



## Curriculum Progression (Intent) Religious Studies

### Long Term Intent

- To explore the diverse nature of human experience to encourage learners to mature in relation to their own and other patterns of belief and behaviour.
- To develop successful learners who are independent and enjoy learning, making outstanding progress and achieving personal excellence.
- To learn through discovery and investigation and develop a love of learning Religious Education.
- To be confident individuals who understand the importance of religious education to tackle discrimination and prejudice in modern day society; to enable them to critically analyse the world around them.
- To be confident individuals who understand how RE fits into society and their potential future careers.
- To develop an ethos which allows everyone to experience success and build resilient and confident theologian.
- To inspire and empower learners to take next steps in religious education beyond Unsworth Academy High School.
- Reasons for the sequencing of the religions from years 7 to 11

	Knowledge and understanding	Skills
Year 11	<p>Building on knowledge and skills developed in the KS3 sow, and year 10 study the Edexcel specification, paper 2 focus is Social Justice through Islam. Divergent Muslim views, humanism and for chapter 1 and 3, Islamic practices and doctrines are compared with Christian doctrine and practices.</p> <ul style="list-style-type: none"> <li>• Know the following topics to a secure understanding:</li> </ul> <p>Explore and examine core Muslim beliefs and teachings and the impact on Muslims life/worship and practice.</p> <p>Examine divergent views in comparison to Sunni and Shia teachings; philosophy - analysing. theories to draw comparisons between religions.</p> <p>Explore and examine the philosophies in Islam as proof of Allah's existence.</p> <p>Examine various practical and philosophical solutions raised by divergent and non-religious viewpoints.</p> <p>Explore the nature, history and purpose of the core fundamental values and teachings found in Islam.</p> <p>Explore ethical issues in a contemporary society; factors and concepts to include religious and non-religious viewpoints; methodologies which dictate and influence the nature of Islam; teachings and beliefs system in relation to equality and social justice.</p>	<p>AO1- Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices, and sources of authority</li> <li>• Influence on individuals, communities, and societies</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p>AO2- Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Critical evaluated essay reaching a justified conclusion.</p> <p>Connectives both religious and higher order English.</p> <p>Accurate spelling, punctuation, and grammar in written communication as well as use of specialised terminology.</p> <p>To compare concepts and religious practice between chapter 1 and three in both religions; both paper 1 &amp; paper 2</p> <p>Higher Able- Critically deconstruct religious information issues, leading to coherent and logical chains of reasoning that consider different viewpoints; sustained by accurate and thorough understanding of religion and belief.</p> <p>Coherent and reasoned judgements supported by evidence leading to a fully justified conclusion.</p>

Recap, review, revise all areas of the GCSE specification:

Religious Studies Paper one – Religion and Ethics to include:

Christian belief –

- The Trinity & Creation
- The Incarnation & The Passion
- Salvation & Christian eschatology
- Problems of evil
- Divergent solutions to the problem of Evil.

Marriage and the family –

- Marriage & sexual relationships
- Families & support from the local Parish
- Contraception & Divorce
- Gender prejudice and discrimination

Living the Christian Life –

- Christian Worship
- The sacrament
- Prayer
- Pilgrimage
- Christian Celebration
- The future of the Church & the local Church
- The worldwide Church

Matters of life and death –

- Origins and value of the universe
- Sanctity of life & Origins and value of human life
- Abortion
- Life after death
- Responses to arguments against life after death
- Euthanasia
- Issues in the natural world

Religious Studies Paper two – Philosophy of religion, equality, and social justice to include:

Muslim belief –

- The six beliefs & the five roots of 'Usul ad-Din'
- The nature of Allah & Risalah
- Muslim Holy books & Malaikah
- Al-Qadr & Akhirah

Philosophy of Religion –

- Revelation & Visions
- Miracles & Religious experience
- Design argument & Cosmological argument
- Suffering & Solutions to the problem of Suffering

