



# Year 7 Curriculum Overview: Religious Studies



## Autumn Term

### Topics/ content outline:

#### Term 1a:

- Jewish origins and key beliefs

#### Term 1b:

- Christian origins and key beliefs

### Powerful Knowledge (key concepts, skills)

- Abraham established the covenant with God, forming the foundation of Judaism. The fragile relationship between God and the Jews required a second covenant. The Tenakh guides Jewish life, while the Ten Commandments outline God's expectations. Jews believe in an afterlife with heaven and Sheol.
- Christianity teaches that God incarnated as Jesus, whose sacrifice and grace save believers. The Bible guides Christians, who believe in the Trinity and an afterlife with heaven, hell, purgatory, and judgment. The Messiah will bring an era of peace.

### What will you be assessed on?

Students will complete two Microsoft Forms assessments: one on Judaism and the other on Christianity. Additionally, they will complete a summative assessment comparing Judaism and Christianity, identifying their similarities and differences.

### How can you help at home?

- Watch the BBC my life my religion series on Judaism and Christianity.
- Visit a local Church and Synagogue.
- Complete knowledge organiser for Judaism and Christianity.
- If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

## Spring Term

#### Term 2a:

- Muslim origins and key beliefs

#### Term 2b:

- Hindu origins and key beliefs

- Muhammad, born in Mecca around 570 CE, founded Islam, unifying Arabian tribes with his teachings. The Qur'an, revealed to him by the angel Gabriel, emphasises monotheism with Allah as the one God. The Ten Obligatory Acts guide Muslims in ethical conduct. Islam's beliefs about life after death include judgment and resurrection.
- In early Hinduism, India's diverse geography influenced its culture. Hinduism teaches that Brahman is the Ultimate Reality, with the Trimurti representing different aspects of Saguna Brahman. Karma and Samsara describe the cycle of actions and rebirth, while the Atman refers to the soul's transmigration. Special and General revelation differ in the nature of divine knowledge they impart.

Students will complete two Microsoft Forms assessments: one on Islam and the other on Hinduism. Additionally, they will complete a summative assessment comparing Islam and Hinduism, identifying their similarities and differences.

- Watch the BBC my life my religion series on Islam and Hinduism.
- Visit a local Mosque and Mandir.
- Complete knowledge organiser for Islam and Hinduism.
- If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

## Summer Term

#### Term 3a:

- Buddhist origins and key beliefs

#### Term 3b:

- Sikh origins and key beliefs

- Prince Siddhartha Gautama preached the Dharma after renouncing royalty, while Guru Nanak founded Sikhism, emphasising oneness with God and a life of truth and service. Both traditions advocate balance—Buddhism through the Middle Way and Sikhism through spiritual leadership. Their scriptures, the Guru Granth Sahib and Buddhist Dhamma, guide adherents spiritually. Core principles include the Three Marks of Existence in Buddhism and the Mool Mantra in Sikhism. Compassion, Karuna, and service, Sewa, are vital in both traditions. They share concepts of cyclic existence and liberation, like Samsara and Moksha.

Students will complete two Microsoft Forms assessments: one on Buddhism and the other on Sikhism.

- Watch the BBC my life my religion series on Buddhism and Sikhism.
- Visit a local temple and Gurdwara.
- Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



# Year 8 Curriculum Overview: Religious Studies



## Autumn Term

### Topics/ content outline:

#### Term 1a:

- Jewish practices

#### Term 1b:

- Christian practices

### Powerful Knowledge (key concepts, skills)

- Shabbat is crucial for Jews, emphasising rest and reflection. Prayer ranges from set rituals to informal communion. Rosh Hashanah and Yom Kippur foster repentance. Bar/Bat Mitzvah marks Jewish adulthood. Pilgrimage to Jerusalem connects believers to their faith's roots. The Promised Land holds central significance.
- Worship aims to revere and praise God. Easter celebrates Christ's resurrection in Christianity. Christian funeral rites honour the deceased. Pilgrimage enriches spirituality. The Church provides spiritual guidance and support locally.

### What will you be assessed on?

Students will complete two Microsoft Forms assessments: one on Judaism and the other on Christianity. Additionally, they will complete a summative assessment comparing Judaism and Christianity, identifying their similarities and differences.

