Curriculum Map

Subject: **Religious Studies** Year: **7**

|  | **Autumn 1** | **Autumn 2 - Spring 1** | **Spring 2 - Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- |
| **Content** | Introduction to Religious Studies  **Belonging**  *Which communities do you belong to and why are they important?*  What makes a community? Our HBS community Friendship Community The Sikh Community The Christian Community The Humanist Community Belonging Shields - Which communities do you belong to and why are they important? | **Key Beliefs**  *How do we define religion, and what are some of their central beliefs?*  What is religion? (7 dimensions) How are symbols used in religion? What do Christians believe about God? What do Christians believe about life after death?  What do Hindus believe about God? What do Hindus believe about life after death? | **Sources of Wisdom**  *What is a source of wisdom and how do they influence religious believers?*  **What do religions share?**  How is Jesus a source of authority for Christians?  What is the incarnation?  How could Jesus perform miracles?  What are the key teachings from Jesus?  What are Moral Codes?  **How are the Three Refuges a source of authority for Buddhists?**  Exploring the Life of the Buddha  What does the Buddha teach about karma and enlightenment?  How do the 5 Precepts influence Buddhists?  How does the Eightfold Path influence Buddhists?  How can the Sangha help Buddhists achieve enlightenment?  **Why are the Gurus an important source of wisdom for Sikhs?** | **Worship**  *How and why do religious people worship?*  What is worship and why is it carried out? Becoming a Khalsa Sikh Exploring the Gurdwara What is Sewa? What’s the difference between private and public worship? Exploring the Church  What are the roles of Church leaders? How do Muslims follow the 5 pillars of Islam? Exploring the Mosque Meditation as a form of worship Exploring the Buddhist Temple |
| **Skills**  **\*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Symbols and Actions \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Beliefs and Practices \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Sources of Wisdom \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Prayer, Worship and Reflection**  **Identity and Belonging \*** |
| **Assessment** | Understanding key terms explored so far, extended writing piece on the importance of vision and values at HBS (completed in class).  Presentation of Belonging Shield (completed at home) exploring students’ own communities , with extended writing to develop reasoning skills using a model given by teacher, (completed in class) | Understanding of religious key terms and concepts using Google Forms (completed in class)  Extended writing piece whereby students evaluate a statement given by the teacher. Use of reasoning, analysis and evaluation skills. Application of their own view as well as from religious and non-religious perspective (completed in class). | Designing a moral code for Christians, applying understanding on the importance of moral codes and the message of religious teachings (completed in class).  Google Form to assess knowledge and understanding of Sources of Wisdom, including an extended writing question (completed in class). | Google Form assessment to assess knowledge and understanding of worship across different faiths (completed in class).  Extended writing piece on the importance of worship, assessing evaluative skills and using PEEL paragraph structures (completed in class). |