Living the Muslim Life –

	<ul style="list-style-type: none"> <li>• The Ten Obligatory Acts</li> <li>• Shahadah &amp; Salah</li> <li>• Sawn</li> <li>• Zakah and Khums</li> <li>• Hajj</li> <li>• The lesser and greater Jihad</li> <li>• Radicalisation and extremism.</li> <li>• Celebrations and commemorations</li> </ul> <p>Equality –</p> <ul style="list-style-type: none"> <li>• Human Rights &amp; Equality</li> <li>• Religious Freedom</li> <li>• Prejudice and discrimination</li> <li>• Racial Harmony</li> <li>• Racial discrimination</li> <li>• Social Justice</li> <li>• Wealth and poverty</li> </ul> <ul style="list-style-type: none"> <li>• Within all topics show a detailed understanding of Christian, Muslim, and non-religious belief.</li> <li>• Support the above concepts with relevant sources of wisdom and authority.</li> <li>• Use religious vocabulary and religious theories/ terms appropriately and in the correct context.</li> <li>• Demonstrate clear communication skills, both written and oracy.</li> <li>• Use knowledge of religious practice/theories to describe and explain confidently; both written and verbally.</li> <li>• Use contextual knowledge with source confidently.</li> </ul>	
Year 10	<p>Religious studies is a chosen option choice at GCSE (for those who do not opt to study the subject RS concept are addressed throughout the PSHE curriculum where appropriate). Building on knowledge and skills developed in the KS3 sow, year 10 study the Edexcel specification, paper 1 focus is on Philosophy and Ethics through Christianity, divergent views, humanism and for chapter 1 and 3, Islamic practices and doctrines are compared.</p> <p>Christianity &amp; Humanism/Islam Explore and examine core Christian beliefs and teachings and the impact on Christian's life/worship and practice. Examine divergent views in comparison to Christian teachings and philosophy - analysing theories to draw comparisons between religions.</p> <p>Explore and examine the important and purpose of marriage and the family through Christian teachings and practice.</p>	<p>AO1- Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices, and sources of authority</li> <li>• Influence on individuals, communities, and societies</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p>AO2- Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Critical evaluated essay reaching a justified conclusion. Connectives both religious and higher order English.</p> <p>Accurate spelling, punctuation, and grammar in written communication as well as use of specialised terminology.</p>

	<p>Examine divergent views in comparison to different Christian denominations belief system. Explore gender equality, prejudice and discrimination.</p> <p>Explore factors and scripture which determines Christian worship (liturgical and non-liturgical) Evaluate the role of the local and worldwide churches teach and influence. Comparing some of the factors above with Islamic beliefs and practices.</p> <p>Explore ethical issues in a contemporary society; factors and concepts to include religious and non-religious viewpoints; methodologies which dictate and influence the ideas, teachings and beliefs system.</p> <ul style="list-style-type: none"> <li>• Within all topics show a detailed understanding of Christian, Muslim and non-religious belief.</li> <li>• Support the above concepts with relevant sources of wisdom and authority.</li> <li>• Use religious vocabulary and religious theories/ terms appropriately and in the correct context.</li> <li>• Demonstrate clear communication skills, both written and oracy.</li> <li>• Use knowledge of religious practice/theories to describe and explain confidently; both written and verbally.</li> <li>• Use contextual knowledge with source confidently.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, evaluate and make a judgement on religious teachings and practice.</li> </ul>
<p>Year 9</p>	<ul style="list-style-type: none"> <li>• Know the following topics to a secure understanding to develop the concepts in more detail in year 10 in line with GCSE Edexcel Religious Studies:</li> </ul> <p>Year nine now explores philosophy and ethics on contemporary issues from both a religious and non-religious viewpoint. Building on previous knowledge, the curriculum explores values and beliefs, offering new insight into the role of religious practices and non-religious ideologies on contemporary issues, through critical thinking.</p> <p>Explore and examine tradition, belief, and practices of various denominations of Christianity in contemporary Britain.</p> <p>To gain an understanding of ethical considerations and views on contemporary issues through Christian teachings:</p>	<p>AO1- Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> <li>• Beliefs, practices, and sources of authority</li> <li>• Influence on individuals, communities, and societies</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p>AO2- Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Connectives both religious and higher order English.</p> <p>Accurate spelling, punctuation, and grammar in written communication as well as use of specialised terminology.</p>