### How can you help at home?

- Watch the BBC 'being' series for Judaism and Christianity.
- Complete knowledge organiser for Judaism and Christianity.
- If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

## Spring Term

#### Term 2a:

- Muslim practices

#### Term 2b:

- Hindu practices

- Mosque features aid Islamic worship, while Salah is crucial for Muslim belief. Ramadan and Id-ul-Fitr mark fasting and celebration. Arranged marriage reflects Muslim beliefs in familial harmony, and Ummah emphasises community ties. The five pillars guide faith and action in Islam.
- A Mandir is a Hindu temple for worship, with Puja tray rituals impacting faith. Divali and Holi Festivals celebrate Hindu traditions. Hindu marriage supports spiritual and social union, while Kumbh Mela is a massive pilgrimage. Varnas provide identity in Hinduism, linked to Karma.

Students will complete two Microsoft Forms assessments: one on Islam and the other on Hinduism. Additionally, they will complete a summative assessment comparing Islam and Hinduism, identifying their similarities and differences.

- Watch the BBC 'being' series for Islam and Hinduism.
- Complete knowledge organiser for Islam and Hinduism.
- If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

## Summer Term

#### Term 3a:

- Buddhist practices

#### Term 3b:

- Sikh practices

- Temples, shrines, and monasteries are vital for Buddhist life, with meditation for inner peace. Wesak commemorates Siddhartha's life, and Buddhist funerals emphasise impermanence. Sangha provides support, and interpretations vary among sects.
- Gurdwaras support Sikh worship, while the Gutka aids prayer. Vaisakhi celebrates Sikh events, and the Amrit Sanskar ceremony impacts faith. Sewa fosters Sikh unity, and Sangat provides essential fellowship.

Students will complete two Microsoft Forms assessments: one on Buddhism and the other on Sikhism.

- Watch the BBC 'being' series for Buddhism and Sikhism.
- Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



# Year 9 Core Curriculum Overview 24/25: Religious Studies



## Autumn Term

### Topics/ content outline:

#### Term 1:

- Environmental ethics

### Powerful Knowledge (key concepts, skills)

- Understanding human impact on ecosystems and climate change is crucial. Advocating for fair treatment of workers and equitable trade practices ensures social justice. Promoting responsible resource management preserves biodiversity. Implementing practices that balance present needs with long-term ecosystem capacity is essential. Empowering individuals and communities to take collaborative action addresses social and environmental challenges effectively.

### What will you be assessed on?

Students will complete two Microsoft Form assessments: one midway through the unit and another near the end, focusing on environmental ethics.

### How can you help at home?

- Create a safe space for discussing sensitive topics related to war, conflict, and ethics.
- Encourage questioning and analysis of ethical implications in wartime scenarios.
- Discuss current events involving war and conflict, emphasising ethical considerations.
- Foster understanding of diverse perspectives and experiences of those affected by conflict.

## Spring Term

#### Term 2:

- Ethics in war and conflict

- Understanding the consequences of war and conflict involves evaluating concepts like just war and legal and ethical justifications for intervention. It also includes examining obligations to safeguard civilians and analysing ethical dilemmas from military advancements. Additionally, it involves exploring mechanisms for achieving justice post-conflict.

Students will complete two Microsoft Form assessments: one midway through the unit and another near the end, focusing on the ethics in war and conflict.

- Initiate discussions about environmental issues and ethical dilemmas.
- Model sustainable behaviours at home.
- Involve your child in household decisions about consumption.
- Take part in community service projects as a family.
- Promote critical thinking about environmental topics.

## Summer Term

#### Term 3:

- Medical ethics

- Understanding medical decisions involves applying ethical principles and analysing factors like genetic manipulation, cloning, and end-of-life dilemmas. It also includes identifying barriers to healthcare access and advocating for equitable access. Exploring diverse perspectives on abortion and ethical considerations in organ procurement and transplantation completes the understanding of complex ethical issues in medicine.

Students will complete two Microsoft Form assessments: one midway through the unit and another near the end, focusing on medical ethics.

- Encourage open discussions about healthcare ethics.
- Discuss real-world ethical dilemmas and news stories.
- Promote independent research and critical thinking.
- Encourage empathy and understanding of diverse perspectives.
- Support critical thinking and reasoning skills.



# Year 10 Core Curriculum Overview 25/26: Religious Studies



## Autumn Term

### Topics/ content outline:

#### Term 1:

- Human rights and social justice

### Powerful Knowledge (key concepts, skills)

- Students compare human rights frameworks and examine religious leaders' roles in human rights movements. They will explore teachings on poverty and charity, and address racism within religious communities. The unit includes responses to global crises, highlighting the role of religious organisations in providing aid.

### What will you be assessed on?

Students will complete two Microsoft Form assessments: one midway through the unit and another towards the end, focusing on human rights and social justice.