\* The skills incorporated are based on the Herts Agreed Syllabus

Curriculum Map

Subject: **Religious Studies** Year: 8

|  | **Autumn** | **Spring** | **Summer** |
| --- | --- | --- | --- |
| **Content** | **Prejudice and Discrimination**  *What is prejudice and discrimination? How does prejudice influence our community?*  What is prejudice and discrimination?  Where can we find prejudice in the news?  How are religious believers persecuted for their faith?  What is MLK Jr's message?  How can we challenge racism? (Euro 2020)  What is a scapegoat?  What does Islam teach about harmony?  What do religions teach about respect?  Should women have a role in the Church?  Would you forgive people who are prejudiced? | **Can Religion Save the World?**  *Which religious teachings influence our impact on the environment?*  What do Christians believe about the creation of the universe?  What do Hindus believe about the creation of the universe?  What are the Scientific explanations about the creation of the universe?  How do we use and abuse our planet?  Why is stewardship an important religious value?  Can religion save the environment?  Exploring poverty around the world  Exploring generosity  How do religious believers respond to poverty? | **Festivals and Pilgrimage**  *How can journeys and celebrations influence religious people today?*  What is a festival? What is a pilgrimage? Islam - Eid. Islam - Hajj. Buddhism - Wesak Buddhism - Pilgrimage sites Christianity - Lourdes and Jerusalem . Christianity - Festivals. Hinduism - Holi/Diwali. Hinduism - Vrindavan/Varanasi. Sikhism - Vaisakhi. Sikhism - Amritstar. |
| **Skills\*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Human Responsibility and Values \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Human Responsibility and Values \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Beliefs and Practices \*** |
| **Assessment** | Extended writing piece on the role of women in the Church, evaluating different views from Christianity (completed at home)  Google Form to assess knowledge and understanding of prejudice and discrimination.  Extended writing piece on forgiveness, assessing evaluative skills and using PEEL paragraph structures (completed in class). | Google Form to assess knowledge and understanding (completed in class).  Paired debate on whether religion can help save world issues, responses given in a PEEL format including reference to religious scripture (completed in class). | Google Form to assess knowledge and understanding of festivals and pilgrimages (completed in class).  Designing a trip to a pilgrimage site, evaluating the importance of journeys as part of religious practices and traditions (completed at home). |

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Curriculum Map

Subject: **Religious Studies** Year: **9**

|  | **Autumn** | **Spring 1** | **Spring 2 – Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- |
| **Content** | **What does it mean to be Jewish?**  *Has Jewish identity survived?*  Pre-moses identity  The Jewish Timeline  Pre-war Jewish life  What was the role of KinderTransport?  Exploring moral culpability  Has the covenant been broken?  Putting God on Trial  Do all Jews behave in the same way?  Exploring Jewish food laws  Exploring rituals in Judaism  How can we reduce antisemitism? | **The Problem of Evil and Suffering**  *Is the existence of evil and suffering a problem?*  What is the problem of evil and suffering?  The philosophical solutions to the problem of evil  Christians solution to evil  Buddhist responses to suffering  Religious responses to suffering (charity)  Humanist responses to evil and suffering | **Ethics and Ethical Issues**  *How can ethics influence our choices?*  Intro to Ethics  Exploring ethical dilemmas (Trolley Problem)  How do Christians respond to ethical issues?  Should businesses be ethical?  The dilemma of self-driving cars  When does life begin?  The debates on abortion  What is genetic engineering?  Are designer babies and saviour siblings ethical?  Should the UK legalise Euthanasia?  Should animals have the same rights as humans? | **Does God Exist?**  *How can we prove the existence of God?*  Looking for God  The Design Argument  Criticisms of the Design Argument  The Cosmological Argument  Criticisms of the Cosmological Argument  The Ontological Argument |
| **Skills**  **\*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Beliefs and Practices \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Human Responsibility and Values \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Human Responsibility and Values** **\***  **Justice and Fairness \*** | **Develop religious and theological literacy, as well as skills in analysis and evaluation**  **Ultimate Questions \*** |
| **Assessment** | Extended writing piece on the Kindertransport, assessing evaluative skills and using PEEL paragraph structures (completed in class).  Google Form to assess knowledge and understanding of Jewish beliefs and practices.  Extended writing piece on the importance of following religious law, assessing evaluative skills and using PEEL paragraph structures (completed in class). | Timed questions to assess understanding on the logical problem of evil including religious and non-religious responses (completed in class).  Extended writing piece on the problem of evil and suffering, assessing evaluative skills and using PEEL paragraph structures (completed in class). | Extended writing piece on the debate between ethics and profit in business, assessing evaluative skills and using PEEL paragraph structures (completed at home).  Extended writing piece on whether euthanasia should be legalised in the UK, assessing evaluative skills and using PEEL paragraph structures (completed in class).  Google Form assessing understanding of ethics and ethical issues.  Extended writing piece on animal ethics, assessing evaluative skills and using PEEL paragraph structures (completed in class). | Google Form assessing understanding of the arguments surrounding the existence of God.  Extended writing piece on the enquiry question, assessing evaluative skills and using PEEL paragraph structures (completed in class). |

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