

CoDA Curriculum

Religious Studies



CITY OF DERBY
ACADEMY

Improving the life chances of all students

Why study Religious Studies?

Our Religious Studies curriculum intends to address the needs of an ever-changing society. It will allow students to analyse a range of religious perspectives and consider how their beliefs might impact on our local and global community. Our aim is to ensure that a breadth of both religious and non-religious beliefs is studied, past and present. Our curriculum will be taught in line with the local SACRE, but it also identifies the specific and unique needs of our pupils at the City of Derby Academy and the city of Derby. These needs will be addressed by providing a bespoke curriculum, that addresses the unique character of our local community

At Key Stage 3 students will follow elements of the Locally Agreed Syllabus:

- The delivery of the Religious Studies curriculum will be broad and balanced.
 - Christianity should be studied throughout each Key Stage, as British history, tradition, and values remain rooted in Christianity.
 - The other principal religions represented in the UK are represented to include Buddhism, Hinduism, Judaism, Islam, and Sikhism. These will be studied across the Key Stages and their inclusion within the curriculum reflects the diversity of students' backgrounds. There will always be more emphasis on Christianity and Islam in readiness for their next stage of study.
 - There is a free and open dialogue in lessons; many of our students have religious backgrounds, but with little attachment to religious beliefs and practices. It is important that all students' voices are heard and considered. Therefore, secular philosophies such as Humanism will be explored sensitively.
 - The important contribution Religious Studies can make to community cohesion and the challenging religious prejudice and discrimination is recognised.
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- In short, the KS4 curriculum should prepare students to enter a rich culturally, morally and religiously diverse world. The curriculum will focus upon some of the challenges and demands of being a teenager, and balancing that with a commitment to a faith.
 - Investigate how religion intersects with contemporary global issues, such as crime and punishment, human rights, social justice, and the impact of religious extremism.
 - Equip students with a comprehensive understanding of the key beliefs, practices, and teachings of major world religions, including but not limited to Christianity, Islam, Judaism, Buddhism, and Sikhism.
 - There is a free and open dialogue in lessons; many of our students have religious backgrounds, but with little attachment to religious beliefs and practices. It is important that all students' voices are heard and considered. Therefore, secular philosophies such as Humanism will be explored sensitively.
 - Challenge students to reflect on complex ethical and moral dilemmas, enabling them to develop their own well-reasoned viewpoints.
 - Promote an inclusive and respectful learning environment where students appreciate the diversity of religious beliefs and practices and understand the importance of tolerance and coexistence.

Year 7 Religious Studies

Topic	What are the different world views?	What does it mean to be Christian?	What does it mean to be Muslim?	How do Buddhists approach happiness?
End Points (Knowledge and Skills)	Ask increasingly deep and complex questions about religion. Identify what makes them, 'them'	Explain what it means to be Christian and believe in The Trinity, God and the sacrifice Explain the importance of key religious practices in Christianity.	Explain what it means to be Islam and believe in Tawhid, God and the 5 pillars of Islam Explain the importance of key religious practices in Islam. Explain some of the challenges Muslim might face in Britain today.	Describe how Siddhartha overcame the problem of suffering. Understand how Buddhists approach happiness
What is assessed	Knowledge and Understanding (AO1) Identify the different world views Evaluate and analyses beliefs (AO2) Students will be given a mini assessment to check their understanding of A01. Assessment will also allow students to reflect upon their own belief A02	Knowledge and Understanding (AO1) Evaluate and analyse belief (AO2) Assessment focuses upon A01. Lesson plenaries will assess A02 Formal assessment will check understanding of knowledge and allow students to demonstrate understanding of how Christianity impacts a person's sense of identity and belonging.	Knowledge and Understanding (AO1) Evaluate and analyse belief (AO2) Assessment focuses upon A01. Lesson plenaries will assess A02 Formal assessment will check understanding of knowledge and allow students to demonstrate understanding of how Islam impacts a person's sense of identity and belonging.	Knowledge and Understanding Evaluate and analyse belief (AO2) Assessment will be an extended piece of writing (TBC)
Key Vocabulary	Atheism Agnostic Theist Belief Values Responsibility duty humanism Monotheism Polytheism	Baptism Christening Christmas Church Crucifixion Denomination Easter Holy Trinity Incarnation Jesus Omniscient Omnipotent Parable Pray Worship	Benevolent Fasting Hajj Hijab Islamophobia Mosque Muslim Omnipotent Prophet Qur'an Ramadan Tawhid	Middle Path Nirvana Enlightenment Suffering Reincarnation
Literacy Skills Developed (Writing/Oracy/Tier 2)	Extended writing Suggested reading: 'Finding my voice' Aoife Dooley Here we are'' Oliver Jeffers	Extended writing Hot seating Suggested reading 'The Lion, the witch and the wardrobe' CS Lewis	Extended writing Hot seating Suggested reading 'Does my head look big in this? Randa Abdel-Fatha Saints and Misfits S.K Ali	Extended writing: Interview Suggested reading 'The Goldfish Boy' Lisa Thompson

