



An Active Learning Trust School

Subject Intent:

We welcome our Apprentice Philosophers to explore the way thought shapes the world. Religious Studies encourages young minds to evaluate and analyse the ways different belief systems affect the way people behave. As apprentices you will encounter different religions and philosophies from around the world. We aim to create a safe environment for students to form their own opinions and develop pride in their own community and their place within it. Debating issues from their personal perspective and opposing perspectives are key skills needed to develop confident and successful thinkers who have their own sense of identity.

Religious Studies skills:

Ideas and Beliefs - Describing and explaining the main features of the world main religions and other belief systems

Sacred texts- Describing, explaining and evaluating the ways religious texts have shaped those that follow them.

Culture and Lifestyle – Describing, explaining and evaluating the ways different belief systems affect the lives of those that follow them.

Philosophical Thinking – Evaluating and comparing how different beliefs explain the world around them.

Year 7 Religious Studies Curriculum Sequence

Big Question: Sacrifice, celebration and						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	What do I believe?	Why do we have religious festivals?	Ramadan and Eid	Diwali	Stories – Guru Nanak	Stories – Buddha
Big idea/Theme	Why do people see God differently?	What do festivals have in common	Lent and Ash Wednesday	Hannukah	Stories – Moses	Spiritual Arts Competition
Big Idea/Theme	Why are miracles important?	Should non – Christians celebrate Christmas?	Wesak and Buddhism	Assessment	Stories – Jesus	Spiritual Arts Competition
Big idea/Theme	“Everyone sees the God the same” Do you agree - Assessment					
Knowledge that needs to stick	Tolerance and understanding or other religions	What is a festival? The cultural, social and spiritual aspects of festivals	How do festivals help individuals strengthen their faith?	How do festivals help bring people together?	The importance of stories to share lessons and beliefs	Philosophy and spiritual understanding of the world
Demonstration of Knowledge (Assessment)	Short essay Ideas and Beliefs	Knowledge tests Ideas and Beliefs	Knowledge Tests Culture and Lifestyle	Short essay Culture and Lifestyle	Knowledge Tests Sacred Texts	Presentation of ideas Philosophy
Links to key stage 2/ prior knowledge needed	Studies of different religions – Islam, Christian, Judaism etc.	Links to the Christmas story.	Islam Christianity Buddhism	Hinduism Judaism	Sikhism Judaism Christianity	Buddhism Philosophical thought
Skill set development	Essay writing Dialogic learning	Comparative learning	Research and understanding	Short Essay	Research and understanding Literacy	Creative learning
Key Vocabulary (Tier 2/ Tier 3)	Teleological; Faith; Belief	Festival, sacrifice, celebration, social, cultural and spiritual	Ramadan Ash Wednesday Lent Wesak	Diwali Hannukah	Enlightenment Commandments	



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Reading and Oracy	Dialogic learning is part of RE teaching	Dialogic learning is part of RE teaching	Dialogic learning is part of RE teaching	Dialogic learning is part of RE teaching	Dialogic learning is part of RE teaching	Dialogic learning is part of RE teaching
Opportunities						
SMSC including British Values, Culture and Diversity	Diversity – Tolerance of other beliefs	Importance of festivals in British life	Diversity and Culture	Diversity and culture		
Enrichment Activities	Spiritual Arts competition					

Year 8 Religious Studies Curriculum Sequence

Big Question: Why do people use religions to inform their lives?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	What is morality	Freedom of Expression	What is the design theory	Heaven and Hell	What makes a religion	Egyptian
Big idea/Theme	What is Absolute and Relative Morality?	Assessment	God and Devil	Life after Death Reincarnation	Pastafarianism etc	Greek and Roman
Big Idea/Theme	Animal Rights	Gender	Evil and Suffering	Assessment	Scientology	Design your own religion
Big idea/Theme	Humanism					
Knowledge that needs to stick	Absolute and Relative Morality Humanism and Atheism Stewardship	Sexism Democracy	Teleological Anthropic	Sin and Salvation	Abrahamic Atheism Prophecy What makes a sacred text Morality	Pantheism
Demonstration of Knowledge (Assessment)	Knowledge Tests Culture and Lifestyle	Short Essay Culture and Lifestyle	Knowledge Test Philosophy	Short Essay Ideas and Beliefs	Knowledge Test Sacred Texts Philosophy	Presentation of independent research
Links to key stage 2/ prior knowledge needed	Beliefs in Y7	Belief in Y7	Philosophical and conceptual development of KS2 study of Christianity	Philosophical and conceptual development of KS2 study of Christianity	Knowledge of other religions	Knowledge of other religions
Skill set development	Oracy Discussion	Oracy Discussion	Research and comparative studies	Research and Comparative studies	Comparative studies Evaluation and analysis	Evaluation and Analysis
Key Vocabulary (Tier 2/ Tier 3)	Absolute Relative Humanism	Sexism Gender politics	Anthropic Teleological	Sin Salvation	Abrahamic Atheism Morality	Pantheism
Reading and Oracy	Dialogic learning is part of RE teaching					



