

# Curriculum overview: Religious Studies

## Previously studied content in Key Stage 2:

- Students should be able to:
- Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
  - Explain, with reasons, the meanings and significance of religions and worldviews to individuals and communities.
  - **Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.**
  - Describe links between stories and other aspects of the communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
  - Explain the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
  - **Apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.**
  - Describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
  - Outline similarities and differences within and between different religions and worldviews.
  - **Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.**

## Core Objectives

- Students should be able to:
- Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
  - Explain, with reasons, the meanings and significance of religions and worldviews to individuals and communities.
  - **Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms.**
  - Describe links between stories and other aspects of the communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
  - Explain the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
  - **Apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.**
  - Describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
  - Outline similarities and differences within and between different religions and worldviews.
  - **Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.**

## Key content requirements at GCSE

The Study of Religions: Beliefs, Teachings and Practices	Thematic Studies (Themes B, D, E and F)
<p>Sikhism &amp; Buddhism:</p> <ul style="list-style-type: none"> <li>▪ Students should be aware that Sikhism and Buddhism are two of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout both <b>The Study of Religions</b> as well as <b>Thematic Studies</b>.</li> <li>▪ Students should show an understanding of the beliefs, teachings and practices of Sikhism and Buddhism and their basis in Sikh and Buddhist sources of wisdom and authority.</li> <li>▪ They should be able to refer to scripture and/or sacred texts as appropriate.</li> <li>▪ Students should be able to explain the influence of the beliefs, teachings and practices of religion on communities and societies.</li> <li>▪ Common and divergent views within Sikhism and Buddhism in the way beliefs and teachings are understood and expressed should be included throughout.</li> <li>▪ Students may refer to a range of Sikh and Buddhist perspectives in their answers, for example the perspective of sahadhari and amritdhari Sikhs or Theravada, Mahayana, Zen and Pure Land Buddhists.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students should be aware of different religious perspectives on the issues studied within and/or between religious and non-religious beliefs such as atheism and humanism.</li> <li>▪ Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</li> <li>▪ Students will be expected to show their understanding of religion through the application of teachings from religion and beliefs.</li> <li>▪ Students will be expected to make specific references to sources of wisdom and authority including scripture and/or sacred texts.</li> <li>▪ Students may refer to any relevant religious texts</li> <li>▪ Students must demonstrate knowledge and understanding that: <ul style="list-style-type: none"> <li>○ the religious traditions of Great Britain are, in the main, Christian</li> <li>○ the religious traditions in Great Britain are diverse.</li> </ul> </li> <li>▪ Students may draw upon Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism.</li> </ul>

**Key skills requirements at GCSE**

Students should be able to demonstrate their ability to:

- apply knowledge and understanding of two religions
- apply knowledge and understanding of key sources of wisdom and authority including scripture and/ or sacred texts, where appropriate, which support contemporary religious faith
- understand the influence of religion on individuals, communities and societies
- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