Career Links (Employability Skills, Career Opportunities)	Oracy literacy Communication Skills Conflict resolution Debate Youth worker Caring services	Oracy Literacy Conflict resolution Communication skills Charity Work Community/Social work	Oracy Literacy Conflict resolution Decision making Charity work Community/Social work	Oracy Literacy Conflict resolution Decision making Youth worker/social work Caring services
SMSC Links	<p>Spiritual: Reflection on personal beliefs and the meaning of life. Respect for diverse spiritual and philosophical perspectives.</p> <p>Moral: Encouraging empathy and moral responsibility through worldview comparison.</p> <p>Social: Understanding how worldviews shape societies and human interactions. Promoting social harmony through tolerance of diverse beliefs.</p> <p>Cultural: Awareness of the cultural impact of different worldviews.</p>	<p>Spiritual: Exploration of faith, belief in God, and personal spiritual journeys. Understanding of prayer, worship, and the significance of the sacraments.</p> <p>Moral: Examination of Christian ethics, including concepts of love, forgiveness, and justice.</p> <p>Social: Understanding of community, fellowship, and service in the Christian context. Promotion of social justice and charity as integral aspects of Christian living.</p> <p>Cultural: Exploration of diverse Christian traditions and practices across different cultures.</p>	<p>Spiritual: Exploration of faith in Allah and the importance of the Five Pillars of Islam. Understanding of prayer (Salah), fasting (Sawm), and personal spiritual growth.</p> <p>Moral: Examination of Islamic ethics, including concepts of justice, charity (Zakat), and compassion.</p> <p>Social: Understanding of community and fellowship within the ummah (Muslim community). Promotion of social justice and service to others as key aspects of Islamic practice.</p> <p>Cultural: Exploration of the impact of Islam on art, literature, and history across different societies.</p>	<p>Spiritual: Exploration of concepts like mindfulness, meditation, and the pursuit of enlightenment. Understanding the Four Noble Truths and the Eightfold Path as guidelines to achieve inner peace.</p> <p>Moral: Examination of ethical principles such as non-harming (Ahimsa).</p> <p>Social: Promotion of altruism and service to others as pathways to happiness.</p> <p>Cultural: Awareness of how different cultures interpret and practice Buddhist teachings on happiness.</p>

Religious Studies Year 8

Topic	How was the world created?	Is suffering proof there is no God?	How do religions celebrate life?	Is death the end?	What is inequality? (If time)
End Points (Knowledge and Skills)	State different religious and cultural beliefs about creation. Explain what science teaches about the origins of the universe. Compare and evaluate the different stories/beliefs.	Explain how different religions approach the problem of suffering. Explain why atheists use the problem of suffering to explain their nonbelief in God. Explain how these beliefs influence different believers.	State how different religions mark and celebrate major life events such as birth, teenage years and marriage. Explain how these beliefs influence different believers.	State different religious and non-religious beliefs about death and the afterlife. Explain how religions mark the end of a person's life. Explore how a belief in an afterlife might influence a person's actions in this life.	State the different types of inequalities faced by people today. Explain how different religions respond to inequality within society and what they do to try and lessen the problem. Explain the work of key religious figures in the fight against inequality.
What is assessed	Knowledge and Understanding (AO1/AO2) End of unit assessment will assess AO1 and AO2, asking students to compare and evaluate different religious and traditional beliefs (akin to a 12 marker with scaffolding)	Knowledge and Understanding (AO1/AO2) End of unit assessment will assess AO1 and AO2, asking students to compare and evaluate different religious and traditional beliefs (akin to a 12 marker with scaffolding)	Knowledge and Understanding (AO1/AO2) Low stakes testing at the beginning of each lesson. Differentiated plenaries and opportunities to practice extended writing. (No end of unit assessment)	Knowledge and Understanding (AO1/AO2) Low stakes testing at the beginning of each lesson. Differentiated plenaries and opportunities to practice extended writing. (No end of unit assessment)	Knowledge and Understanding (AO1/AO2)
Key Vocabulary	Creation Dominion Stewardship Accident Design Purpose Big Bang Universe	Atheism Benevolent Crucifixion Devil Faith Free will Moral Natural Omnipotent Omniscient Original Suffering	Adolescent Amrit Aqiqah ceremony Bar mitzvah Belonging Celebration Ceremony identity Initiation Khalsa Marriage Torah	Death Afterlife Ritual Heaven Hell Soul Judgement Funeral Akirah Janah Jahannam	Inequality Prejudice Discrimination Civil rights Forgiveness Racism Sexism Xenophobia
Literacy Skills Developed (Writing/Oracy/Tier 2)	Debating Poetry Oracy-discussion Suggested reading The Last Storyteller- Donna Barba Higuera	Extended writing 'The names they give us' by Emery Lord	Interview Hot Seat Suggested reading 'You are so not invited to my Bar Mitzvah' -Fiona Rosenbloom	Debating Oracy- Discussion Suggested reading 'The fault in our stars- John Green'	Group work- Rainbow groupings (presentations) Extended writing Hot seating? Suggested reading ;Little people Big dreams- Martin Luther King'

