

RELIGIOUS STUDIES

YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1 and part of half term 2	<p>The Island Project:</p> <p>What do I believe? What does my community believe?</p>	<p>The Island Project is delivered in scenes:</p> <p>The Shipwreck explores the different definitions of belief: religious, superstitious, scientific, moral</p> <p>Arrival on the Island explores codes of conduct and rites of passage</p> <p>The exploration explores Stone age burials and how they demonstrate pre-historic belief as well as cave paintings and the discovery of ancient artefacts</p> <p>Knowledge includes: The definition of monotheism and polytheism, and examples belief systems that adhere to these two beliefs</p> <p>Atheism and humanism</p> <p>An introduction to the Principle of Utility through dilemmas on the Island and discussion</p>	<p>Identifying a thesis</p> <p>Creating an argument</p> <p>Supporting a thesis with examples</p> <p>Developing reasoning with reference to sources of authority</p> <p>How to identify key statistics to support answers</p> <p>Differentiating between and analysing belief systems</p>	<p>The key belief systems in Altrincham, the UK and the World</p> <p>How belief systems developed over time, and have always affected society</p> <p>Why Britain is a mainly Christian, yet diverse nation</p>	<p>Geography - mapping belief systems</p> <p>History - Christian belief in the United Kingdom</p> <p>Maths - statistics</p>
Half Term 2	<p>The Island Project:</p> <p>How are religions different? How are they similar?</p> <p>This half term includes Anti-Racist RE lessons as a part of Black History Month)</p>	<p>The final scene from the Island is departing the Island which is used as a platform to explore the importance of religious practices such as festivals, pilgrimage, and the importance of narrative (link to Ninian Smart's 7 dimensions of religion: ritual, narrative and mythic, experiential and emotional, social and institutional, ethical and legal, doctrinal and philosophical and material.</p> <p>Key similarities and differences between major world religions and no belief are explored</p> <p>Martin Luther King's 9 dreams and Stormzy's anti-racist ideas</p> <p>Exploring examples of racism in the world today</p> <p>Describing religious responses with reference to source of authority</p>	<p>Applying ethical theory to a dilemma posed</p> <p>Accurate recall of key terms</p>	<p>How religion is multidimensional, and is often a lifestyle not just a belief system</p> <p>How the religions and non-religions have more in common than do not</p>	<p>English - Narrative and Myth</p>

<p>Half Term 3 and 4</p>	<p>Sikhi:</p> <p>Why do Sikhs have a sense of service?</p>	<p>The Gurus</p> <p>The 5ks</p> <p>The Khalsa</p> <p>Mool Mantar</p> <p>Guru Granth Sahib</p> <p>3 Golden Rules</p> <p>Gurdwara</p> <p>The Langar & the importance of Charity</p> <p>Religious ceremonies</p> <p>Khalsa Aid</p>	<p>Creating an argument</p> <p>Developing reasoning with reference to sources of authority</p> <p>Integrating sources of authority e.g. Guru Nanak</p> <p>Summarising argument with links back to the question</p> <p>Accurate recall of religious keywords</p> <p>Building an understanding of the importance of symbology in religion e.g. The Khanda and the 5 Ks</p> <p>To work collaboratively to evaluate and collectively prioritise ideas e.g. via the Diamond 9 activity</p> <p>Express ideas and insight into Sikh beliefs and ways of living e.g. the eyewitness report activity</p>	<p>The importance of giving and ritual, and how such things can give life meaning</p>	<p>Charity & philanthropy – citizenship</p> <p>Geography – India</p>
<p>Half Term 5 & 6</p>	<p>Sanatana Dharma:</p> <p>How does belief in one God and many Gods affect a Hindu's life?</p>	<p>Mapping India's sacred geography, recognising who religious believes are in India today</p> <p>The origin of Hinduism in India</p> <p>The Varna system and how it is perceived today</p> <p>The nature of God in India</p> <p>The role of sacred texts in Hindu traditions</p> <p>The importance of the festivals of Diwali and Navaratri with reference to Shakti</p> <p>The importance of cows and animals in India</p> <p>The significance of ahimsa (no-harm)</p> <p>How the Ganges is so sacred, yet so polluted</p> <p>How Hindus express their beliefs: temple and puja</p> <p>How Hindus express their beliefs: Ceremonies</p>	<p>Continuing to develop how to fluently write a thesis and supporting paragraph, with the inclusion of a source of authority</p> <p>Recognising direct counter arguments</p> <p>How to effectively evaluate the merits of two opposing arguments</p> <p>Using passionate language to good effect</p> <p>Performing skills and Public debating</p> <p>Using emotion and creativity to respond to ultimate questions</p>	<p>The diversity and power of belief systems in India, and how they filter through to British life</p> <p>How the treatment of animals differs amongst religions</p> <p>How Indian religions are all linked</p> <p>How western ideas on faith and morality can be countered and challenged</p> <p>The key beliefs and rituals in Sikhism</p> <p>The importance of generosity without seeking anything in return</p>	<p>Geography - Mapping India</p> <p>Food tech - ahimsa and vegetarianism</p> <p>Biology/Geography - Cows and their contribution to climate change</p> <p>Art - Diwali</p> <p>Dance - Navaratri</p>

YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	How do the covenants affect the life of Jewish people?	<p>The difference between reform and orthodox Jews</p> <p>The importance of scripture</p> <p>Whether Jewish people believe themselves to be free</p> <p>The key covenants</p> <p>The concept of a promised land</p> <p>The food laws (kosher)</p> <p>Passover (Pesach)</p> <p>The Sabbath (Shabbat)</p> <p>Coming of age ceremonies (Bat & Bar Mitzvahs)</p> <p>The Holocaust and its effect on faith</p> <p>The workings of a synagogue</p>	<p>How to support arguments with effective sources of authority</p> <p>How to interpret scripture in different ways</p> <p>How to analyse textual sources</p> <p>How to use quotes effectively</p> <p>How to develop a counter argument and evaluate the merits of opposing arguments</p>	<p>What it is like to live as a Jewish person in Britain today</p> <p>The importance of community in Judaism</p> <p>How Jewish people identify themselves</p> <p>How Judaism is a religion of action, not just belief</p> <p>Why is it important to keep promises?</p>	<p>Geography - mapping populations</p> <p>Citizenship - community and relationships</p>
Half Term 2	Is war ever justified?	<p>Attitudes to peace and peace making</p> <p>The law on protest and why people may choose/avoid violence</p> <p>Reasons why people resort to terrorism</p> <p>Motivations for nuclear war, weapons of mass destruction and their effects</p> <p>Considering whether it is ever right to go to war, and the 'just war' theory</p> <p>Religious and non-religious responses to war</p>	<p>Public debating</p>	<p>The reasons why people choose violence and the alternatives to this e.g. peace-making</p> <p>Reasons why religious people might still fight for what they believe</p> <p>Terror and its impact on the world</p>	<p>History - holocaust</p> <p>English literature - interpreting scripture</p>
Half Term 3	What is so radical about Jesus?	<p>The political climate in 1st Century Israel</p> <p>Proof for the existence of a historical/Christological Jesus</p> <p>Jesus as antagonist vs. Jesus as radical</p>	<p>How to write effective counter arguments</p> <p>How to write a campaign to persuade</p> <p>How to present effectively enough to persuade</p>	<p>Different perceptions of Jesus: historical vs Christological</p> <p>Radical vs antagonistic</p> <p>How history shaped Christian belief</p>	<p>History - interpreting sources</p> <p>Geography - 1st Century Israel/Palestine/The Levant</p>
Half Term 4	Which of Jesus' teachings were most important and why?	<p>The beatitudes</p> <p>Jesus' sermon on the mount</p> <p>The parables of Jesus</p>	<p>How to apply the messages of religious stories to their own life</p>	<p>The universality of Jesus' message</p> <p>The importance of agape/compassion in religion</p> <p>The reason why Jesus remains influential today</p>	<p>Citizenship - being a global citizen</p> <p>PSHE - selfless actions</p> <p>History - the influence of religion in the world/historical influence of religion</p> <p>English - Parables/Virtues</p>

