

Religious Studies Curriculum Overview 2020-2021

<p>Year 7</p>	<p>3.1 Why does religion exist?</p> <ul style="list-style-type: none"> Intro. to Religious Studies. How did religion begin? Ug GLug and Plug How did religion begin? Active learning. The Island: <ul style="list-style-type: none"> The shipwreck The birth Rituals and ceremony Laws and values Preserving the story Festivals Assessment 		<p>3.2 How are Sikh teachings on equality and service put into practice today?</p> <ul style="list-style-type: none"> What is Sikhism all about? What does the Khanda represent for Sikhs? Who was Guru Nanak? What did Guru Nanak teach about equality? How do Guru Nanak's teachings guide sikhs today? How can a Sikhs three duties be fulfilled in the Gurdwara? Do Sikhs have an obligation to help the poor? What does it mean to be an amritdhari Sikh? What does it mean to be a young Sikh in Britain today? Assessment 		<p>3.3 Why are people good and bad? Issues of Good and Evil</p> <ul style="list-style-type: none"> Did God create humans to be good? How did humans 'fall'? How did temptation lead to original sin? Why are human beings both good and bad? Free will or determinism? (case study murder mystery. What can be done to repair humanity's relationship with God? Should we forgive the fallen? Do you need to live a monastic life to be good? Does the 'fall in human nature' explain gender inequality? Assessment 		<p>3.4 What is so radical about Jesus? RAAT</p> <ul style="list-style-type: none"> Roman Agents Against Terrorism Was Jesus human or divine? What would Jesus be like today? Were Jesus' commandments radical? In what ways was Jesus' message and actions radical? Was Jesus a magician? Assessment - wanted poster Peer & Self- assessment - DIT Should we put Jesus on Trial? Jesus's crucifixion and resurrection 	
<p>Links</p>	<p>KS4 4.1 relationships 4.2 & 4.6 Christianity 4.3 & 4.7 Islam 4.4 Life and Death</p>	<p>KS5 1.2 E & F Religious concepts and religious life 2.4 E Religious language</p>	<p>KS4 4.8 Human rights 4.1 Relationships 4.4 Life and Death</p>	<p>KS5 1.2 E Religious life – the community of believers 1.2 F Religious life – key moral principles 1.4 F Religious identity through responses to poverty and injustice</p>	<p>KS4 4.2 & 4.6 Christianity 4.8 good and evil 4.1 relationships</p>	<p>KS5 1.1 C The bible and source of wisdom and authority in daily life 1.1 D The bible and source of wisdom and authority 1.3 C Feminist Theology and the changing role of men and women 1.2 C Religious Concepts - The Atonement 2.2 A The problem of evil and suffering 2.2 B Augustinian Type Theodicies 2.2 C iranean Type Theodicies</p>	<p>KS4 4.2 & 4.6 Christianity 4.4 life and death</p>	<p>KS5 1.1 D The Bible as a source of wisdom and authority</p>
<p>Skills</p>	<p>Making sense of beliefs .1, .2, .3 Making connections .1 Understanding the impact .1</p>		<p>Making sense of beliefs .1, .2, .3 Understanding the impact .2, .3 Making connections .1, .2, .3</p>		<p>Making sense of beliefs .1, .2, .3 Understanding the impact .2 Making connections .1, .2, .3</p>		<p>Making sense of beliefs .1, .2, .3 Understanding the impact .2 Making connections .1, .2</p>	
<p>Year 8</p>	<p>3.6 Should happiness be the purpose of life?</p> <ul style="list-style-type: none"> What do people mean by happiness? Is happiness the most important thing in Life? (utilitarianism) What led the Buddha to enlightenment? What is the impact of the Dharma on Buddhists today? What can we learn about happiness through the Sangha? Can the teachings of the Buddha be understood as the search for happiness? 		<p>3.7 Should Christians be greener than everyone else?</p> <ul style="list-style-type: none"> Place of human beings in creation Stewardship Case studies of Christin eco groups Environmental issues Do animals have rights? Are non-religious responses to the environment effective? 		<p>3.8 Does God exist?</p> <ul style="list-style-type: none"> Why do we believe in God? Can we always trust proof of God? Is design proof of God?- The Teleological Argument Has the world evolved through natural selection? Can something come from nothing? The cosmological argument for the existence of God. Are miracles proof of God's existence? Are conversion experiences proof of God's existence?: A case study 		<p>3.9 Why is there suffering? Are there any good solutions?</p> <ul style="list-style-type: none"> Cause and types of suffering Problem of evil - inconsistent Triad The problem of suffering – Christian response A Buddhist response Hotel Rwanda – case study Holocaust Survivor - where was God at Aushvitz? 	