Career Links (Employability Skills, Career Opportunities)	Communication Problem solving Conflict resolution (debates) journalism Government and Politics	Emotional intelligence Communication Critical thinking Health and social care	Communication Problem Solving Empathy Health and social care	communication Problem solving Empathy adaptability Conflict resolution Health and Social Care Law Social Worker	Communication skills Emotional intelligence Social Worker Youth workers
SMSC Links	<p>Spiritual: Exploration of various creation narratives from different religious traditions. Understanding of beliefs about the divine role in creation</p> <p>Moral: Examination of the implications of creation stories on human behavior and responsibility toward the environment.</p> <p>Social: Understanding the impact of creation beliefs on cultures and societies throughout history.</p> <p>Cultural: Exploration of the relationship between science and religion in understanding the origins of the world.</p>	<p>Spiritual: Exploration of different religious perspectives on the relationship between suffering and faith in God.</p> <p>Moral: Examination of the ethical implications of suffering and the responsibility to stop injustice in the world.</p> <p>Social: Understanding how communities respond to suffering and support one another.</p>	<p>Spiritual: Exploration of rituals and practices that celebrate significant life events, such as birth, coming of age across different religions.</p> <p>Moral: Examination of teachings within religions that promote respect for life, and the importance of community and relationships.</p> <p>Social: Understanding how religious celebrations create community bonds, and promote inclusivity.</p> <p>Cultural: Awareness of the diverse cultural expressions of life celebrations, including ceremonies, and traditional practices that reflect the values of different faiths. (Amrit etc)</p>	<p>Spiritual: Exploration of beliefs about the afterlife, reincarnation,</p> <p>Moral: Exploration of how we should treat those who have passed.</p> <p>Social: Understanding how different cultures and communities respond to death through mourning practices, funerals, etc</p> <p>Cultural: Awareness of how literature, art, and traditions reflect diverse cultural interpretations of death, grief, and the concept of an afterlife. (Coco-Dia De Los Muertos)</p>	<p>Spiritual: Exploration of beliefs about justice and fairness</p> <p>Moral: ethical implications of inequality, including social justice, human rights, and the responsibilities individuals and societies have to promote equity.</p> <p>Social: Understanding how inequality affects communities, including issues related to class, race and gender</p> <p>Cultural: Awareness of how different cultures perceive and respond to inequality, reflected in literature. (see reading list)</p>

Religious Studies Year 9

Topic	Do we need to prove Gods existence?	Is religion a power for peace or a cause of conflict?	How valuable is life?	How should we treat the worst criminals?
End Points (Knowledge and Skills)	State the different arguments atheists use to explain why they do not believe in God Explain how Christians and Muslims respond to questions about the existence of God	Know the different religious attitudes towards peace and conflict in Christianity, Islam and Buddhism Explain what terrorism is Explain what pacifism is and famous pacifist people.	Know Islamic and Cristian attitudes to the value of both human and animal life (particular focus upon abortion) Explain why human and animal life is important to these two faiths and where they get these beliefs from	State what crime and punishment are Explain Christian and Islamic attitudes towards crime and punishment Explain Christian and Muslim attitudes towards capital punishment and the arguments for and against.
What is assessed	Knowledge and Understanding (AO1/AO2) Assessment on knowledge of the three main arguments and evaluation in a 12 marker questions.	Knowledge and Understanding (AO1/AO2) Assessment on knowledge of the two main arguments and evaluation in a 12 marker questions.	Knowledge and Understanding (AO1/AO2) Assessment on knowledge of the three main religions and evaluation in a 12 marker questions.	Knowledge and Understanding (AO1/AO2) A 12-marker evaluation question in preparation for GCSE.
Key Vocabulary	Atheist Theist Agnostic Philosophy Causation Accident Design Parable Cosmological (kalam) Fact Belief opinion	Agape Aggression Civil War Civilians Conflict Justified Ideology Jihad Nuclear Bomb Pacifism Peace Terrorism War	Sentience Sanctity of life Abortion Termination Animal testing Enslavement Soul	Retribution Deterrent Punishment Reconciliation Forgiveness Reformation Capital punishment
Literacy Skills Developed (Writing/Oracy/Tier 2)	Discussion and debate 12 Mark extended answers Suggested reading 'The Lion , The witch and the wardrobe- C.S.Lewis.	Discussion and debate 12 Mark extended answers Suggested reading 'refugee boy' Benjamin Zephaniah The Other Side of Truth- Beverley Naimoo	Discussion and debate 12 Mark extended answers Suggested reading- The girl with the louding voice- Abi Dare	Discussion and debate 12 Mark extended answers Suggested reading- A good girls guide to murder- Holly Jackson

