

Religious Studies 2022-2023

Curriculum Intent

In Religious Studies we aim for all students to:

- Develop a genuine interest in learning about the beliefs and cultures of others.
- Develop knowledge in different belief systems and behaviours of people in the UK and around the world
- Develop understanding of the different ways that we know about religion
- Develop skills of empathy, understanding, analysis and evaluation; being able to debate different views and beliefs in a respectful manner
- Develop an enthusiasm for debating big questions about the world as well as issues which affect an individual.

In KS3 we follow a learning path which enables students to learn about a world religion in depth, interspersed with philosophical and ethical themes. Students will learn to apply the beliefs and attitudes of religions to those themes. This prepares them for the style of learning and assessment at GCSE level. In addition, we study the lives of important religious leaders who have made an impact in society as well as a study of Humanism, as a non-religious belief system.

Our curriculum takes into account the 1998 Education Act regarding the teaching of Religious Studies and the question-led approach mirrors the Derbyshire Agreed Syllabus.

We are in the process of redesigning our KS3 Religious Studies curriculum, rolling out the programme for Year 7 in 2022-2023, Year 8 in 2023-2024 and Year 9 in 2024-2025

Curriculum Implementation

Year 7	
Autumn Term 1	<p>Foundations for RS</p> <ul style="list-style-type: none">• What is philosophy?• Why are people religious?• What is symbolism?• What are the major world religions?• What does it mean to belong to a community?• What makes an inspiring leader? <p>Link: The concept of the ummah is an important thread in the GCSE Islam course</p>
Autumn Term 2	<p>What does it mean to be a Christian?</p> <ul style="list-style-type: none">• Why is the Bible important?• Who is God?• Why is Jesus' death important?• Why are there different Christians?

	<ul style="list-style-type: none"> How do Christians celebrate? <p>Link: Knowledge and understanding of the purpose of Jesus' life is essential to the GCSE Christianity course. The other themes studied in this term will act as a spring board to greater depth of learning in that paper.</p>
Spring Term 1	<p>What is prejudice and discrimination?</p> <ul style="list-style-type: none"> What examples can we see of prejudice and discrimination around us? What does the law say? What did Martin Luther King Jr do? What did Mandela do? What did Malala do? <p>Link: the work of a Christian leader such as MLK is within the GCSE Christianity course; in this unit of work we will 'apply' beliefs of religions to the theme which is a key thread in the Themes course at GCSE.</p>
Spring Term 2	<p>What does it mean to be a Sikh?</p> <ul style="list-style-type: none"> Who was Guru Nanak? What are the legacies of the 10 gurus? What happens in a gurdwara? What is sewa? What do Sikhs say about prejudice? How do Sikhs celebrate? <p>Link: retrieval practice of lessons done on prejudice earlier in the year.</p>
Summer Term 1	<p>What is humanism?</p> <ul style="list-style-type: none"> Is humanism a religion? What do humanists believe? How do humanists celebrate rites of passage? <p>Link: retrieval practice of themes covered in the introductory unit of work.</p>
Summer Term 2	<p>Life through a lens</p> <ul style="list-style-type: none"> How do we view the world? Spirited Arts

Click [here](#) for the Y7 RS learning journey which gives an overview of the curriculum.

Year 8	
Autumn Term 1	<p>Religion and Science</p> <ul style="list-style-type: none"> Different ways of seeing and interpreting Concepts of theism, atheism and agnosticism Is there evidence of design in the universe? What is intelligent design?