	<ul style="list-style-type: none"> Is Buddhism an early form of humanism? Is the 'Happiness Movement' a secular version of religion? Assessment prep: Do you see happiness as the purpose of life or are there higher goals? Assessment 			<ul style="list-style-type: none"> How would an Atheist disprove the existence of God? Assessment 				
L i n k s	KS4 4.2, 4.6 Christianity 4.3, 4.7 Islam 4.4 Life and death 4.8 Good and evil	KSS 1.3 A Social developments in religious thought – attitudes towards wealth 1.2 F Religious life – key moral principles 1.4 F Religious identity through responses to poverty and injustice	KS4 4.2, 4.6 Christianity 4.3, 4.7 Islam 4.8 good and evil 4.5 human rights 4.4 life and death	KSS 1.2 F . Religious life – key moral principles 1.3 A Social developments in religious thought – attitudes towards wealth 2.2 B Augustinian Type Theodicies 2.2 C iranean Type Theodicies 2.4 DEF Religious Language - symbols, myths & language games 3.1. C Ethical Egoism 3.1. D Meta-ethical approaches - Naturalism 3.1. E Meta-ethical approaches - Intuitionism 3.1. F Meta-ethical approaches – Emotivism 3.2 C Aquinas' Natural Law - application of the theory 3.3 C Fletcher's Situation Ethics - application of theory 3.3 DEF Bentham's Act Utilitarianism and Mill's Rule Utilitarianism and application of the theory	KS4 4.2, 4.6 Christianity 4.3, 4.7 Islam 4.8 good and evil 4.4 life and death	KSS 1.3 E Historical developments in religious thought – challenges from science 1.4 E Religious identity through religious experience 2.1. ABC inductive arguments for the existence of God 2.1 DEF Deductive arguments for the existence of God 2.2 F Issues relating to rejection of religion: Atheism 2.3 ABC Religious Experience, mystical experiences and challenges to religious experience. 2.3. D The influence of religious experience on religious practice and faith 2.3 E Miracles	KS4 4.2 Christianity 4.3 Islam 4.4 Life and Death 4.8 good and evil	KSS 1.2 A Religious concepts – the nature of God: 1.2 F Religious life – key moral principles 2. 2 A The problem of evil and suffering 2.2 B Augsutianian Type Theodicy 2.2 C Iranean Type Theodicy 3. 4 A Religious concepts of predestination 3.4 B & C Concepts of determinism and its implications. 3.4 D Religious concepts of free will 3.4 F The implications of free will
S k i l s	Making sense of beliefs, .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3		Making sense of beliefs .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3		Making sense of beliefs .1, .2 Understanding the impact .1 Making connections .1, .2, .3		Making sense of beliefs, .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3	

