Curriculum Coverage in the Department of Religious Studies

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term 1	**Topic: Introduction to Religious Studies** **Overview** This introductory unit focusses on a broad introduction to ideas about faith and religion; ideas on theism and atheism and the need for tolerance of both viewpoints. It explores the notion of fact vs belief and using the idea of rules to explain how religious and philosophical ideas still exert a strong influence upon our modern justice system in the United Kingdom. **Assessment:** **Knowledge quiz and creative task to demonstrate understanding.**	**Topic: Life After Death** **Overview** To begin Year 8 students will complete an exploration of ideas surrounding the afterlife. Lessons will focus on ideas from Christianity, Hinduism, Sikhism and Buddhism. **Assessment:** **Knowledge quiz and a evaluative question, developing debating skill.**	**Topic: Philosophy** This is where curiosity meets exploration! Year 9 students dive into the fascinating world of philosophy, tackling profound questions like "Do you know anything for sure?" and "What is free will?" Students investigate how the teachings of great thinkers like Plato and Aristotle shape our understanding of learning and knowledge. Year 9 is about inspiring independent thought, encouraging respectful inquiry, and nurturing a lifelong love for learning. Students share insights and findings, and witness firsthand how they learn to trust their thoughts and explore new ideas. **Assessment:** **Knowledge quiz**	**Topic: Muslims Beliefs** **Overview** The autumn term curriculum explores the six Beliefs of Islam, their nature, history and purpose and how they are expressed within Sunni and Shi'a Muslim communities. The course proceeds to explore the nature of Allah and prophethood for Muslims. Holy books are investigated before examining divergent views about the importance of holy books in the 21st century. **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	**Topic: Matters of Life and Death (Islam)** **Overview** We explore Muslim belief and teachings regarding issues surrounding the end of life. Students will investigate both Muslim and wider societal attitudes to topical issues such as abortion and euthanasia, before moving on to look at supernatural phenomena and religious responses to them. **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**
Autumn Term 2	**Topic: Overview of Abrahamic Faiths** The foundations of Judaism are studied through key case studies such as the stories of Abraham and Moses. It is essential for students to understand that Judaism	**Topic: War and Peace** **Overview** In a world still horribly ravaged by conflict we examine the idea of 'just war' and 'holy war'. We explore powerful philosophical questions such as "Is the Bible contradictory in its ideas about war?" and	**Topic: Philosophy** **Overview** Students continue to investigate the history of the relationship between faith and philosophy. **Assessment:** **Knowledge quiz and evaluative question responses.**	**Topic: Christian Beliefs** **Overview** This topic begins with a study of the nature and significance of the Trinity to Christians. The course develops as we look at the story of creation from the Bible's perspective and the incarnation of Christ.	**Topic: Peace and conflict (Christianity)** **Overview** Students will explore the issue of conflict in the modern world and how both Christians and atheists respond to it. Is world peace possible? Can the use of weapons of

	provides the foundations for the other major Abrahamic faiths and therefore it is logical to study it first. Students will look at the life of a Jewish child in modern Britain, comprising of places of worship and the key holidays that punctuate the Jewish calendar including how these can affect the eating habits of those who practice a faith. **Assessment:** **Knowledge quiz and 2 PEEL paragraphs, developing debating skill.**	whether some religions promote pacifism whilst also condoning war. **Assessment:** **Knowledge quiz and evaluative question responses.**		Students build upon supposed knowledge of the life of Christ through Bible passages and how these events are celebrated in liturgical ceremonies in modern society. Students then move on to assess Christian ideas about the afterlife, making direct comparison to the Muslim ideas previously studied. **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	mass destruction ever be justified? We explore these issues and many more. **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**
Spring Term 1	**Topic: Christianity** **Overview** Students study an overview of the key concepts of Christianity. The topic will comprise of a study of Christian holy scriptures and their teaching, strands within Christianity, places of worship and major festivals that populate the calendar for modern day Christians in Telford and beyond. **Assessment:**	**Topic: Can Theists save the planet?** **Overview** We begin the spring term by exploring two significant themes that connect to both personal and global issues: pilgrimage and environmental stewardship. **Assessment:** **Knowledge quiz.**	**Topic: Ethics** **Overview** Here students engage with critical societal issues relevant to the 21st century. Discover the ideas of influential philosophers like Jeremy Bentham and St. Thomas More, who have greatly impacted our understanding of utilitarianism and altruism. This course encourages students to apply these concepts to real-world problems, enhancing your critical thinking and debate skills. Students will have the	**Topic: Marriage and the family (Islam)** **Overview** As we attempt to link students' knowledge of the fundamental belief systems of Christianity and Islam, we conduct a focus study on Islamic attitudes to marriage and the family. We begin to study the importance, as well as the purpose, of marriage in Islam and comparing this to humanist views on the waning importance of marriage. What response might a Muslim in Britain	**Exam revision** Knowledge and exam structure practice. **Assessment** Various assessment processes including mock exams and knowledge builders.

