

Curriculum Map

Religious Studies Curriculum - Overview

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students explore the Religious Studies curriculum through the Derbyshire Locally Agreed Syllabus. Topics have a deep Philosophical, Religious or Ethical focus. Each unit has an overarching enquiry question to enable the systematic study of a variety of religious and non-religious world views. In Year 7 we ask 'What is Hinduism?' 'Should religious buildings be sold to feed the poor?' And 'What is good and challenging about being a teenage Muslim in Britain today?' Through this learners develop important skills such as critical thinking, reasoned argument and analysis.</p>	<p>Students begin by briefly considering if 'Seeing is believing?' An exploration of how we might know if something is true or real and if that matters? In Year 8 the main topics ask 'What is good and challenging about being a Sikh teenager in Britain? Do Buddhism and Christianity have the answers to evil and suffering? Is death the end and does this matter?' The Sikhism unit explores how Sikhism and British values align. The other two topics have a more philosophical focus, for students to develop a coherent response to some of life's most fundamental questions.</p>	<p>In Year 9 we explore the Ethical question 'How should those who break the law be treated?' Students consider why people commit crime and religious and non-religious views towards punishment. We move on to ask 'Do we need to prove God's existence?' This provides sophisticated Philosophical challenge through reasoned argument and evaluation. Our final topic asks 'Is Religion a power for peace or a cause of conflict in the world today?' This engages with complex historical and modern conflicts, and the extent to which religion can help solve them.</p>	<p>We follow the AQA Religious Studies GCSE and students will explore a range of themes that will help them to gain a wider understanding of debate around some of the key issues that face humanity! These include units on peace and conflict, the environment, crime and punishment, matters of life and death and Human Rights issues. Students will explore a range of both religious and non-religious arguments in addition to considering their own views on the matters discussed.</p>	<p>Students will explore two of the world's major religions and will be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today. We will also explore Christianity and study the beliefs, teachings and practices of both religion and their basis of sources of wisdom and authority. Students will also study the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p>	<p>We follow the OCR Religious studies course and students will develop an understanding and appreciation of religious and philosophical thought and its contribution to individuals, communities and societies. Students will learn to adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop their own values, opinions and attitudes in the light of their study.</p>	<p>In Year 13 students explore religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world. Sources of religious wisdom and authority and practices which shape and express religious identity, and how these vary within a tradition are covered. Students also explore significant social and historical developments in theology and religious thought and key themes related to the relationship between religion and society. Students also complete the second part of the course on ethics.</p>

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Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Students begin with a brief introduction to Religious Studies, focusing on an overview of different world religions and their key beliefs.</p> <p><u>Topic 1</u> ‘What is Hinduism?’ Hinduism is one of the most ancient of the six main world religions. Students consider colour and symbolism; portraying God; how the senses are used in worship to bring about a close connection to God; attitudes to behaviour and the afterlife; the concept of Karma; Reincarnation. Hinduism is helpful when studying other</p>	<p>Students begin with a short introduction to the Year 8 topics and we briefly revise the terms ‘Philosophy, Religion and Ethics.’</p> <p><u>Topic 1</u> ‘What is good and challenging about being a Sikh teenager in Britain?’ This is a systematic exploration of: Sikh faith; why some Sikh people have chosen to locate in Britain; being Sikh and British; key teachings of Guru Nanak; equality and charity; Sikh contributions to society; key symbols - the 5k’s; the concept of Sewa, which is selfless service; challenges for young Sikh people and if</p>	<p>A challenging year focussing on critical analysis.</p> <p><u>Topic 1</u> ‘How should those who break the law be treated?’ This is an interesting topic which explores: the human capacity for both harm and remorse; reasons why criminals might break the law; the four main theories about why we punish criminals - reform, deterrence or retribution; key moral issues surrounding prison and the death penalty; in-depth exploration of different religious and non-religious attitudes to punishment including</p>	<p>Half Term 1/2 Religion and life students explore the origins of the universe from religious and scientific viewpoints. This unit also considers the value of the world and explores debate around stewardship and issues facing the environment. Discussion on matters of life and death, euthanasia, abortion and beliefs about the afterlife are covered</p>	<p>Half Term 1/2 Buddhist Beliefs In this unit students will cover key Buddhist beliefs and teachings including the life of the Buddha, his enlightenment and the importance of his key teachings such as The Four Noble Truths. Students will also explore different schools of Buddhist thought.</p>	<p>Half term 1 Philosophy and it’s Methods . discussion of what is and different types of argument along with key skills and key terms. Students then go on to study Ancient Philosophical Influences Including Plato and the theory of forms Aristotle and Causation. The Issues of Ethics, Ethical life Theories of ethics along with Aquinas and Natural Law are also covered.</p> <p>Half Term 2 includes Situation Ethics and Joseph Fletcher, students also investigate life after death in the unit Soul Mind and Body and</p>	<p>Half term 1/2 The Philosophy of Religion in this unit students explore key philosophical debate about the nature of God. The question of ‘freewill’ is also explored and students examine the area of ‘religious language’ and the work of Wittgenstein and Ayer. In the ethics part of the course students consider ‘sexual ethics and ‘metta’ ethics.</p>