Career Links (Employability Skills, Career Opportunities)	Communication Debate Evaluation skills Law	Communication Debate Evaluation skills	Communication Debate Leadership Evaluation skills Group work Social and health care	communication Leadership Group work Evaluation skills Policing
SMSC Links	<p>Spiritual: Exploration of various arguments for and against the existence of God, and the impact of these beliefs on personal faith and spiritual practice.</p> <p>Moral: Examination of the ethical implications of belief and doubt.</p> <p>Social: Understanding how different communities and cultures engage in discussions about God's existence</p>	<p>Spiritual: Exploration of religious teachings and beliefs that promote peace, forgiveness, and reconciliation, as well as those that may lead to division or conflict.</p> <p>Moral: Examination of the ethical implications of religious beliefs and practices, including the responsibilities of individuals to promote peace and resolve conflicts.</p> <p>Social: Understanding the role of religion in community building and social cohesion, as well as its potential to contribute to tensions and divisions within and between communities.</p> <p>Cultural: Awareness of how history has affected the current climate with regards to conflict (e.g. Israel Palestine)</p>	<p>Spiritual: Exploration of different religious and philosophical perspectives on the sanctity of life and what gives life meaning and value.</p> <p>Moral: Examination of ethical dilemmas related to the value of life, including issues such as euthanasia, abortion, and the treatment of animals.</p> <p>Social: Understanding how different groups within society might approach the theme. (Catholics in N.I.)</p>	<p>Spiritual: Exploration of religious perspectives on forgiveness, redemption, and the treatment of offenders, including concepts of mercy and justice.</p> <p>Moral: Examination of ethical dilemmas surrounding punishment, rehabilitation, and the balance between justice for victims and compassion for offenders.</p> <p>Social: Understanding the impact of crime on communities and the societal responsibility to address the root causes of criminal behavior</p> <p>Cultural: Awareness of how different cultures and societies respond to crime and punishment, including historical and contemporary practices related to justice and rehabilitation. (USA)</p>

GCSE AQA Religious Studies A- Year 10 (Paper 1)

Topic	Christian Beliefs	Christian Practices	Islamic Beliefs	Islamic Practices
End Points (Knowledge and Skills)	<p>State key beliefs in Christianity pertaining to Trinity, incarnation, Nature of God, crucifixion, resurrection and ascension. Judgement and the afterlife.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p> <p>Explain the influence of these beliefs on the person of faith.</p>	<p>State the names of key Christian festivals</p> <p>Explain the main practices of faith and the way in which this influences the believer.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>	<p>State key beliefs in Islam</p> <p>Explain the importance of the two denominations in Islam and their beliefs.</p> <p>Explain the importance of each individual pillar of slam</p> <p>Explain the Islamic belief in the afterlife and judgement.</p> <p>Explain the influence of these beliefs on the person of faith.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>	<p>State the name of key Islamic festivals</p> <p>Explain the main practices of faith and the way in which this influences the believer.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>
What is assessed	<p>Knowledge and Understanding (AO1/AO2) Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2) Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2) Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2) Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>
Key Vocabulary	<p>Ascension Atonement Benevolent Crucifixion Incarnation Just Omnipotent Original sin Resurrection Salvation Sin</p>	<p>Believer's Baptism Christmas Consecration Easter Eucharist Evangelism Infant Baptism Liturgical Worship Non-Liturgical Worship Persecution Pilgrimage Prayer</p>	<p>Adalat/justice Akhira Angels Authority Beneficence The Five Pillars The five roots of Usul ad-Din Hell Ibrahim imamate Immanence</p>	<p>Ablution (wudu) Arafat Ashura Fasting The Five Pillars Jummah Giving alms Greater jihad Hajj Heaven Id-ul-Adha</p>