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Opportunities						
SMSC including British Values, Culture and Diversity	Democracy and tolerance Animal Rights	Democracy and tolerance Women's rights			Diversity	
Relationship and Sex Education and Health Education	Abortion	Gender politics				
Enrichment Activities						

Year 9 Religious Studies Curriculum Sequence

Big Question: Does religion create conflict?						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	Beliefs about Death	Genetics/ IVF / Stem Cell	Humanism	Amish	Peace and conflict Islam	Religious leaders and Conflict
Big idea/Theme	Abortion	Assessment	Protestantism vs Catholic	Rastafarianism	Peace and Conflict Christianity	Using philosophy to make critical decisions
Big Idea/Theme	Euthanasia Death Penalty	Life on Death Row	Jehovah Witness	Assessment	Anti-Semitism	
Knowledge that needs to stick	Personal choice Euthanasia	Are Human Rights absolute?	Is Humanism better than Christianity – Conflict in Christianity			
Demonstration of Knowledge (Assessment)	Knowledge test Culture Sacred Texts	Assessment – Short essay Sacred Texts	Knowledge test Sacred Texts	Assessment – Short essay Ideas and Beliefs	Knowledge Test Ideas and Beliefs	Assessment – Short essay Philosophy
Links to key stage 2/ prior knowledge needed	Morality	Morality	Conceptual development of conflict within religions	Comparison with other religions	Link to History conflict theme Holocaust etc	Link to History
Skill set development	Dialogic learning	Extended essay	Comparative and development of judgement	Comparative studies	Dialogic Learning	Dialogic Learning
Key Vocabulary (Tier 2/ Tier 3)	Abortion, Reincarnation, Euthanasia	Genetics; Sacrifice;	Conflict Interpretations	Traditional Radical	Jihad Crusade	
Reading and Oracy	Dialogic learning is part of RE teaching					



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Opportunities						
SMSC including British Values, Culture and Diversity	Personal choice		Diversity Religious tolerance		Anti-Semitism and tolerance	
Relationship and Sex Education and Health Education	Abortion					

Year 10 Religious Studies Curriculum Sequence						
Big Question: Paper 1 (P1) – Looks at the Ideas, Beliefs and Practices of Islam and Christianity; Paper 2 (P2) Compares and contrasts Islam and Christianity.						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	P2 – Themes – Family	P1 – Christianity – Beliefs	P1 – Christianity – Practices	P2 – Themes - Existence	P2 – Themes - Crime and Punish	P1 – Islam – Beliefs
Big idea/Theme	P2 – Themes – Life					
Knowledge that needs to stick	Contraception, Abortion, Divorce;	Trinity, Resurrection; Sin and Salvation	Prayer, Forgiveness, Charity; Baptism	Creation stories; Design	Death Penalty; Sharia law;	Qu’ran; Pillars of Islam
Demonstration of Knowledge (Assessment)	Introduction to 5 marks	Walk through mock exam Fortnightly 5 and 6 mark questions	Walk Through Mock Exam Fortnightly 12 mark questions	Fortnightly 5 and 6 mark questions	Mock exam	Fortnightly 12 mark questions
Links to key stage 2/ prior knowledge needed	Abortion	Christianity – Stories and conflict	Christianity – Festivals etc	Teleological and Philosophical	Death Penalty Justice	Islam
Skill set development	AO1 – KU AO2 – Assessment	AO1 – KU AO2 – Assessment	AO1 – KU AO2 – Assessment	AO1 – KU AO2 – Assessment	AO1 – KU AO2 – Assessment	AO1 – KU AO2 – Assessment
Key Vocabulary (Tier 2/ Tier 3)						
Reading and Oracy	Dialogic learning is part of RE teaching					
Opportunities						
SMSC including British Values, Culture and Diversity	Family Animal Rights and Stewardship				Crime and Punishment	
Relationship and Sex Education and Health Education	Relationships; Divorce and Marriage Abortion					



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Year 11 Religious Studies Curriculum Sequence						
Big Question: Paper 1 (P1) – Looks at the Ideas, Beliefs and Practices of Islam and Christianity; Paper 2 (P2) Compares and contrasts Islam and Christianity.						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	P1 – Islam Beliefs	P1 – Islam – Practices	P2 – Crime and Punish	Revision	Revision	
Knowledge that needs to stick	Salvation	Prayer Pilgrimage	Punishment Justice			
Demonstration of Knowledge (Assessment)	Fortnightly 5 and 6 questions	Mock Exam	Mock Exam	Mock Exam		
Links to key stage 2/ prior knowledge needed	Islam	Islam	Death Penalty			
Skill set development	AO1 – Knowledge and Understanding AO2 – Analysis	AO1 – Knowledge and Understanding AO2 – Analysis	AO1 – Knowledge and Understanding AO2 - Analysis	AO1 – Knowledge and Understanding AO2 - Analysis	AO1 – Knowledge and Understanding AO2 - Analysis	
Key Vocabulary (Tier 2/ Tier 3)	Makkah	Sa'wah	Forgiveness Absolution			
Opportunities						
SMSC including British Values, Culture and Diversity	Diversity - Religions	Diversity – Religion	Crime and Punishment			
Enrichment Activities	Revision and targeted intervention classes					