**Curriculum Plan: Religious Studies**

| **Year Group** | **Term** | **Units of work** | **Assessed piece/skills** |
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| 7 |  |  |  |
| 7 | Autumn  (Sept-Dec) | **God**   * What do people believe? * Concepts of awe and wonder * Evidence of design in the universe as an argument for the existence of God * Evolution versus intelligent design * The challenge to design from flaws within nature * What the Christian creation story teaches about God * Human responsibility to care for nature * Christian attitudes to the treatment of animals | Test at the end of the first half term, including extended writing. |
| Spring  (Jan-Mar) | **Inspirational Figures**   * Hindu concepts of *atman* and *ahimsa* * Gandhi’s campaign to end Untouchability * Gandhi’s protest against British rule in India – *satyagraha* * What was Martin Luther King fighting against? * The Montgomery Bus Boycott and non-violent protest * Martin Luther King – I Have a Dream * What was unjust about the situation in El Salvador? * Maria Gomez’ campaign for social justice * Malala Yousafzai’s life under Taliban rule * The right to education and gender equality | Extended written piece on the effectiveness of non-violent protest. |
| Summer  (Apr-Jul) | **Doing Your Duty**   * The Jewish covenant and Ten Commandments * Bar Mitzvah * The formation of the Sikh Khalsa * The 5 Ks and duties of Khalsa Sikhs * Sikh teachings on equality and service * The Shahadah and salah – Islam * Zakah and Sawm – Islam * Hajj – Islam * The Four Noble Truths – Buddhism * The Eightfold Path - Buddhism | End of year exam. |
| 8 |  |  |  |
| 8  2017-18 only | Autumn  (Sept-Dec) | **God**   * What do people believe? * Concepts of awe and wonder * Evidence of design in the universe as an argument for the existence of God * Evolution versus intelligent design * The challenge to design from flaws within nature * What the Christian creation story teaches about God * Human responsibility to care for nature * Christian attitudes to the treatment of animals | Test at the end of the first half term, including extended writing. |
| Spring  (Jan-Mar) | **Inspirational Figures**   * Hindu concepts of *atman* and *ahimsa* * Gandhi’s campaign to end Untouchability * Gandhi’s protest against British rule in India – *satyagraha* * What was Martin Luther King fighting against? * The Montgomery Bus Boycott and non-violent protest * Martin Luther King – I Have a Dream * What was unjust about the situation in El Salvador? * Maria Gomez’ campaign for social justice * Malala Yousafzai’s life under Taliban rule * The right to education and gender equality | Extended written piece on the effectiveness of non-violent protest. |
| Summer  (Apr-Jul) | **Doing Your Duty**   * The Jewish covenant and Ten Commandments * Bar Mitzvah * The formation of the Sikh Khalsa * The 5 Ks and duties of Khalsa Sikhs * Sikh teachings on equality and service * The Shahadah and salah – Islam * Zakah and Sawm – Islam * Hajj – Islam * The Four Noble Truths – Buddhism * The Eightfold Path - Buddhism | End of year exam. |

In years 9 - 11 all students follow the AQA course for GCSE Religious Studies. They study Christian and Jewish responses to a range of philosophical and ethical issues.

**Component 1 – The Study of Religions: Christianity**

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| **Beliefs and Teachings** | **Practices** |
| * The nature of God (omnipotence, justice, love, the problem of evil and suffering and the Trinity) * Beliefs about creation – Word and Spirit (Genesis 1:1-3 and John 1:1-3) * The afterlife – resurrection, judgement, heaven and hell * The Incarnation – Jesus as the Son of God: crucifixion, resurrection and ascension * Salvation – law, grace and Spirit and atonement | * Worship – public and private and the significance of prayer * The role and meaning of the sacraments * Pilgrimage * Festivals – Christmas and Easter * The role of the Church in the local and worldwide community |

**Component 1 – The Study of Religions: Judaism**

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| **Beliefs and Teachings** | **Practices** |
| * The nature of God (creator, law-giver and judge) * The divine presence * Beliefs about life after death * The nature and role of the Messiah * Covenants – Abraham and Moses * Key moral principles – *mitzvot* and free will | * The synagogue and worship * Shabbat * The written and oral law – their study, use and significance in daily life * Ceremonies associated with birth, marriage and mourning * Bar/bat Mitzvah * Dietary laws * Festivals – Rosh Hashanah, Yom Kippur and Pesach |

**Component 2 – Themes**

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| Relationships and Families | * human sexuality * contraception * the nature and purpose of marriage * same-sex marriage * divorce * the nature and purpose of families * gender equality |
| Religion and Life | * the origins of the universe (religious and scientific views) * stewardship and environmentalism * the use of animals * the sanctity of life * abortion * euthanasia * beliefs about the afterlife |
| Religion, Peace and Conflict | * peace * justice * forgiveness * reconciliation * violent and non-violent protest * terrorism * causes of war * Just War theory * holy war * pacifism * WMDs * peace-making * religious responses to victims of war |
| Religion, Crime and Punishment | * reasons for crime * law-breaking as a form of protest * attitudes to the treatment of criminals * the aims of punishment * types of punishment * forgiveness * the death penalty |

The final assessment, which determines the GCSE grade, is through two external exams taken at the end of year 11. 5% of the total mark is allocated to spelling, punctuation and grammar. There is no coursework in GCSE Religious Studies. However, students’ written work, based on past exam questions and marked according to the exam criteria, is assessed by class teachers throughout the year and at least at the end of each unit.