	trinity	Reconciliation	Jibril Jihad Mercy Omnipotence Risalah Salah Tawhid	Id-ul-Fitr Ka'aba Khums Mika'il Predestination Ramadan Zakah
Literacy Skills Developed (Writing/Oracy/Tier 2)	Reading of the Bible Retrieval of information from sacred texts Debating	Reading of the Bible Retrieval of information from sacred texts Debating	Reading of the Qur'an Retrieval of information from sacred texts Debating	Reading of the Qur'an Retrieval of information from sacred texts Debating
Career Links (Employability Skills, Career Opportunities)	Communication Skills Conflict resolution Debate Problem Solving Youth worker Caring services Community work	Communication Skills Conflict resolution Problem Solving Debate Youth worker Caring services Community work	Communication Skills Conflict resolution Debate Problem Solving Youth worker Caring services Community work	Communication Skills Conflict resolution Problem Solving Debate Youth worker Caring services Community work
SMSC Links	Spiritual: Exploration of core Christian beliefs, such as the nature of God, the Trinity, and the significance of Jesus Christ in salvation. Moral: Examination of Christian teachings on morality, including love, forgiveness, and the importance of treating others ethically. Social: Understanding how Christian beliefs influence community life, social justice initiatives, and interfaith relations. Cultural: Awareness of the impact of Christian beliefs cultural traditions throughout history.	Spiritual: Exploration of worship practices, prayer, and sacraments such as baptism and communion as expressions of faith. Moral: Examination of how Christian practices promote ethical living and moral decision-making in daily life. Social: Understanding the role of community worship and service in promoting social connections and support among believers. Cultural: Awareness of how Christian practices manifest in cultural celebrations, festivals, and rituals.	Spiritual: Exploration of fundamental Islamic beliefs, including the oneness of Allah, the prophethood of Muhammad, and the importance of the Quran. Moral: Examination of Islamic ethics, such as the principles of justice, charity (Zakat), and compassion in daily interactions. Social: Understanding how Muslim beliefs shape community life, promote social justice, and influence interfaith dialogue. Cultural: Awareness of the impact of Islamic beliefs on art, architecture, and cultural practices in various societies.	Spiritual: Exploration of the Five Pillars of Islam, including prayer (Salah), fasting (Sawm), and pilgrimage (Hajj) as expressions of faith. Moral: Examination of how Muslim practices encourage ethical behavior and community responsibility. Social: Understanding the significance of communal prayers and festivals in fostering social bonds and community support. Cultural: Awareness of how Muslim practices influence cultural expressions, such as Ramadan celebrations and Islamic art.

GCSE AQA Religious Studies A- Year 11 (Paper 2)

Topic	Religion, Relationships and Families	Religion and Life	Religion, Peace and Conflict	Religion, Crime and Punishment
End Points (Knowledge and Skills)	<p>State key beliefs from both Christians and Muslim about Sexual relationships, marriage, divorce, families and homosexuality</p> <p>Explain how the two different religions approach these topics and how their beliefs influence their approaches.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>	<p>State key beliefs from both Christians and Muslim about creation, abortion, evolution and euthanasia</p> <p>Explain how the two different religions approach these topics and how their beliefs influence their approaches.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>	<p>State key beliefs from both Christians and Muslim about reasons for war, different war criteria, nuclear war and pacifism</p> <p>Explain how the two different religions approach these topics and how their beliefs influence their approaches.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>	<p>State key beliefs from both Christians and Muslim about reasons for crime, how criminals should be punished and the aims of punishment.</p> <p>Explain the arguments both in support and against capital punishment.</p> <p>Explain how the two different religions approach these topics and how their beliefs influence their approaches.</p> <p>A02 Skills developed with regular practice of 5 and 12 marker questions as per the GCSE</p>
What is assessed	<p>Knowledge and Understanding (AO1/AO2)</p> <p>Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2)</p> <p>Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2)</p> <p>Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>	<p>Knowledge and Understanding (AO1/AO2)</p> <p>Using past paper exam questions.</p> <p>Regular 4, 5 and 12 mark practice through the module.</p>
Key Vocabulary	<p>Adultery</p> <p>Artificial Contraception</p> <p>Cohabitation</p> <p>Divorce</p> <p>Family Planning</p> <p>Gender Discrimination</p> <p>Gender Prejudice</p> <p>Heterosexual</p> <p>Homosexual</p> <p>Marriage</p>	<p>Abortion</p> <p>Big Bang Theory</p> <p>Dominion</p> <p>Euthanasia</p> <p>Evolution</p> <p>Heaven</p> <p>Hell</p> <p>Hegement</p> <p>Liberal</p> <p>Literalist</p>	<p>Forgiveness</p> <p>Greed</p> <p>Holy War</p> <p>Just War</p> <p>Justice</p> <p>Nuclear Weapon</p> <p>Pacifism</p> <p>Peace</p> <p>Peace-making</p> <p>Protest</p>	<p>Community Service</p> <p>Corporal Punishment</p> <p>Crime</p> <p>Death Penalty</p> <p>Deterrence</p> <p>Forgiveness</p> <p>Hate Crime</p> <p>Poverty</p> <p>Prison</p> <p>Punishment</p>