### How can you help at home?

- Have discussions at home about human rights and social justice.
- Encourage critical thinking by asking questions about different religious teachings on poverty, charity, and racism.

## Spring Term

#### Term 2:

- Global issues

- This unit investigates religious perspectives on immigration and refugees, focusing on hospitality and moral responsibilities. It explores ethical dilemmas of globalisation, such as economic exploitation and environmental degradation, through religious lenses. The unit analyses religious responses to terrorism and the role of religious organisations in humanitarian aid.

Students will complete two Microsoft Form assessments: one midway through the unit and another near the end, focusing on Global issues.

- Have discussion at home about immigration, refugees, and hospitality from religious perspectives.
- Encourage your children to research ethical dilemmas related to globalisation, such as economic exploitation and environmental degradation.

## Summer Term

#### Term 3:

- Ethics in technology

- This unit delves into religious perspectives on technology and ethics. Students explore teachings on human responsibility towards technology and environmental stewardship, alongside ethical guidelines for its development and use. Discussions also analyse the ethical implications of AI, job displacement, surveillance technologies and data privacy breaches, considering privacy, trust, and accountability.

Students will complete two Microsoft Form assessments: one midway through the unit and another near the end, focusing on the ethics in technology.

- Discuss with your child the potential ethical implications of technology.
- Highlight the importance of E-safety, fostering conversations about privacy, trust, and accountability.
- Model responsible digital citizenship and encourage your children to reflect on how their own online behaviour.



# Year 9 Curriculum Overview: Philosophy and Ethics



## Autumn Term

### Topics/ content outline:

#### Term 1a:

- What is philosophy?

#### Term 1b:

- What is the best way to live a good life?

### Powerful Knowledge (key concepts, skills)

- Philosophy explores fundamental questions about existence and knowledge. Pre-Socratic thinkers laid the groundwork for philosophical inquiry. Socrates employed the Socratic method to challenge assumptions. Plato delved into the realm of Forms, while Aristotle focused on living a flourishing life.
- Ethics examines moral principles and values. Utilitarianism prioritises maximising overall happiness. Kantian ethics emphasises duty and moral law. The value of human life is debated in contexts like the trolley problem and capital punishment. Peter Singer discusses animal ethics, and ethical dilemmas like saviour siblings and technology raise new ethical questions.

### What will you be assessed on?

Students will complete two Microsoft Forms assessments: one on 'What is Philosophy' and the other on 'What is the best way to live a good life'. Additionally, they will complete a summative assessment comparing these two units, identifying similarities and differences between key philosophy theories.

### How can you help at home?

- Watch videos from the 'Crash course philosophy' YouTube channel.
- Read 'Philosophy for beginners' by Rachel Firth.
- Read 'KS3 Philosophy and Ethics' by Robert Orme.

## Spring Term

#### Term 2a:

- Can we know whether God exists?

#### Term 2b:

- What happens after we die?

- Exploring the nature of God, arguments like cosmological, teleological, and ontological seek to rationalise belief. The compatibility of God and evolution is debated.
- Philosophical and religious views on death and the soul vary, including near-death experiences and reincarnation. Questions persist about the afterlife, the problem of evil, and whether life after death is a human construct. The morality of immortality also raises ethical dilemmas.

Students will complete two Microsoft Forms assessments: one on 'Can we know whether God exists' and the other on 'What happens after we die'. Additionally, they will complete a summative assessment comparing these two units, identifying similarities and differences between key philosophy theories.

- Watch videos from the 'Crash course philosophy' YouTube channel.
- Use the lesson titles to inform conversations you could have at home.
- Read 'KS3 Philosophy and Ethics' by Robert Orme.

## Summer Term

#### Term 3a:

- Is Western Philosophy still relevant?

#### Term 3b:

- How do Eastern philosophers suggest we should live?

- These lessons delve into the relevance of Western philosophy today, the wisdom of ancient philosophical traditions, and the significant contributions made globally to the field of philosophy.
- Additionally, they explore the concept of happiness and various philosophical ideas around it, such as Wu Wei, Kintsugi, and the teachings of figures like Lao Tsu, the Buddha, and Confucius.

Students will complete two Microsoft Forms assessments: one on 'Is Western Philosophy still relevant' and the other on 'How do Eastern philosophers suggest we should live'. Additionally, they will complete a summative assessment comparing these two units, identifying similarities and differences between key philosophy theories.

- Watch videos from the 'Crash course philosophy' YouTube channel.
- Use the lesson titles to inform conversations you could have at home.
- Read 'KS3 Philosophy and Ethics' by Robert Orme.