	<ul style="list-style-type: none"> <li>To develop an understanding of non-religious perspectives on philosophical and ethical issues in comparison to Christian belief; Atheist methodology.</li> </ul> <p>Explore ethics and contemporary issues from religious and non-religious viewpoints. Explore values and beliefs on a range of religious and non-religious concepts relating to evil and suffering.</p> <p>Explore and examine tradition, belief and practices of various strands of the Islamic and Christian faith in contemporary Britain.</p> <p>Develop an understanding of Humanist teachings and perspectives on concepts relating to philosophy and social justice; explore Humanist beliefs on contemporary issues.</p> <ul style="list-style-type: none"> <li>Within all topics show a good level of understanding of the meaning and application of ethics; situation ethics.</li> <li>Use religious vocabulary and religious terms appropriately</li> <li>Demonstrate clear communication skills both written and orally.</li> <li>Apply religious knowledge and understanding to describe and explain various concepts on the lives of religious and non-religious people in wider society</li> </ul>	<p>Use reasoning and examples to express insights into the relationship between beliefs, teachings, and world issues.</p> <p>Use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence, and forms of expression. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual, and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual, and moral expression.</p>
Year 8	<ul style="list-style-type: none"> <li>Know the following topics to a secure understanding of factors (beliefs, practice, tradition) relating to the six major world religions:</li> </ul> <p>Following on from Judaism, Christianity is considered an 'off shoot' and stems from Judaism. Christianity is the second Abrahamic monotheistic religion to be studied. Links are made through subject knowledge are a useful basis for the paper 1 GCSE.</p> <p>Based on the life and teachings of Jesus of Nazareth. Its adherents, known as Christians, believe that Jesus Christ is the Son of God and saviour of all people, who's coming as the Messiah was prophesied in the Old Testament and chronicled in the New Testament.</p> <p>Additional knowledge to know: Christian beliefs about Jesus and the concept of The Trinity.</p> <ul style="list-style-type: none"> <li>Creation</li> <li>Jesus (including the incarnation)</li> <li>Parables</li> <li>Miracles</li> </ul>	<p>Accurate spelling, punctuation and grammar in written communication as well as use of specialised terminology.</p> <p>Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.</p> <p>Explain why the impact of religions and beliefs on individuals, communities and societies varies.</p> <p>They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.</p> <p>They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.</p> <p>Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p> <p>Learners account for the influence of history and culture on aspects of religious life and practice.</p>

<ul style="list-style-type: none"> <li>• Trinity (nature of God)</li> <li>• Science v religion</li> </ul> <p>Islam is the third and final Abrahamic religion to be studied at KS3. Links back to Judaism, through Abraham are made to include his first son Ismael, who became the leader of the Nation of Islam, as prophesised and promised by God to Abraham. Subject knowledge and concepts addressed in this sow are a useful basis for paper 2 Islam.</p> <p>Believers of Islam are called Muslims. They believe the Quran was spoken to Muhammad by the angel Jibril and that it is the word of Allah; Arabic is Allah language.</p> <p>They view Muhammad as a messenger. Seal of the Prophets. Other beliefs and rules about what Muslims should do come from reports of what Muhammad taught, or hadith.</p> <p>Additional knowledge to know:</p> <ul style="list-style-type: none"> <li>• Arabia in the time of the Prophet Muhammad</li> <li>• The origins of Islam</li> <li>• The 5 pillars of Islam</li> <li>• The importance of prayer</li> <li>• How Muslims show care (Radicalisation and extremism)</li> <li>• The Qur'an</li> </ul> <p>The final topic is the study of Humanist beliefs. This allows learners to accept one does not need to hold religious values to conduct good works. Atheism and agnosticism belief is addressed allow some learners to identify with a belief system support by empirical evidence, rather than religious dogma and practice. Humanist approach and attitude to the modern world view is developed, forming a basis for critical evaluation in yrs. 9-11 RS.</p> <p>Belief: Humanism suggests that people possess personal agency and that they are motivated to use this free will to pursue things that will help them achieve their full potential as human beings.</p> <p>This need for fulfilment and personal growth is a key motivator of all behaviour. Therefore, Humanist do not believe in the existence of a higher power i.e., any deity</p> <p>Additional knowledge to know:</p> <ul style="list-style-type: none"> <li>• What is Humanism?</li> <li>• Humanism and God</li> <li>• Humanist ethics</li> <li>• Humanist meaning and purpose</li> </ul>	<p>They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition.</p> <p>Use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.</p>
--	---