	Procreation Remarriage	Natural Resources Purgatory Quality of Life Sanctity of Life Stewardship Vegetarian	Quakers Reconciliation Retaliation Self-Defence Terrorism WMD	Reformation Retribution
Literacy Skills Developed (Writing/Oracy/Tier 2)	Reading of the Bible Retrieval of information from sacred texts Debating	Reading of the Bible Retrieval of information from sacred texts Debating	Reading of the Qur'an Retrieval of information from sacred texts Debating	Reading of the Qur'an Retrieval of information from sacred texts Debating
Career Links (Employability Skills, Career Opportunities)	Communication Skills Conflict resolution Debate Problem Solving Youth worker Caring services Community work Social Work Charity work	Communication Skills Conflict resolution Problem Solving Debate	Communication Skills Conflict resolution Debate Problem Solving Health care Social Services Youth worker Caring services Community work	Communication Skills Conflict resolution Problem Solving Debate Policing Youth worker Caring services Community work
SMSC Links	Spiritual: Exploration of religious teachings on love, marriage, and family life, including the role of faith in forming and maintaining relationships. Moral: Examination of ethical principles guiding relationships, such as fidelity, respect, and compassion toward others. Social: Understanding how religious communities support and strengthen personal relationships through shared values and practices. Cultural: Awareness of diverse cultural interpretations of relationships within different religious contexts, including customs and traditions.	Spiritual: Exploration of beliefs about the purpose and meaning of life as informed by religious teachings and doctrines. Moral: Examination of ethical considerations regarding the sanctity of life, including issues like abortion and euthanasia. Social: Understanding the role of religion in shaping societal values related to life, community, and social responsibility.	Spiritual: Exploration of religious teachings that promote peace, reconciliation, and conflict resolution, as well as those that may contribute to discord. Moral: Examination of ethical dilemmas surrounding violence, war, and peacekeeping, and the moral responsibilities of individuals and communities. Social: Understanding the impact of religion on social movements for peace and justice, and the role of interfaith dialogue in resolving conflicts.	Spiritual: Exploration of religious perspectives on forgiveness, redemption, and the treatment of offenders, including concepts of mercy and justice. Moral: Examination of ethical dilemmas surrounding punishment, rehabilitation, and the balance between justice for victims and compassion for offenders. Social: Understanding the impact of crime on communities and the societal responsibility to address the root causes of criminal behavior Cultural: Awareness of how different cultures and societies respond to crime and punishment, including historical and contemporary practices related to justice and rehabilitation. (USA)

Statutory Curriculum Year 10 (1x per week)