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<p>world religions, as students can compare and contrast key beliefs and practices.</p>	<p>some people may have some misconceptions about Sikhism and why.</p>	<p>Christianity and Islam; key concepts such as forgiveness, reconciliation and the sanctity of life.</p>			<p>ask Is the soul a thing? Debate on Substance dualism vs Materialism.</p>	
<p>In Topic 2 we move onto a more Ethical investigation question ‘Should religious buildings be sold to feed the poor?’ Students can begin with an exploration of the role and importance of buildings themselves. It is important to consider how these buildings can be spiritual in nature and may differ from ordinary buildings. We then explore the concept of charity within different religions, such as the concept of Zakat in Islam and how Sikh duties can be fulfilled within the Gurdwara. As this unit has a</p>	<p>In topic 2 we ask ‘Do Buddhism and Christianity have the answers to evil and suffering?’ This topic has much more of a philosophical aspect and students begin to develop or further their skills in analysing different religious and non-religious views in order to form their own opinions with supported reasoning. We begin with a focus on Buddhism and the life of the Buddha. Students consider how key events in the Buddha’s life influenced his view that all life is suffering and how me might overcome this.</p>	<p>In Topic 2 we ask ‘Do we need to prove God’s existence?’ This gives students an opportunity to explore some of the classical philosophical arguments for the existence of God, such as the Argument from Design and the Kalam argument. This may be the first opportunity for students to identify and acknowledge a sophisticated variety of reasoned arguments for the existence of God. The Design argument studies different evidence which appears to show that things that exist have been designed in a</p>	<p>Half Term 2/3 Religion crime and punishment students explore debates around the how we punish those who break the law, including the use of custodial sentencing and debates around the death penalty. This unit also looks at the ‘forgiveness’ and how it is central to the Christian faith.</p> <p>Half Term 3/4 Religion peace and conflict in this unit students look at reasons for war and ask is it ever right to go to war? Other topics covered include the</p>	<p>Half Term 2/3 Buddhist Practices In this unit students explore Buddhist worship including types of meditation and consider how Buddhists put their beliefs into action through ethical conduct following the Five Precepts and showing loving kindness (metta) and practicing compassion (karuna) towards others.</p> <p>Half Term 3 Christian Beliefs in this unit students explore key Christian beliefs and explore the nature of God , the Holy Trinity and beliefs about</p>	<p>Half Term 3 The Existence of God: Arguments based on observation students consider a range of arguments surrounding the existence of God, including ‘proof’ arguments such as the Teleological and Cosmological arguments and arguments based on reason the Ontological argument. In ethics students look at utilitarianism and it’s application in society.</p> <p>Half Term 4 Religious Experience Students study the nature of religious experience including</p>	<p>Half Term 3 Developments in Christian Thought this unit looks at the values, beliefs and teachings of Christian thought in the contemporary world. Students will explore sources of wisdom and authority within the Christian faith and examine practices which shape and express Christian identity.</p> <p>Half Term 4 Business Ethics students explore ethics as applied to good business and consider issues such as corporate responsibility and Globalisation.</p>