	Term 1	Term 2	Term 3	Portable knowledge
<b>Year 7</b>	<p><b><u>The Foundations of RE</u></b></p> <ul style="list-style-type: none"> <li>▪ What is religion?</li> <li>▪ Key features of 6 religions</li> <li>▪ Key beliefs of 6 religions</li> </ul> <p><b><u>Jewish Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ The nature of God and monotheism</li> <li>▪ Abraham and the covenant</li> <li>▪ Moses and the Ten Commandments</li> <li>▪ The sanctity of life</li> </ul> <p><b><u>Christian Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ The nature of God and the Trinity</li> <li>▪ Parables</li> <li>▪ Sin and salvation</li> <li>▪ Forgiveness and atonement</li> <li>▪ How Christianity began</li> </ul>	<p><b><u>Muslim Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ Nature of Allah</li> <li>▪ Origins of Islam</li> <li>▪ Sunni and Shi'as</li> <li>▪ Five Pillars of Islam</li> </ul> <p><i>Beliefs about life after death (all three Abrahamic religions)</i></p> <p><b><u>Muslim Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Ramadan and Eid</li> <li>▪ The Mosque and prayer</li> <li>▪ Case studies: Muslim Aid, Muhammad Ali</li> <li>▪ Islam in Britain: clothing, dietary requirements, media and jihad</li> </ul>	<p><b><u>Christian Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Is Britain a Christian country?</li> <li>▪ Should women lead a church?</li> <li>▪ Problem of evil and suffering</li> <li>▪ Case study of denomination: Quakers and the Salvation Army</li> </ul> <p><b><u>Jewish Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Orthodox and Reform Jews: mitzvot and dietary laws</li> <li>▪ Shabbat (the Sabbath)</li> <li>▪ Pesach (Passover)</li> <li>▪ Rites of passage</li> </ul>	<p>Knowledge of command words.</p> <p>Knowledge of key terms i.e.</p> <ul style="list-style-type: none"> <li>▪ atheist</li> <li>▪ theist</li> <li>▪ agnostic</li> </ul> <p>Knowledge of key beliefs in religion i.e.</p> <ul style="list-style-type: none"> <li>▪ pacifism</li> <li>▪ sanctity of life</li> <li>▪ charity</li> <li>▪ forgiveness</li> <li>▪ religious laws</li> </ul> <p><b>Key Terms:</b> <b>Knowledge Organiser</b></p>
<b>Year 8</b>	<p><b><u>The Foundations of RE</u></b></p> <ul style="list-style-type: none"> <li>▪ What is religion?</li> </ul>	<p><b><u>Sikh Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ Guru Nanak – link to equality</li> </ul>	<p><b><u>Buddhist Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Meditation</li> </ul>	<p>Knowledge of command words.</p>