Topic	How do different religious traditions view relationships in modern Britain?	What is good and challenging about being a British religious teenager?	Should all people be treated equally?	Is the world ours to treat as we like?
End Points (Knowledge and Skills)	<p>Students will analyse how religious values influence views on marriage, family, and relationships in Britain.</p> <p>Comparisons of secular and religious perspectives on relationship norms.</p> <p>Explain how religious views interact with contemporary social issues, such as same-sex marriage, divorce, and cohabitation.</p> <p>Explain how religious beliefs may challenge or align with modern British values around sexual identity and expression.</p>	<p>State some of the challenges that British teenagers face when identifying with a faith.</p> <p>Describe the commitments that Sikhs, Christians and Muslims have in following their faiths.</p> <p>Explain the ways in which British religious teenagers can overcome their challenges.</p>	<p>State different types of prejudice and discrimination</p> <p>Describe how Christians and Muslims respond to the problem of prejudice and discrimination</p> <p>Explain what Christians and Muslims do to promote equality and understanding.</p> <p>Compare and contrast religious views on the causes of and solutions to social inequality.</p> <p>Evaluate how far religions go in fighting social injustice.</p>	<p>State how different religious traditions view the concept of creation and humanity's role as caretakers or stewards of the Earth.</p> <p>Compare religious teachings (Christianity, Islam, Buddhism, Judaism, Sikhism) on environmental responsibility and the idea of the Earth as a sacred trust.</p> <p>Analyse how different faiths respond to climate change and global environmental crises.</p> <p>Evaluate practical implications of religious environmental ethics in areas such as lifestyle choices, consumption habits, and activism.</p>
What is assessed	Students will be assessed via regular low stakes tests. Assessing knowledge of topic	Students will be assessed via regular low stakes tests. Assessing knowledge of topic	Students will be assessed via regular low stakes tests. Assessing knowledge of topic	Students will be assessed via regular low stakes tests. Assessing knowledge of topic
Key Vocabulary	Heterosexual Homosexual Sexual Identity Contraception Rhythm method Marriage Cohabitation Divorce Annulment Discrimination Identity	Commitment Mosque Lesser Jihad Greater Jihad Responsibility Ummah Discrimination Islamophobia Khalsa Gurmukhi	Human Rights Racism Sexism Homophobia Discrimination Prejudice Inequality Poverty Zakah Agape	Biodiversity Climate change Conservation Creation Dominion Ecotheology Environmental ethics Exploitation Interconnectedness Natural resources Responsibility Stewardship Sustainability

				Veganism
Literacy Skills Developed (Writing/Oracy/Tier 2)	Discussion and debate Oracy- giving points of view. ‘Heartstopper’ by Alice Osman	Discussion and debate Oracy- giving points of view ‘Does my head look big in this? Randa Abdel-Fatha	Discussion and debate Oracy- giving points of view "The Hate U Give" by Angie Thomas	Discussion and debate Oracy- giving points of view "The Hunger Games" by Suzanne Collins
Career Links (Employability Skills, Career Opportunities)	Communication Group work Law Policing Social work Health care Charity and outreach work	Communication Group Work Debate Skills Social work Health care Youth work Charity Work Education	Human Rights Lawyer Social Worker Equality and Diversity Officer Civil Rights Activist Humanitarian Aid Worker Health Care Youth work Education	Environmental Officer Government Policy Ecologist Lawyer Council Work Charity Work
SMSC Links	<p>Spiritual: Exploration of religious teachings on love, marriage, and family life, including the role of faith in forming and maintaining relationships.</p> <p>Moral: Examination of ethical principles guiding relationships, such as fidelity, respect, and compassion toward others.</p> <p>Social: Understanding how religious communities support and strengthen personal relationships through shared values and practices.</p> <p>Cultural: Awareness of diverse cultural interpretations of relationships within different religious contexts, including customs and traditions.</p>	<p>Spiritual: Exploration of how faith provides a sense of identity and purpose, offering guidance and support during the challenges of adolescence.</p> <p>Moral: Examination of ethical dilemmas faced by religious teenagers, such as peer pressure, the clash between personal beliefs and societal norms, and the importance of making moral choices.</p> <p>Social: Understanding the role of religious communities in providing support, friendship, and a sense of belonging, as well as the challenges of navigating relationships with peers of different beliefs.</p> <p>Cultural: Awareness of the diverse cultural expressions of faith in British society, and how religious practices and celebrations contribute to cultural identity and heritage.</p>	<p>Spiritual: Exploration of beliefs about justice and fairness</p> <p>Moral: ethical implications of inequality, including social justice, human rights, and the responsibilities individuals and societies have to promote equity.</p> <p>Social: Understanding how inequality affects communities, including issues related to class, race and gender</p> <p>Cultural: Awareness of how different cultures perceive and respond to inequality, reflected in literature. (see reading list)</p>	<p>Spiritual: Exploration of beliefs regarding stewardship and the sacredness of the Earth in various religious traditions, emphasizing the responsibility to care for creation.</p> <p>Moral: Examination of ethical implications surrounding environmental issues, resource consumption, and the impact of human actions on future generations.</p> <p>Social: Understanding the role of communities in advocating for sustainable practices and social justice, highlighting collective responsibility toward the planet.</p> <p>Cultural: Awareness of how different cultures view their relationship with the environment.</p>

Statutory Curriculum Year 11 (1x per week)