	<ul style="list-style-type: none"> • Pascal's Wager • Religious and cultural creation stories, including an in-depth study of the Genesis creation story, the Big Bang and evolution <p>Link: Origins of the universe is within the GCSE Theme B unit of work. Arguments for the existence of God is part of the A level Philosophy course. We do retrieval practice of the work done in Year 7 on the Genesis creation story and the literal and non-literal interpretations of it.</p>
Autumn Term 2	<p>What does it mean to be a Buddhist?</p> <ul style="list-style-type: none"> • How did Buddhism begin? The life of Siddhartha Gautama • Why is suffering important in Buddhism? The Three Marks of Existence and the Four Noble Truths • The Middle Way and enlightenment • The Sangha • How do Buddhists worship? <p>Link: The A level course includes a paper on Buddhism. We make comparisons to other religions when studying Buddhism.</p>
Spring Term 1	<p>What does justice look like?</p> <ul style="list-style-type: none"> • What causes crime? • What are the aims of punishment? • Should we forgive? <p>Link: Theme E in the GCSE course is crime and punishment. This unit of work lays the foundation for that theme, using case studies to establish understanding.</p>
Spring Term 2 And Summer Term 1	<p>What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> • How did Islam begin? The life of the Prophet Muhammad. • What is the ummah? • Where do Muslims worship? • What are the Five Pillars? • Is Islamic dress controversial? • What is jihad? <p>Link: Paper 1 in the GCSE course involves studying belief and practice in Christianity and Islam. This unit of work lays the foundation for that study.</p>
Summer Term 2	<p>How do we achieve peace?</p> <ul style="list-style-type: none"> • Is it ever right to fight? • What does it mean to be a pacifist? • What were the truces of Christmas Day? • Who was Dietrich Bonhoeffer?

	<ul style="list-style-type: none"> • What is extremism? <p>Link: Theme D in the GCSE course is war, peace and conflict so this unit lays the foundation for that study whilst looking at different case studies and examples.</p>
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Year 9	
Autumn Term 1	<p>Hinduism</p> <ul style="list-style-type: none"> • Life in India • The concept of God in Hinduism, including Brahman and the Trimurti • The mandir and puja • The caste system • Reincarnation, karma and dharma • Hindu festivals: Diwali, Holi • A visit to the Leicester temple
Autumn Term 2	<p>Hindu Ethics:</p> <ul style="list-style-type: none"> • The life and legacy of Gandhi, including ahimsa and non-violent protest • The treatment of animals • Arranged marriage <p>Link: The treatment of animals, non-violent protest and arranged marriage are all part of the 'Themes' paper in the GCSE course.</p>
Spring Term 1	<p>A revision of Judaism</p> <ul style="list-style-type: none"> • Belief in God, monotheism and the covenant • Key practices: Shabbat, the Torah <p>The Holocaust</p> <ul style="list-style-type: none"> • Life in Germany in the 1930s • A visit to Beth Shalom memorial centre
Spring Term 2	<p>The Holocaust</p> <ul style="list-style-type: none"> • Prejudice and discrimination: anti-Semitism and its impact • The Final Solution: a study of Sobibor • Believers' responses to the Holocaust <p>Link: Prejudice and discrimination is part of the 'Themes' paper in the GCSE course.</p>
Summer Term 1	<p>A revision of Christianity</p> <ul style="list-style-type: none"> • The crucifixion and resurrection of Jesus • The teachings of Christianity: agape, the Golden Rule <p>Christian Ethics</p>

	<ul style="list-style-type: none"> The value of human life: the use of embryos, IVF, saviour siblings, genetic engineering
Summer Term 2	<p>Christian Ethics</p> <ul style="list-style-type: none"> The value of human life: the use of embryos, IVF, saviour siblings, genetic engineering The ethics of war: drone warfare <p>Link: Christian beliefs make up a quarter of the GCSE paper 1. Human life is on Theme B but the topics are abortion and euthanasia. This is an excellent introduction to those topics and studying ethics in general.</p>

Curriculum Impact

At the end of Key Stage 3 students will:

- Be confident in their knowledge of world religions, understanding difference between and within religions and why those differences exist.
- Be able to apply religious beliefs and attitudes to complex contemporary moral issues.
- Be able to identify misconceptions that people have about religions and know why those misconceptions exist.
- Be able to articulate their own perspectives on religion, big questions and moral issues.

All of our Key Stage 3 students will have:

- Visited Lincoln Cathedral
- Visited a Hindu mandir
- Visited Beth Shalom, a Holocaust memorial centre

All of our Key Stage 3 students will have the knowledge and skills to opt for GCSE Religious Studies at Year 10.