	<ul style="list-style-type: none"> <li>▪ Key features of 6 religions</li> <li>▪ Key beliefs of 6 religions</li> </ul> <p><b><u>Hindu Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ Gods and Goddesses</li> <li>▪ Atman, Samsara, Karma, Dharma</li> <li>▪ Prejudice and Violence</li> </ul> <p><b><u>Buddhist Beliefs</u></b></p> <ul style="list-style-type: none"> <li>▪ Life of the Buddha &amp; Four Sights</li> <li>▪ Asceticism, Enlightenment, Dhamma</li> <li>▪ Three Marks of Existence</li> <li>▪ Eightfold Path</li> <li>▪ Theravada and Mahayana Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guru Gobind Singh &amp; the Khalsa</li> <li>▪ Guru Granth Sahib, Waheguru and the Mool Mantra</li> <li>▪ Five stages of liberation (khands) vs. Five evils; being gurmukh vs. being manmukh</li> </ul> <p><b><u>Sikh Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Gurdwara and langar</li> <li>▪ Sewa</li> <li>▪ Rites of passage: birth, naming and amrit ceremonies</li> <li>▪ Festivals: Divali, Vaisakhi, Gurburbs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Karma, Ceremonies associated with death and mourning</li> <li>▪ 5 Precepts</li> <li>▪ Art and symbolism</li> <li>▪ Protest and equality: case study of a Buddhist monk</li> </ul> <p><b><u>Hindu Practices</u></b></p> <ul style="list-style-type: none"> <li>▪ Festivals: Divali &amp; Holi</li> <li>▪ Pilgrimage and Yoga</li> <li>▪ The environment, cow protection, tree conservation</li> </ul>	<p>Knowledge of key terms i.e.</p> <ul style="list-style-type: none"> <li>▪ atheist</li> <li>▪ theist</li> <li>▪ agnostic</li> <li>▪ monotheism</li> <li>▪ polytheism</li> </ul> <p>Knowledge of key beliefs in religion i.e.</p> <ul style="list-style-type: none"> <li>▪ protest</li> <li>▪ equality</li> <li>▪ pacifism</li> <li>▪ charity</li> </ul> <p><b><u>Key Terms:</u></b>  <a href="#"><u>Knowledge Organiser</u></a></p>
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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Portable knowledge</b>
<b>Year 9</b>	<p><b><u>The Foundations of RE</u></b></p> <ul style="list-style-type: none"> <li>What is religion?</li> <li>Key features of 6 religions</li> <li>Key terms</li> <li>Key beliefs of 6 religions</li> </ul> <p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>Key principles of Christianity</li> </ul> <p><b><u>Sikh Beliefs and teachings</u></b></p> <p><b><u>Key beliefs</u></b></p> <ul style="list-style-type: none"> <li>The nature of God as expressed in the Mool Mantra.</li> <li>God as Creator.</li> <li>The nature of human life.</li> <li>Beliefs in karma and rebirth.</li> <li>The five stages of liberation.</li> <li>The importance of being God-centred (gurmukh) rather than man-centred (manmukh).</li> </ul> <p><b><u>Beliefs about the nature of human life</u></b></p> <ul style="list-style-type: none"> <li>Belief in the oneness of humanity and in the equality of all.</li> <li>The expression of the equality of all in the stories of the lives of the Gurus, the Guru Granth Sahib and Sikhism today.</li> <li>Sewa.</li> <li>The role and importance of the sangat (religious community).</li> </ul>	<p><b><u>Sikh Practices</u></b></p> <p><b><u>Worship and service</u></b></p> <ul style="list-style-type: none"> <li>Religious features of the gurdwara.</li> <li>The role of the gurdwara within the Sikh community.</li> <li>The role of prayer in the home.</li> <li>The role and importance of the akhand path.</li> </ul> <p><b><u>Theme F: Religion, Human Rights and Social Justice</u></b></p> <p><b><u>Human rights</u></b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>Human rights and responsibilities.</li> <li>Social justice.