	<ul style="list-style-type: none"> <li>• Humanist the end of life</li> <li>• Humanist thinkers</li> <li>• Humanist views on religion</li> <li>• Humanist society</li> <li>• Humanist working for a better world</li> </ul> <p>Within all topics show a good level of understanding of religious practice and theories</p> <ul style="list-style-type: none"> <li>• Within all topics show a good level of understanding of the religion's history context</li> <li>• Use RS vocabulary and religious terms appropriately.</li> <li>• Develop and demonstrate their communication skills (written and oracy)</li> <li>• Continue to use religious knowledge to describe and explain key events, reasons for belief and the effect on the lives of the followers; to include non-religious belief.</li> </ul>	
Year 7	<ul style="list-style-type: none"> <li>• Know the following topics to a secure understanding of factors (beliefs, practice, tradition) relating to four of the six major world religions:</li> </ul> <p>SOW for year 7's starts chronologically with the oldest religion in the world. Hinduism introduces the concepts of a religion believing in multiple deities, although this is debated as all gods are made by and have the atman of Brahma the supreme deity.</p> <p>Hinduism is a polytheistic religion, the belief in more than one deity. Some basic Hindu concepts include the doctrines of samsara (the continuous cycle of life, death, and reincarnation) and karma (the universal law of cause and effect). One of the key thoughts of Hinduism is "atman," or the belief in soul.</p> <p>Additional knowledge to know:</p> <ul style="list-style-type: none"> <li>• Why study RE?</li> <li>• What do we already know about the six major world religions</li> <li>• Intro to Hinduism</li> <li>• Beliefs and god</li> <li>• Traditions in Hinduism</li> <li>• Dharma and Karma</li> <li>• Reincarnation, Karma &amp;</li> <li>• Samsara</li> </ul> <p>Sikhism is then taught; this is the youngest of the six major world religions, but no less important. In contrast to Hinduism, Sikhism introduces the idea of a religion that is monotheistic yet not</p>	<p>Recall verbal and visual forms of religious expression</p> <p>They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</p> <p>Use some religious words and phrases to recognise and name features of religious life and practice.</p> <p>Use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p>Describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.</p>

## Abrahamic.

Sikhism is a monotheistic religion, and the basic Sikh belief is represented in the phrase Ik Onkar meaning "One God."

History: Sikhism was founded in the Punjab region in India in the 15th century by Guru Nanak Dev. Sikhism broke from Hinduism due, in part, to its rejection of the caste system.

Additional knowledge to know:

- Intro to Sikhism
- The Khalsa
- The 5K's
- Gurdwara
- Guru Granth Sahib

Learners will have learnt about a religion that is polytheistic and one that is monotheistic, now they are introduced to one of the oldest religions that does not believe in any god yet is considered a religion.

Buddhism has no god, follows the teachings of the Buddha; encourages its people to avoid self-indulgence but also self-denial.

Buddha's most important teachings, known as 'The Four Noble Truths', are essential to understanding the religion.

Buddhists embrace the concepts of karma (the law of cause and effect) and reincarnation (the continuous cycle of rebirth); similarity to Hinduism.

Additional knowledge to know:

- Siddhartha – The beginnings
- The Four Noble Truths  
Eightfold Path
- Buddhist Worship
- Vihara
- Laws of Karma

Judaism is one of the oldest monotheistic religions and was founded over 3500 years ago in the Middle East. This is the first of the Abrahamic religions (this concept is made clear). Jews believe that God appointed the Jews through Abraham, to be HIS chosen people in order to set an example of holiness and ethical behaviour to the world.



	<p>Additional knowledge to know:</p> <ul style="list-style-type: none"><li>• Abraham and the covenant</li><li>• Moses and 10 plagues</li><li>• The 10 Commandments</li><li>• The Torah</li><li>• Passover &amp; Seder</li></ul> <p>Within all topics show a good level of understanding of religious practice and theories</p> <ul style="list-style-type: none"><li>• Within all topics show a good level of understanding of the religion's history context</li><li>• Use RS vocabulary and religious terms appropriately.</li></ul> <p>Develop and demonstrate their communication skills (written and oracy).</p>	
--	---	--