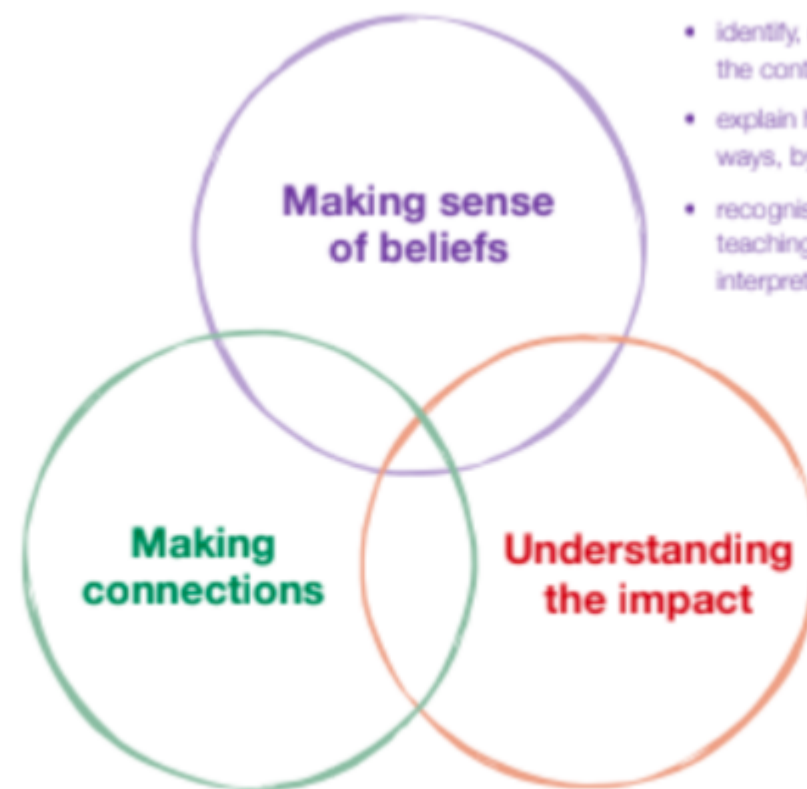
Year 9	3.10 How far does it make a difference if you believe in life after death? <ul style="list-style-type: none"> Is there any evidence for life after death? Do near death experiences prove there is life after death? Does reincarnation happen? What do Buddhists believe about reincarnation? How do Muslim and Christian ideas about life after death differ? How far does the idea of life after death help religious people? Is this life all there is? Humanism Assessment - How should the deceased be remembered? (DoD) Are funerals pointless? 		3.11 Good, bad, right, wrong - How do I decide? <ul style="list-style-type: none"> How do we make moral decisions? Do we have free will to decide what is right or wrong? Am I a Utilitarian? How does a Christian decide what is right? is it immoral to be vegetarian? (natural law) Is what God tells us to do always good? (DCT) When does life begin? Should we have the right to end our own life? Should murderers be put to death? Assessment: Court case - murder on death row. 		3.12 What is good and what is challenging about being a Muslim teenager in Britain today? <ul style="list-style-type: none"> What do I know about Islam? What is British Islam? What is it like to be a Muslim in Plymouth? Do all Muslims agree with each other? (Sunni and Shia divide) How do British Muslim teenagers tackle stereotypes? Islamophobia muslim artists? Has Jihad been distorted? Is the veil empowering for teenage women? Can a British Muslim teenager uphold the 5 pillars? What opportunities does being a Muslim teenager in Britain bring? What are the challenges and opportunities about being a Muslim teenager in Britain today? 		3.13 How can people express the spiritual in popular culture and the arts? <ul style="list-style-type: none"> What does it mean to be spiritual? How can music and art express the spiritual in the 21st century? How does Islamic art overcome the prohibition on picturing God? What did Jesus look like? Why do Buddhists destroy their own artwork? Theme 1 & 2 Theme 3&4 Create Create Write up & peer assessment 	
Year 9								
Links	KS4 4.4 Life and Death 4.3 & 4.7 Islam 4.2 & 4.6 Christianity	KS5 1.1BC - ///religious figures and sacred texts 1.3 E Significant social and historical developments in religious thought. 2.2DEF - Challenges to religious belief - religious belief as a product of the human mind	KS4 4.1 Relationships 4.2 & 4.6 Christianity 4.3 & 4.7 Islam 4.4 Life and Death 4.8 Good and Evil	KS5 1.1 D Religious figures and text 1.2 DEF Religious concepts and religious life 3.1ABCDEF - Ethical thought 3.2 ABCDEF - Deontological Ethics 3.3 ABCDEF - Teleological ethics 3.4 ABCDEF - Determinism and free will	KS4 4.2 & 4.7 Islam 4.1 Human Rights	KS5 1.2 DEF Religious concepts and religious life 1.4 ABC -Religious practices that shape religious identity	KS4 4.2 & 4.6 Christianity 4.3 & 4.7 Islam 4.4 life and death	KS5 1.1CD Religious figures and sacred texts 1.2 ADEF /religious concepts and religious life 1.3ABC - Significant social and historical developments in religious thought 1.4 E - Religious practices that shape religious identity
Skills	Making sense of beliefs, .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3		Making sense of beliefs .1, .2, .3 Understanding the impact .2, .3 Making connections .1, .2, .3		Making sense of beliefs, .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3		Making sense of beliefs, .1, .2, .3 Understanding the impact .1, .2, .3 Making connections .1, .2, .3	
Year 10	4.1 Issues of relationships <ul style="list-style-type: none"> Family Wedding ceremonies Marriage Cohabitation/adultery Sexual relationships Contraception Same-sex relationships 		4.2 Christianity: Beliefs & Teachings <ul style="list-style-type: none"> Overview/denominations The nature of God Jesus Christ Creation Salvation Eschatological beliefs 		4.3 Islam: Beliefs & teachings <ul style="list-style-type: none"> The nature of Allah Prophethood - Risalah Angels - Malaikah Akirah - afterlife Foundations of faith 		4.4 Issues of life & death <ul style="list-style-type: none"> Origin of the world Religious perspective Scientific perspective The design argument Stewardship Origin and value of life Sanctity of life Quality of life 	