</li> <li>Racial prejudice and discrimination.</li> <li>Ethical arguments related to racial discrimination.</li> </ul> <p><b><u>Wealth and poverty</u></b></p> <ul style="list-style-type: none"> <li>Attitudes to and uses of wealth</li> <li>The responsibilities of wealth.</li> <li>Exploitation of the poor.</li> <li>The responsibilities of those living in poverty.</li> <li>Charity.</li> </ul>	<p><b><u>Theme D: Religion, Peace and Conflict</u></b></p> <p><b><u>Religion, violence, terrorism and war</u></b></p> <ul style="list-style-type: none"> <li>The meaning and significance of: <ul style="list-style-type: none"> <li>peace</li> <li>justice</li> <li>forgiveness</li> <li>reconciliation.</li> </ul> </li> <li>Violence, including violent protest.</li> <li>Terrorism.</li> <li>Reasons for war, including greed, self-defence and retaliation.</li> <li>The just war theory, including the criteria for a just war.</li> <li>Holy war.</li> <li>Pacifism.</li> </ul>	<p>Knowledge of command words:</p> <ul style="list-style-type: none"> <li>Explain</li> <li>Give</li> <li>Why</li> </ul> <p>Knowledge of key terms i.e.</p> <ul style="list-style-type: none"> <li>atheist</li> <li>theist</li> <li>agnostic</li> <li>monotheism</li> <li>polytheism</li> </ul> <p>Knowledge of key beliefs in religion i.e.</p> <ul style="list-style-type: none"> <li>sanctity of life</li> <li>pacifism</li> <li>peace</li> <li>protest</li> <li>forgiveness</li> <li>justice</li> <li>human rights</li> <li>harmony</li> <li>tolerance</li> <li>prejudice</li> <li>discrimination</li> <li>equality</li> </ul> <p><b><u>Key Terms:</u></b> <b><u>Knowledge Organisers</u></b></p>
<b>Year 10</b>	<p><b><u>Sikhism: Beliefs and teachings</u></b></p> <p><b><u>Key beliefs</u></b></p> <ul style="list-style-type: none"> <li>The nature of God as expressed in the Mool Mantra.</li> <li>God as Creator.</li> <li>The nature of human life.</li> <li>Beliefs in karma and rebirth.</li> <li>The five stages of liberation.</li> <li>The importance of being God-centred (gurmukh) rather than man-centred (manmukh).</li> </ul> <p><b><u>Beliefs about the nature of human life</u></b></p> <ul style="list-style-type: none"> <li>Belief in the oneness of humanity and in the equality of all.</li> <li>The expression of the equality of all in the stories of the lives of the</li> </ul>	<p><b><u>Theme F: Religion, Human Rights and Social Justice</u></b></p> <p><b><u>Human rights</u></b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>Human rights and responsibilities.</li> <li>Social justice.</li> <li>Racial prejudice and discrimination.</li> <li>Ethical arguments related to racial discrimination.</li> </ul> <p><b><u>Wealth and poverty</u></b></p>	<p><b><u>Theme D: Religion, Peace and Conflict</u></b></p> <p><b><u>Religion, violence, terrorism and war</u></b></p> <ul style="list-style-type: none"> <li>The meaning and significance of: <ul style="list-style-type: none"> <li>peace</li> <li>justice</li> <li>forgiveness</li> <li>reconciliation.</li> </ul> </li> <li>Violence, including violent protest.</li> <li>Terrorism.</li> <li>Reasons for war, including greed, self-defence and retaliation.</li> <li>The just war theory, including the criteria for a just war.</li> <li>Holy war.</li> <li>Pacifism.</li> </ul>	<p>Knowledge of command words:</p> <ul style="list-style-type: none"> <li>Explain</li> <li>Give</li> <li>Why</li> <li>Evaluate</li> </ul> <p>Knowledge of key beliefs in religion i.e.</p> <ul style="list-style-type: none"> <li>sanctity of life</li> <li>quality of life</li> <li>dominion</li> <li>stewardship</li> <li>pacifism</li> <li>peace</li> <li>protest</li> <li>forgiveness</li> <li>justice</li> </ul>