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<p>more Ethical focus students will then critically assess the idea that buildings could be sold to help those in need, giving reasons to support their judgments.</p>	<p>Students can analyse the Buddhist teachings about the Four Noble Truths, which identifies the nature and problem of suffering. This is alongside an analysis of the Eightfold noble path, and the extent to which following this might alleviate suffering. Students will also explore the nature and purpose of suffering as outlined in Christianity. Students can study different Biblical passages. In the Old Testament Genesis Chapter 3 explores the Christian beliefs about sin being a possible cause of evil and suffering. In the New Testament students can explore what Jesus taught about suffering and how to alleviate it. Again,</p>	<p>specific way for a specific purpose and that an intelligent designer, God, is responsible for this. The Kalam argument, which is a Cosmological type argument, asserts that the universe exists, therefore it must have a cause, a beginning. Students are challenged to evaluate whether they offer proof of God’s existence or not. This can be contrasted with scientific theories such as the Big Bang Theory and Evolution. The scientific theories may show elements which encourage or disprove the existence of God. Students can move onto exploring religious experiences and whether faith or logical reasoning is</p>	<p>possession and use of weapons of mass destruction. Students also explore pacifism as an alternative to conflict.</p> <p>Half Term 5/6 Human rights and social justice. In this unit students consider our rights and responsibilities as humans. Social justice explores the idea of fairness in society and looks at the issues of prejudice and discrimination. The causes of poverty and exploitation of the poor is also covered.</p>	<p>Creation. The incarnation of Christ, the Crucifixion and Resurrection are all explored. Christian beliefs about the afterlife are also explored.</p> <p>Half Term 3/4 Christian Practices in this unit students explore the importance of different forms of worship, the sacraments and festivals within the Christian faith. The role of the Church in the local community and the role of the worldwide Church are also discussed.</p> <p>Half Term 5 Consolidation of learning and preparation for exams</p>	<p>miracles and visions and consider a range of debates . The Problem of Evil is also covered during this term and arrange of theodices are discussed as well as how the argument represents a challenge for religious believers.</p> <p>Half Term 5 Developments in Christian Thought This unit considers Jesus Christ’s authority and Jesus the teacher of wisdom, the liberator and The Son of God. In this term Kantian Ethics are also studied and Kant’s moral teaching, the hypothetical and categorical imperatives are discussed.</p>	<p>Students also apply ethics to the case of euthanasia in this final unit.</p> <p>Half Term 5 Consolidation of learning and preparation for exams</p>
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	students can analyse the extent to which Christianity and Buddhism can offer good solutions to the problem of suffering and evil.	most important aspect in arguing whether God exists.			<p>Half Term 6 Christian Moral Principles and Action</p> <p>Students look at The Life and relevance of Dietrich Bonhoeffer and consider Theonomous and Heteronomous Christian Ethics</p>	
In Topic 3, we ‘What is good and challenging about being a teenage Muslim in Britain today?’ This is an important topic because we consider people’s beliefs and identity from a teenage perspective which often makes it more accessible to students of a similar age. We explore how it might feel to be part of a religion in a contemporary society here in the west. This topic is very helpful in	In Topic 3 we ask ‘Is death the end and does this matter?’ This is another Philosophical unit and is important as it is part of human nature to consider the purpose of life and the possibility of the afterlife. Lessons are covered in a sensitive and supportive manner. Students explore interesting concepts such as the nature of near-death experiences and if these offer proof of the afterlife. We can	In topic 3 we ask ‘Is religion a power for peace or a cause of conflict in the world today?’ We begin by identifying what conflict is, with examples at a local, national, and international level. We will move on to look at a specific example of conflict in detail. In this case the nature of the Israel-Palestine conflict, as there is a long-term historical aspect to this, as well as this being a modern				

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<p>addressing different issues which might arise in society, such as the concept of Islamophobia and how the media might portray Islam. Students have an opportunity to identify ways in which it can be challenging to identify as a particular faith and explore potential misconceptions that may arise. These can be discussed and analysed in a fair and constructive environment. Students should finish the year with a broad knowledge of different faiths, world views and should build on this over the next two years of KS3.</p>	<p>also consider how behaviour in this life could be linked to beliefs about the afterlife, such as heaven or hell. We also consider non-religious beliefs, such as those of Humanism, which has no belief in the afterlife. Students can consider if believing that we only have one life is a good reason to make the most of this life?</p>	<p>conflict affecting people today. Students are guided through a complex variety of attitudes and beliefs regarding conflict, in a fair and constructive way. This helps them to make further sense of the multifaceted world we live in. During Year 9 students explore the benefits of choosing to continue to study Religious Studies at GCSE level.</p>				
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