	<ul style="list-style-type: none"> Issues of equality 			<ul style="list-style-type: none"> Abortion Euthanasia Death and the afterlife 				
L i n k s	KS3 3.1 Why religion? 3.6 Spirited arts 3.7 Does God exist?	KSS 1.2A Religious concepts and religious life 1.3 C /significant socila and historical developments in religious thought 3.3 ABC Teleological Ethics	KS3 3.8 why is there suffering? 3.10 the purpose in life 3.12 Muslim teenager	KSS 1.1 ABCDEF Religious figures and sacred texts 1.2 ABCF Religious concepts and religious life 1.3 ABDE Significant social and historical developments in religious thought 2.1 ABCDEF Arguments for the existence of God - deductive 2.2 ABC challenges to religious belief - the problem of evil and suffering 3.2 ABDE Deontological ethics 3.3ABC Teleological ethics 3.4 ABCDEF - Determinism and free will	KS3 3.1 Why religion? 3.5 Should Christians be greener? 3.7 Does God exist? 3.8 why is there suffering?	KSS 2.1 ABCDEF Arguments for the existence of God - deductive 2.2 ABC challenges to religious belief - the problem of evil and suffering 3.4 ABCDEF - Determinism and free will	KS3 3.9 life after death 3.11 non religious views	KSS 1.2 EF - Religious concepts nad religious life 1.3 E Significant social and historical developmentsin religious thought 2.1 ABC- Arguments for the existenceof God - inductive 2.1 DEF Arguments for the existence of God - deductive 2.4 E Religious language 3.2 ABC - Deontological ethics
s k i l l s	AO1 AO2		AO1 AO2		AO1 AO2		AO1 AO2	
Y e a r 1 1	4.5 Issues of human rights <ul style="list-style-type: none"> Prejudice & discrimination Racism Martin Luther King Wealth/poverty Christian Aid/Islamic relief Social Justice Religious attitudes Human rights – conflict law and personal conviction Censorship Freedom of religious expression/extremism 		4.6 Christianity: Practices <ul style="list-style-type: none"> Forms of worship The sacraments Pilgrimage and celebrations Christianity in Britain and the church in the local community The worldwide church 4.7 Islam : Practices <ul style="list-style-type: none"> The five pillars of Sunni Islam Jihad: striving for right Festivals and commemoration The ten Obligatory Acts [Furu ad-Din] of Shi'a Islam Revision of Muslim beliefs, teachings and practices 		4.8 Issues of good & evil <ul style="list-style-type: none"> Moral decision making Crime Punishment Justice The death penalty Forgiveness Examples of forgivenss Good & Evil 		Revision and Exams	

L i n k s	KS3 3.2 Guru Nanak 3.3 how is equality practised?	KS5 1.1 C - Religious figures and sacred texts 1.2 AEF /religious concept and religious life 1.3 ABC Signifcint social nd historical developments in religious thoughts 3.2 DEF Deontological ethics 1.4 FReligious practices that shape religious identity 2.2 F -Challenges to religious belief 3.1 ABC- ethical thought 3.4 BCDeterminism and free will	KS3 3.8 why is there suffering? 3.12 Muslim teenager	KS5 1.1 ABC EF - Religious figures and sacred texts 1.2 DEF - Religious concepts nad religious life 1.3 BDEF - Significant social and historical developments in religious thought 1.4 ABCDE - Religious practices that shape religious identity 2.3 ABCD - Religious experience	3.1 why religion? 3.3 How is equality practised? 3.6 Spirited arts	1.2 ACEF- Religious concepts and religious life 2.2 ABC - Challenges to religious belief - the problem of evil & suffering 3.1 ABC - Ethical thought 3.2 DEF Deontological Ethics 3.3 DEF Teleological Ethics 3.4 Determinism and free will	3.7 Does God exist? 3.8 why is there suffering? 3.9 life after death? 3.12 Muslim teenager	
S k i l l s	AO1 AO2		AO1 AO2		AO1 AO2		AO1 AO2	

Y e a r 1 2							
L i n k s	KS3	KS5	KS3	KS5			
S k i l l s							

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning