



## Curriculum Plan Religious Studies



Year 9	Golden Treads: State the big ideas that will be taught across the year ( <a href="#">Threshold concepts</a> ) Expressing: Learning about religious and spiritual forms of expression.				Enrichment: What is offered through the year to support learning in the classroom? TBC but possibly London Central Mosque		Review and evaluation: Give date for review of the curriculum	
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary		Knowledge tracking
Term 1	Rights and Wrongs	Written assessment, using similar format as previous assessments checking knowledge and understanding of issues covered within the module, including using key vocabulary. <b>Assessment: Week 5, Term 1</b>	Knowing the meaning of rights and wrongs, absolute and relative morality Cultural relativism The role or not of religion – exploration of moral codes from Sikhism, Judaism, Christianity, Buddhism and Humanism/Atheism	Application of rights and wrongs and absolute/relative morality to various situations – using in context. Are these dependent on where we live and our upbringing? Applying these concepts to animal rights		Tier 2 Rights Wrongs	Tier 3 Absolute/Relative Morality Atheism Humanism	Year 7 Intro to Religion, Term 1 Year 10 Truth Again – Term 5/6
Term 2	PSHEE module being taught, but 2 weeks of Justice, Love and Equality	See below				Tier 2	Tier 3	
Term 3	Justice, Love and Equality	Written assessment based on the life of Corrie Ten Boon or Kolbe linking their faith to how they responded to the persecution of the Holocaust	To know what our human rights are Find out about the work of Elizabeth Fry and how her religious beliefs influenced her actions – also researching other key characters Charity and links to religion Realise the injustice in modern day history and the links to religion.	Empathise with ‘peoples’ motivation to help others Consider the difficulties when putting religion into action in today’s world.	We don’t need to help others.  What can I do? I’m only one person.	Justice Love Action Charity Rights Responsibilities	Agape	Year 8 Community, Term 5/6 Year 8 What was it like to be a Jew? Term 3 Year 7, Why is there suffering? Term 4
	Life after Death	Written assessment, using similar format as previous assessments checking knowledge and understanding of issues covered within the module, including using key vocabulary	To know different beliefs about death and to begin to consider our own views about the afterlife. Consider the concept of immortality What is the soul?	To understand that different people have different beliefs about death and respond respectfully.  To empathise when discussing and considering death	It doesn’t matter what people think?  It’s stupid to believe there is anything after this life. (It’s okay to have this opinion if we are being respectful to others	Soul Afterlife Mortality Heaven Hell Salvation	Atman Nirvana Mukti Reincarnation Resurrection	Year 8: What does it mean to be a Hindu? Year 7: Was Jesus God on Earth?



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					– sometimes students are not!)			
Term 4								
Term 5	Science V Religion	Either a written assessment in the form of a letter to William Paley discussing the Argument from design Or Class debate on various arguments eg Design, Cosmological, Big Bang/Evolution	To know the relationship between religion and science, and what challenges does religion or science face within this? To begin to think about the different theories and ideas such as The Big Bang Theory and the Cosmological Argument.	To understand the different views and to begin to contemplate the similarities and differences and to consider why people have such different views.	There is only one possible answer!	Evolution Literal Symbolic Big Bang	Omnipotent Omniscient Omnipresent	Year 7: Intro to RE Year 7: Was Jesus God on earth? Year 8: What is Truth? Year 8: Do the teachings of Jesus stand the test of time? Year 10: Truth again
Term 6	Religion: Peace or Conflict?		To know about religious conflict and the ways peace have been brought about/the role of religion. To look at Jerusalem from the perspective of Jews, Muslims and Christians. How might the problem with overcome? To revisit Islamophobia and Anti-Semitism consider the differences between the religions.	To understand the role religion has played in both peace and conflict and to consider if it has always been religion or has it been more political/geographical? To empathise with others regarding their beliefs and what the face because of these.	Confusion around the problems in an around Israel/Gaza	Conflict Multi-faith Citizenship	Muslim Jew Christian Zionism	Year 8: What is it like to be a Muslim? Year 8: Respect Year 8: Respect



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