	<p>Gurus, the Guru Granth Sahib and Sikhism today.</p> <ul style="list-style-type: none"> <li>▪ Sewa.</li> <li>▪ The role and importance of the sangat (religious community).</li> </ul> <p><b><u>Sikhism: Practices</u></b> <u>Worship and service</u></p> <ul style="list-style-type: none"> <li>• Religious features of the gurdwara.</li> <li>• The role of the gurdwara within the Sikh community.</li> <li>• The role of prayer in the home.</li> <li>• The role and importance of the akhand path.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attitudes to and uses of wealth</li> <li>▪ The responsibilities of wealth.</li> <li>▪ Exploitation of the poor.</li> <li>▪ The responsibilities of those living in poverty.</li> <li>▪ Charity.</li> </ul>		<ul style="list-style-type: none"> <li>▪ human rights</li> <li>▪ harmony</li> <li>▪ tolerance</li> <li>▪ prejudice</li> <li>▪ discrimination</li> <li>▪ equality</li> <li>▪ compassion</li> <li>▪ karma</li> <li>▪ wisdom</li> </ul> <p><b><u>Key Terms:</u></b> <a href="#"><u>Knowledge Organisers</u></a></p>
<b>Year 11</b>	<p><b><u>Sikhism: Beliefs and teachings</u></b> <u>Key beliefs</u></p> <ul style="list-style-type: none"> <li>▪ The nature of God as expressed in the Mool Mantra.</li> <li>▪ God as Creator.</li> <li>▪ The nature of human life.</li> <li>▪ Beliefs in karma and rebirth.</li> <li>▪ The five stages of liberation.</li> <li>▪ The importance of being God-centred (gurmukh) rather than man-centred (manmukh).</li> </ul> <p><u>Beliefs about the nature of human life</u></p> <ul style="list-style-type: none"> <li>▪ Belief in the oneness of humanity and in the equality of all.</li> <li>▪ The expression of the equality of all in the stories of the lives of the Gurus, the Guru Granth Sahib and Sikhism today.</li> <li>▪ Sewa.</li> <li>▪ The role and importance of the sangat (religious community).</li> </ul> <p><b><u>Sikhism: Practices</u></b> <u>Worship and service</u></p> <ul style="list-style-type: none"> <li>▪ Religious features of the gurdwara.</li> <li>▪ The role of the gurdwara within the Sikh community.</li> <li>▪ The role of prayer in the home.</li> <li>▪ The role and importance of the akhand path.</li> </ul>	<p><b><u>Theme F: Religion, Human Rights and Social Justice</u></b> <u>Human rights</u></p> <ul style="list-style-type: none"> <li>▪ Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.</li> <li>▪ Issues of equality, freedom of religion and belief including freedom of religious expression.</li> <li>▪ Human rights and responsibilities.</li> <li>▪ Social justice.</li> <li>▪ Racial prejudice and discrimination.</li> <li>▪ Ethical arguments related to racial discrimination.</li> </ul> <p><u>Wealth and poverty</u></p> <ul style="list-style-type: none"> <li>▪ Attitudes to and uses of wealth</li> <li>▪ The responsibilities of wealth.</li> <li>▪ Exploitation of the poor.</li> <li>▪ The responsibilities of those living in poverty.</li> <li>▪ Charity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revision of Theme B</li> <li>▪ Revision of Theme D</li> <li>▪ Revision of Theme E</li> <li>▪ Revision of Theme F</li> <li>▪ Revision of Buddhism</li> <li>▪ Revision of Sikhism</li> </ul>	<p>Knowledge of command words:</p> <ul style="list-style-type: none"> <li>▪ Explain</li> <li>▪ Give</li> <li>▪ Why</li> <li>▪ Evaluate</li> </ul> <p>Knowledge of key beliefs in religion i.e.</p> <ul style="list-style-type: none"> <li>▪ sanctity of life</li> <li>▪ quality of life</li> <li>▪ dominion</li> <li>▪ stewardship</li> <li>▪ pacifism</li> <li>▪ peace</li> <li>▪ protest</li> <li>▪ forgiveness</li> <li>▪ justice</li> <li>▪ human rights</li> <li>▪ harmony</li> <li>▪ tolerance</li> <li>▪ prejudice</li> <li>▪ discrimination</li> <li>▪ equality</li> <li>▪ compassion</li> <li>▪ freedom of religious expression</li> <li>▪ deterrence</li> <li>▪ reformation</li> <li>▪ retribution</li> <li>▪ conscience</li> </ul> <p><b><u>Key Terms:</u></b> <a href="#"><u>Knowledge Organisers</u></a></p>

## **GCSE external assessment:**

Religious education uses the GCSE 1-9 grading system, where 9 is the best grade. Religious education is assessed by examination only. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

There are two written papers, each lasting 1 hour 45 minutes. Both papers are worth 50% of the final grade.

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

## **SMSC in religious education**

Religious education enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

### **Spiritual development in religious education**

Education in religious education enables students to search for meaning in the purpose of life and the values by which we live. Students are able to interpret their own spirituality and their lives and discuss and debate ultimate questions. They are given opportunities to explore the beliefs and values of others and develop and understanding of, and respect for these. We encourage imagination and creativity in lessons and as part of independent learning. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

### **Moral development in religious education**

The courses taught at all key stages and especially at KS4 and KS5 have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion, euthanasia, genetic engineering and business ethics. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

### **Social development in religious education**

In religious education, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

### **Cultural development in religious education**

Within this subject, students are provided with opportunities to explore different cultures through visits to places of worship and exposure to speakers with a different cultural heritage. Living in a multi-cultural society, they are encouraged to demonstrate respect and show tolerance towards people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.