	Knowledge quiz and 2 PEEL paragraphs, developing debating skill.		chance to voice their opinions and challenge societal norms, whether their aspirations lie in leadership, activism, or informed citizenship. **Assessment:** **Knowledge quiz**	have to such ideas? We forge links with the school's Citizenship curriculum by looking at attitudes to family planning and alternatives to the 'traditional' nuclear family dynamic, for example single or same-sex relationships **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	
Spring term 2	**Topic: Islam** **Overview** Following a similar journey to the Christianity topic, students will once again explore the fundamentals of Islam, such as the Five Pillars and how these apply to the life of modern Muslims in Telford. Learners will then move on to study Muslim places of worship (assessing similarities and differences between the mosque and the church) and important Muslim festivals. **Assessment:** **Knowledge quiz and 2 PEEL paragraphs, developing debating skill.**	**Topic: Can Theists save the planets?** **Overview** In the second half of the autumn term, we explore two significant themes that connect to both personal and global issues: pilgrimage and environmental stewardship. **Assessment:** **Knowledge quiz and an evaluative question, developing debating skill.**	**Topic: Ethics** **Overview** We continue to hone our debate skills by diving deeper into ethical dilemmas. **Assessment:** **Knowledge quiz and an evaluative question, developing debating skill.**	**Topic: Crime and Punishment (Christianity)** **Overview** We continue Year 10 by discussing Christian ideas around the notion of justice before comparing and contrasting to those of Humanists and atheists. The overarching topic of Christian attitudes to good, evil and suffering persist from KS3 to apply to complex ethical ideas such as attitudes toward punishment and the death penalty through case studies and divergent opinions e.g. those of Humanists. Further to this the Christian idea of forgiveness is also explored in depth with	

				regards to treatment of criminals in modern Britain. **Assessment:** **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	
Summer Term 1	**Topic: Dharmic Faiths** In the summer term we move away from the Abrahamic traditions to look at alternative ideas of faith. We explore elements of Sikhi, Hinduism and Buddhism investigating where we can find them in our community. The fundamental differences between Hinduism and the previous religions explored are examined in depth. However, similarities are also explored in terms of festivals celebrated and dietary restrictions enforced.	**Topic: Prejudice** As a natural continuation of topics based in modern global issues, students look at how religion has led to prejudice throughout human history but also fought against it at every turn. We explore modern manifestations of religious prejudice such as antisemitism and Islamophobia.	**Topic: Multiculturalism Overview** This term we explore how various religions shape lives and values, contributing to a harmonious society. Students will investigate the English political system and its role in fostering multiculturalism. Engage in discussions that challenge the status quo, envisioning what a successful multicultural society could be. Develop critical skills in analysis, debate, and empathy, preparing students for future societal discussions. This year is about becoming an informed, active participant in their community.	**Topic: Living the Muslim Life Overview** Taking KS3 knowledge of the Five Pillars of Islam we explore the nature of each of the Ten Obligatory Acts of Shi'a Islam: their history and importance. Students then dissect each of the Five Pillars in detail, attempting to understand their application to life for Muslims in modern Britain. We then examine the idea of jihad within Islam, the significance of lesser and greater jihad and the understanding of divergent opinions surrounding jihad within Islam. Assessment: **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	**Topic:** **Overview** **Assessment:**
Summer Term 2	**Topic: Dharmic Faiths**	**Topic: Prejudice**	**Topic: Multiculturalism Overview**	**Topic: Living the Christian Life Overview**	

	We continue our exploration of the key elements of the Dharmic religions. **Assessment:** **End of year assessment, comprising all topics covered in Y7.**	We continue our exploration of issues surrounding prejudice with students completing a series of case studies on historical figures who faced prejudice due to their ethnicity, religion and belief systems. **Assessment:** **End of year assessment, comprising all topics covered in Y8.**	Students will complete case studies of the positive impacts that multiculturalism has had on modern British society through lenses such as politics, sport and music. **Assessment:** **End of year knowledge quiz, comprising all topics covered in Y9.**	During this topic we explore how Christian beliefs manifest themselves into the everyday life of followers. We explore the importance of the sacraments, places of Christian pilgrimage and the importance of prayer amongst other important theological issues. Assessment: **Practice makes perfect exam questions at the end of each lesson alternate between A, B and C style questions.** **With a 15 Mark Question at the end of the topic.**	