Half Term 5	Does 'the self' continue after death?	<p>What I means to be 'human'</p> <p>Definitions of the soul and religious ideas about them</p> <p>Scripture as proof of life after death</p> <p>Non-religious proofs of life after death (Outer Body Experiences, Mediums, Past lives)</p> <p>Hinduism: Reincarnation & Karma</p> <p>Buddhism: Rebirth</p> <p>Resurrection in classical theism</p> <p>Secular views of life after death: memes, memories, genes</p>	<p>Planning arguments</p> <p>Passionate language in arguments</p> <p>Evaluating points of view</p> <p>Creativity through an artistic project e.g. mask making</p>	<p>The differing beliefs of life after death</p> <p>How belief in life after death affects people's actions today</p>	<p>Art - Images of Heaven/Hell/Purgatory</p> <p>Citizenship - behaviour and ethics</p> <p>MFL - How death is perceived in different cultures e.g. dias de los muertos</p>
Half Term 6	<p>Spirited Arts Project:</p> <p>How can people express the spiritual through the arts?</p>	<p>Students will be invited to produce a creative project in response to a theme as set out by the Spirited Arts Project.</p> <p>Some of the best students work will be submitted for certification.</p> <p>Previous themes include: Art in Heaven, Could Britain be a rainbow nation?, Visions and prophecy, Where is God and Stories that change lives.</p>	<p>Creativity</p> <p>Making links between religion and big ideas</p>	<p>How religion is emotional and creative as well as rational and practical</p> <p>The importance of personalised faith and interpretation</p>	<p>Art/English - spirited arts project</p>

RELIGIOUS STUDIES

YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half term 1 and first two weeks of half term 2	<p>Medical Ethics:</p> <p>What is medical ethics and how do we make ethical decisions in the world today?</p>	<p>The different ways people make ethical decisions</p> <p>The sanctity of life</p> <p>Deciding what is more important: Intention, act or consequence</p> <p>Religious ideas that help shape responses to a range of contemporary medical issues:</p> <p>Stem cell research</p> <p>Saviour Siblings</p> <p>Abortion</p> <p>Organ transplantation</p> <p>Animal and environmental issues</p>	<p>How to plan a full essay, from thesis to conclusion</p> <p>Debate and skills of oracy</p> <p>Selecting the most appropriate sources of authority to sustain argument in a coherent and cohesive way</p>	<p>How different people make ethical decisions</p> <p>Why some people do and do not see human life as important</p> <p>Whether it is ever ok to treat people as a means to an end</p> <p>How might religion aid or hinder problems facing society today?</p>	<p>English - writing effectively including how to write an effective conclusion</p> <p>Geography – global issues</p>

<p>Half term 2 (mid November) and half term 3</p>	<p>Why are the five pillars important in Islam?</p>	<p>Shahada and the oneness of god (Tawhid) Mohammad and his significance The differences between Sunni and Shi'a Muslims Salah and the importance of ritual prayer Zakat and the importance of giving to charity Sawm and the importance of fasting Hajj and the importance of pilgrimage</p>	<p>How to use evaluative sentences effectively How to identify effective and truthful sources of authority How to use sources of authority effectively when evaluating How to evaluate in formal writing Revision techniques</p>	<p>Why are the five pillars important? Why do people within the same community believe different things? Why Islam is a peaceful, charitable religion built on people striving to be a good person.</p>	<p>Citizenship – being part of a community & charity Geography - Hajj</p>
<p>Half term 4</p>	<p>How do religions respond to human rights issues? (Christian, Muslim and Buddhism perspectives)</p>	<p>Understanding human rights The inconsistencies in approaches to women in society and religion, and why they exists The different responses to sexuality and transgender issues Race and racism in society and religious responses to them Poverty: its causes and history How religion aims to help stop exploitation of the poor Religious ideas surrounding wealth</p>	<p>Developing public date Choosing effective sources How to challenge opposing ideas and support your own How to evaluate the merits of opposing arguments Note taking</p>	<p>That people deserve equal rights and opportunity</p>	<p>Citizenship – Human Rights History – Poverty and its causes, democracy Citizenship – Gender and sexuality</p>
<p>Half Term 5</p>	<p>What is the problem of evil?</p>	<p>Recognising logical fallacies Arguments for the existence of God The problem of Evil, and responses to it How we might prove something true through logic, with a focus on proving reality to be true</p>	<p>How to analyse and evaluate philosophical premises in arguments How to write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout. (All skills combined). How to support your argument and challenge an opposing argument.</p>	<p>How is logic and reason used to prove or disprove God?</p>	<p>Maths - Syllogisms/Modus Ponens English - essay writing</p>
<p>Half Term 6</p>	<p>Filmosophy: The Help, Inception, The Life of Pi, The Truman Show</p>	<p>Inception - an aid into proving things to be true The Life of Pi - An aid or hindrance to belief in God The Help - A focus on civil rights and social justice in the USA Truman Show: What is reality? Links to Plato and the Analogy of the Cave</p>	<p>How to use all the skills to evaluate and debate key concepts: reality, belief and God and social justice</p>	<p>How can what I have learnt in RS be made relevant in the world today?</p>	<p>Art - creative responses to films English - inference Drama - the use of film as source material</p>