Topic	Should happiness be the purpose of life?	In what ways does being a Muslim in the UK influence identity and belonging?	Is the world ours to treat as we like?
End Points (Knowledge and Skills)	<p>State various philosophical and religious perspectives on the purpose of life and the role of happiness.</p> <p>Describe how both religious and secular might find happiness Religious- through faith and action Secular- by being present, good and kind.</p> <p>analyse and evaluate arguments for and against the idea that happiness should be the ultimate purpose of life, considering ethical implications.</p> <p>Evaluate their own beliefs about happiness and its role in their lives, considering how their views align or contrast with those of different religious and philosophical traditions.</p>	<p>State what identity and belonging mean to religious believers.</p> <p>Describe some of the challenges faced by British Muslims</p> <p>Explain the importance of the 6 articles of faith, Ramadan, and prayer to Muslims.</p> <p>Analyse the impact that British Muslims have made in society.</p> <p>Evaluate the role that Islam now plays in British culture and what some of the consequences of this may be.</p>	<p>State how different religious traditions view the concept of creation and humanity's role as caretakers or stewards of the Earth.</p> <p>Compare religious teachings (Christianity, Islam, Buddhism, Judaism, Sikhism) on environmental responsibility and the idea of the Earth as a sacred trust.</p> <p>Analyse how different faiths respond to climate change and global environmental crises.</p> <p>Evaluate practical implications of religious environmental ethics in areas such as lifestyle choices, consumption habits, and activism.</p>
What is assessed	Students will be assessed via regular low stakes tests. Assessing knowledge of topic	Students will be assessed via regular low stakes tests. Assessing knowledge of topic	Students will be assessed via regular low stakes tests. Assessing knowledge of topic
Key Vocabulary	Contentment Enjoyment Fulfillment Happiness Joy Meaning Purpose Satisfaction	Belonging Challenge Contribution Fasting Faith Identity Integration	Biodiversity Climate change Conservation Creation Dominion Ecotheology Environmental ethics Exploitation

	<p>Secular Well-being</p>	<p>Migration Prayer Ramadan Stereotyping</p>	<p>Interconnectedness Natural resources Responsibility Stewardship Sustainability Veganism</p>
<p>Literacy Skills Developed (Writing/Oracy/Tier 2)</p>	<p>Discussion and debate Oracy- giving points of view</p> <p>"The Perks of Being a Wallflower" by Stephen Chbosky</p>	<p>Reading of the Qur'an Retrieval of information from sacred texts Debating</p> <p>"The Hate U Give" by Angie Thomas</p>	<p>Discussion and debate Oracy- giving points of view</p> <p>"The Hunger Games" by Suzanne Collins</p>
<p>Career Links (Employability Skills, Career Opportunities)</p>	<p>Counsellor/therapist Social worker Healthcare Youth worker Education</p>	<p>Communication Skills Conflict resolution Problem Solving Debate Policing Youth worker Caring services Community work</p>	<p>Environmental Officer Government Policy Ecologist Lawyer Council Work Charity Work</p>
<p>SMSC Links</p>	<p>Spiritual: Exploration of how different religious traditions (Buddhist/Christian) view happiness and its role in achieving a fulfilling life, Moral: Examination of ethical dilemmas surrounding the pursuit of happiness, such as the balance between personal happiness and the well-being of others Social: Understanding the impact of societal norms and cultural values on individuals' definitions of happiness, Cultural: Awareness of how literature, art, and media portray the concept of happiness, (Film Pursuit of happiness)</p>	<p>Spiritual: Exploring personal faith and beliefs, particularly the role of Islam in shaping identity. Understanding the spiritual significance of practices such as prayer, fasting, and Ramadan. Reflecting on how religious values contribute to a sense of purpose and connection with others.</p> <p>Moral: Discussing moral challenges Muslims may face when balancing religious obligations and societal norms in the UK. Considering the ethical principles of Islam, such as charity, justice, and compassion, and how they influence behavior. Addressing stereotypes and prejudice to promote mutual respect and understanding.</p> <p>Social: Examining the ways in which Muslims engage with broader UK society while maintaining their cultural and religious identity. Understanding the importance of community, belonging, and integration within a multicultural society.</p> <p>Cultural: Appreciating the diversity of Muslim cultures in the UK and their contributions to British society. Learning about Islamic festivals, traditions, and their significance to identity and belonging. Exploring the impact of migration, integration, and cultural exchange on both Muslim communities and wider society.</p>	<p>Spiritual: Exploration of beliefs regarding stewardship and the sacredness of the Earth in various religious traditions, emphasizing the responsibility to care for creation. Moral: Examination of ethical implications surrounding environmental issues, resource consumption, and the impact of human actions on future generations. Social: Understanding the role of communities in advocating for sustainable practices and social justice, highlighting collective responsibility toward the planet. Cultural: Awareness of how different cultures view their relationship with the environment.</p>

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