# Year 10 GCSE Curriculum Overview: Ethics, Philosophy and Religion



## Autumn Term

### Topics/ content outline:

#### Term 1a:

- Christian beliefs and teachings

#### Term 1b:

- Christian practices

### Powerful Knowledge (key concepts, skills)

- Christian beliefs explore the nature of God, including His omnipotence, love, and justice, as well as the concept of the Holy Trinity. They delve into beliefs about creation, the incarnation, crucifixion, resurrection, ascension, and the afterlife, including concepts of heaven, hell, sin, and salvation.
- The role of Christ in salvation is examined, along with practices like worship, prayer, sacraments, and holy communion. Additionally, the significance of pilgrimage, festivals, the role of the church, mission, evangelism, and church growth are discussed, alongside the worldwide church and responses to issues such as Christian persecution and world poverty.

### What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies exam criteria.  
Separate exam skills lessons are embedded in schemes of work and delivered frequently.  
A variety of 1, 2, 4, 5 and 12 mark questions.  
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

### How can you help at home?

- Visit a local Church
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
- Direct your child to resources on BBC bitesize
- If you have a family member/friend of the Christian faith, speak to them.
  - Complete knowledge organisers.
  - Practice exam style questions.

## Spring Term

#### Term 2a:

- Buddhist beliefs and teachings

#### Term 2b:

- Buddhist practices

- Buddhist beliefs explore the life of Siddhartha Gautama, from his birth and ascetic life to his enlightenment and teachings of the Dharma. Concepts like dependent arising, the three marks of existence, and the four noble truths are discussed. The differences between Theravada and Mahayana Buddhism, as well as the ideals of Arhat and Bodhisattva, are explored.
- Additionally, Pure Land Buddhism and its beliefs are examined, along with places of worship and how Buddhists practice worship and meditation. Topics like death, mourning, Wesak, Parinirvana Day, karma, karuna, metta, the five moral precepts, and the six perfections are also covered.

A range of formative and summative assessments following the AQA Religious Studies exam criteria.  
Separate exam skills lessons are embedded in schemes of work and delivered frequently.  
A variety of 1, 2, 4, 5 and 12 mark questions.  
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
  - Complete knowledge organisers.
  - Practice exam style questions.
- Read 'Mere Christianity' by C.S. Lewis.

## Summer Term

#### Term 3a:

- Religion and life

#### Term 3b:

- Preparation for mock exam

- Religion and life explore various aspects of existence and ethics. They delve into the origins of the universe, the value of the world, and concerns regarding the use and abuse of the environment, including pollution. The treatment of animals is examined, alongside discussions on the origins of human life. Ethical dilemmas such as abortion, euthanasia, and beliefs about death and the afterlife are also addressed.

A range of formative and summative assessments following the AQA Religious Studies exam criteria.  
Separate exam skills lessons are embedded in schemes of work and delivered frequently.  
A variety of 1, 2, 4, 5 and 12 mark questions.  
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
  - Complete knowledge organisers.
  - Practice exam style questions.





# Year 11 GCSE Curriculum Overview: Ethics, Philosophy and Religion



## Autumn Term

### Topics/ content outline:

#### Term 1:

- Existence of God and revelation
- Religion, peace and conflict
- Crime and punishment

### Powerful Knowledge (key concepts, skills)

- These lessons cover religion's role in peace and conflict, addressing violence, war, and protest, including just war theory and holy war. Topics include nuclear war, weapons of mass destruction, and pacifism.
- Discussions also explore crime and punishment, religious attitudes toward lawbreakers, and aims of punishment. Christian perspectives on suffering, treatment of criminals, forgiveness, and debates on capital punishment are also examined, along with considerations on the existence of God and revelation.

### What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

### How can you help at home?

- Visit a local Buddhist temple
- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied.
- If you have a family member/friend of the Buddhist faith, speak to them.
  - Complete knowledge organisers.
  - Practice exam style questions.
- Read 'The Buddha in daily life' by Richard Causton.

## Spring Term

#### Term 2:

- Human rights and social justice
- Revision for GCSE exam

- Human rights and social justice explore concepts such as prejudice, discrimination, and the importance of religious freedom. Topics include disability and race, as well as Christian attitudes about wealth, poverty, and its causes. Discussions also delve into the exploitation of the poor and ethical considerations surrounding giving money to alleviate poverty.

A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
  - Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home.
  - Complete knowledge organisers.
  - Practice exam style questions.