whether the two disciplines are in conflict.</p> <p>Skills: students will recognise how links can be made between different academic subjects, as this unit connects strongly with topics covered in science. A study of the meaning of the Genesis accounts will allow students to appreciate that there are different ways of interpreting scripture, and they will be able to connect the different interpretations with different opinions held about the science/religion debate. They may make use of the kind of analysis used within English Literature.</p>		<p>Unit Title: Christian Beliefs</p> <p>Knowledge: Students build on their prior understanding of Christianity by developing further layers of complexity when examining Christian beliefs. They explore the nature of God, the concept of the Trinity, the life, death and resurrection of Jesus, beliefs about the afterlife, and the different means of salvation.</p> <p>Skills: students gain an appreciation for the origin of Christian beliefs through an exploration of the Bible and other sources of authority such as the Apostle's Creed. They can draw on scripture when explaining different Christian beliefs, giving their answers increased legitimacy.</p>		<p>Unit Title: Islamic Beliefs</p> <p>Knowledge: students build on their prior understanding of Islam by developing further layers of complexity when examining Islamic beliefs. They study key beliefs about God, the differences between Sunni and Shi'a Islam, the importance of the Prophets Adam, Ibrahim and Muhammad, the authority of the Qur'an and beliefs about the afterlife.</p> <p>Skills: students will understand that the Qur'an is the foundation of all Muslim belief, along with the Hadith to a lesser extent. They will start to understand how these differing beliefs <i>influence</i> the life of Muslims, and be able to articulate this in their written work.</p>	
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Year 8	<p>Unit Title: Is there life after death?</p> <p>Knowledge: students engage in a philosophical enquiry into what happens when we die. They explore whether the human mind is purely physical or whether we have a non-physical mind or soul. They then look at a diverse range of beliefs about the afterlife from Buddhism, Hinduism,</p>	<p>Unit Title: Responses to suffering and the problem of evil</p> <p>Knowledge: students complete a unit of work exploring the nature of suffering and evil. They look at the problem of evil as an argument against the existence of God, and then explore various religious and philosophical responses to the problem of evil.</p>	<p>Unit Title: War, Peace and Justice</p> <p>Knowledge: students explore the reasons for war and the role religion plays in both causing and stopping conflict. Aquinas' just war theory is studied along with peaceful ways of resolving disputes through a study of Gandhi and pacifism. Moral dilemmas such as the ownership of</p>	<p>Unit Title: The Holocaust</p> <p>Knowledge: students learn about the Holocaust through a religious lens. This includes a study of historical antisemitism and the reasons for this, a lesson exploring what it means to be Jewish and the diversity of European Jews in the early 20th Century, a lesson following a young Jewish boy who was sent to Auschwitz, and Jewish</p>	<p>Unit Title: Religious Figureheads</p> <p>Knowledge: students learn about two key religious figureheads: Moses and Guru Nanak. Within the study of Moses, students evaluate the significance and relevance of the 10 commandments both historically and within society today. The study of Guru Nanak involves analysing poetry he wrote expressing</p>	<p>Unit Title: Who was Jesus?</p> <p>Knowledge: students learn about the person of Jesus from a variety of different perspectives. This includes analysing some of his key teachings from the Sermon on the Mount, looking into the impact Jesus Christ has had on Western civilisation, exploring the origins of the Gospels and looking at what Muslims believe about Jesus.</p>

	<p>Christianity, Islam and Humanism.</p> <p>Skills: students build on the skills they have already developed in Year 7, both in terms of subject knowledge and evaluation.</p>	<p>Skills: students gain further insight into the nature of philosophical argument when expressing the problem of evil in their written work.</p>	<p>nuclear weapons are also discussed.</p> <p>Skills: students gain the ability to take religious ideas and apply them to world issues. This is the focus of the GCSE paper 2 which students start in Year 9.</p>	<p>responses to the Holocaust, including spiritual resistance and forgiveness.</p> <p>Skills: to allow students to appreciate our common humanity and the terrible effects prejudice and discrimination can have towards a minority group.</p>	<p>God's ineffable nature, and looking at the impact of his key teachings.</p> <p>Skills: students are able to analyse extracts from religious texts to gain a deeper understanding of their meaning and significance. They can explain religious beliefs with reference to scripture.</p>	<p>Skills: this unit helps to prepare students for the study of Christianity and Islam, since the person of Jesus features in both religions. Exploring Jesus in depth is also more characteristic of the detailed knowledge they gain at GCSE level.</p>
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Year 7	<p>Unit Title: An Introduction to Religious Studies</p> <p>Knowledge: students will gain an understanding of the nature and the purpose of the subject. They will explore why it's taught at MGS, why it's important and how it is relevant to the students as individuals. They will understand that the subject has different dimensions, with links to philosophy and ethics.</p> <p>Skills: students will be able to express understanding of the nature and purpose of Religious Studies both in their written work and verbally. There will be at least one skills-based lesson within this unit of work which focuses on the attributes necessary for becoming a good philosopher.</p>	<p>Unit Title: Identity</p> <p>Knowledge: students complete a theme looking into the nature of self and what makes us who we are. They explore philosophical questions such as whether we are purely physical or whether we have a soul. They look at the 'Ship of Theseus' thought experiment and they explore the nature of emotion and whether we are always in control of ourselves. Identity is also considered in the context of religion through a study of coming-of-age ceremonies.</p> <p>Skills: students become increasingly confident when expressing their views during class debate (facilitated by a 'no hands up' approach). They are taught how to articulate reasoned points of view in their written work.</p>	<p>Unit Title: Religious Expression</p> <p>Knowledge: this topic introduces students to a wide range of religions (including some ancient, tribal belief systems) and the diverse way in which religious beliefs are expressed. Examples include a study of the sacred architecture of the Pawnee Tribe, the symbolism within Islamic Art and the diverse music found within the Christian tradition.</p> <p>Skills: students show an awareness of how religion has influenced art, music, architecture and wider culture.</p>	<p>Unit Title: Different interpretations of the nature of God</p> <p>Knowledge: this philosophical theme looks at the nature of God and reality from a variety of different perspectives including animism, pantheism, Taoism, Hinduism, the Bahai Faith and the God of the Abrahamic religions. They will understand the very diverse ways in which people across the world have understood the divine.</p> <p>Skills: students will be able to appreciate the similarities and differences between the different philosophies and religions, and decide whether the ideas they have about God are coherent.</p>	<p>Unit Title: Arguments for and against the existence of God</p> <p>Knowledge: students evaluate the existence of God through a study of the design argument and the argument from religious experience. They also look at reasons why atheists may not believe in God, focusing on evolution, science and the philosophy of Richard Dawkins.</p> <p>Skills: students start to evaluate different ideas within their written work through the introduction of 12-mark questions (similar in style to those answered at GCSE level).</p>	<p>Unit Title: Rules for Living</p> <p>Knowledge: this unit of work focuses on how someone's religious (or secular) outlook might influence their behaviour and how they live. The unit begins by exploring where our sense of right and wrong comes from (society, God, our conscience, reason etc) and then explores various rules for living across the main religious traditions and how these rules are followed.</p> <p>Skills: students are able to debate and evaluate the ethical issues explored, which include discussions about ones right to wear religious clothing at school and whether it is possible to be good without God (through a study of Humanism).</p>

Key/Legend/Notes: