

Holmer Green Senior School

# Religious Studies

2025-26



# Curriculum Intent

Work Hard, Be Kind, Have Passion

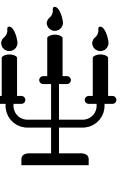
RS at HGSS is a successful subject area with lessons being delivered to pupils once a week for years 7-9 and twice for years 10-11 for the GCSE. The focus is upon a multi-faith approach which involves studying the six major religions: Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism through a thematic approach. At HGSS we provoke challenging questions about the ultimate meaning and purpose of life, issues of morality, different beliefs about God and what it means to be human to name but a few. The aims of the RS department allow students to:

- Describe and explain your own belief system using a range of religious language
- Analyse different challenges religions face in the UK
- Identify questions and define enquiries, using a range of methods, media and sources
- Carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesizing a range of information, ideas and viewpoints
- Use empathy, critical thought and reflection to evaluate learning and applying it to their own and others' lives
- Explore philosophical and ethical questions and your own personal responses to them
- Develop skills that will support other literacy subjects such as English.

RS lessons encourage pupils to develop their own sense of identity and belonging. It enables them to succeed individually within their communities and as citizens in a diverse and multicultural society. RS at HGSS has an important role in preparing pupils for adult life, employment, lifelong learning and respecting others, in particular those whose faiths and beliefs are different from their own.

# HGSS Curriculum Map

## Year 7 Religious Studies



Exam Board: N/A		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular:		Sequencing: DCT link to year 13, all other units link to paper 1 GCSE content	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Becoming a Religious Expert: Becoming a Religious Expert	Development in Christian thought (DCT): Introduction to Jesus and the spread of Christianity around the world	Abrahamic Faiths: Introduction to Abrahamic faiths of Judaism, Christianity and Islam	End of unit assessments are a GCSE style <b>evaluation</b> question marked out of 12. (Using the FARM/FFAARM Structure)	Afterlife 1: Introduction to different approaches to views on the afterlife (Dharmic vs Abrahamic)	Afterlife 2: Introduction to different approaches to views on the afterlife (humanist views and comparisons)	Does all life have value: Introduction to Ethical dilemmas	End of year exam is a Forms quiz to assess knowledge and then a paper made up of small answer questions that are GCSE in style, building to an evaluation question.
<b>Skills:</b>	Students will develop their critical thinking skills and writing skills	Students will be able to analyse the impact of Jesus and Christianity in the world, evaluating their impact.	Developing their understanding of the origins of the Abrahamic faiths and evaluate the impact they have made		Students will develop their comprehension of different approaches to the afterlife and compare and evaluate the different beliefs.	Students will analyse different ethical dilemmas, evaluating different responses and critically counter these responses.		

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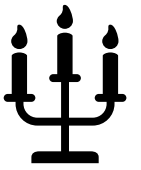
## Year 8 Religious Studies



Exam Board: N/A		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular:		Sequencing: Autumn units link to A level content along with spring 1. Spring 2 onwards link to GCSE topics	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	What is Wisdom: Introduction to Ancient Greek philosophy of Plato and Aristotle	Concept of God: A Study into the Problem of Evil debate from philosophical and Christian viewpoints	Moral Decisions: A Study into Ethical dilemmas in Modern society (eg greatest good for society, most loving action, doing ones duty)	End of unit assessments are a GCSE style <b>evaluation</b> question marked out of 12. (Using the FARM/FFAARM Structure)	Religion and the Environment 1: Exploring the use of Animals for Food/experimentation	Religion and the Environment 2: Exploring the use and Abuse of the environment	Religious Influence in society: A study into the impact religion has had in society	End of year exam is a Forms quiz to assess knowledge and then a paper made up of small answer questions that are GCSE in style, building to an evaluation question
<b>Skills:</b>	Analysing key philosophical questions and engaging in critical discussion in relation to these questions.	Enquire into the key argument against the existence of God and evaluate the effectiveness of Christian responses to the Problem of Evil.	Enquiry, analysis of ethical moral theories and application to real life situations		Exploring moral dilemmas of the use of animals, using scripture and application to real life situations	Exploring the abuse of the plant as a real world dilemmas using scripture and application to real life situations	Investigating the range of impacts religions have had on society and applying this knowledge to their own society and daily life.	

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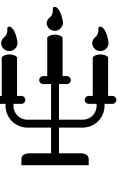
## Year 9 Religious Studies



Exam Board: Foundation year to AQA GCSE Spec A		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular:		Sequencing: Foundation year for GCSE spec - morality and ethical thematic issues	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Religion and Creation 1: A Study of Christian views of creation (world and humans) and contrast with the scientific views.	Religion and Life 2: A study into the value of human life covering issues of sanctity of life vs Quality of life	Religion and Life continued: A study into the value of human life covering issues of Abortion and Euthanasia	End of unit assessments are a GCSE style <b>evaluation</b> question marked out of 12. (Using the FARM/FFAARM Structure) And 5 mark GCSE Analysis qn Written in A PEE style using scripture	Introduction to Christian Beliefs: A study into GCSE concepts of Christian Beliefs (Nature of God)	Christian Beliefs: A study into GCSE concepts of Christian Beliefs (Life of Jesus and his sacrifice)	Christian Beliefs: A study into GCSE concepts of Christian Beliefs (Impact of Jesus on Believers and afterlife/salvation)	End of year exam is a paper that is GCSE qn styles. 1 mark, 2 and 4 marks are all knowledge questions with developed writing. Then a 5 and 12 marker showing inference and evaluation skills
<b>Skills:</b>	Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.				Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.			

# HGSS Curriculum Map

## Year 10 Religious Studies



Exam Board: AQA - Spec A Option NA Judaism		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular:		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Christian Practices: A study into GCSE concepts of Christian Practices (worship & Festivals/work in the wider community and global)	Themes (Ethics) Religion, Crime & Punishment: A study into ethical debates of crime and reasons why we punish people in modern society	Themes (Ethics) Religion, Crime & Punishment: A study into ethical debates of crime and reasons why we punish people in modern society	End of unit exam is a paper that is GCSE qn styles. 1 mark, 2 and 4 marks are all knowledge questions with developed writing. Then a 5 and 12 marker showing inference and evaluation skills	Jewish Beliefs: A study into GCSE concepts of Jewish Beliefs (Nature of God, Messiah and Covenants)	Jewish Practices: A study into GCSE concepts of Jewish Practices (Rites of Passage & Festivals)	Revision & Religion and life: A study on the value of life (plant, animal and human)	Full Mock exam of Paper 1: Religion  Christian Beliefs/Christian Practices Jewish Beliefs/Jewish Practices
<b>Skills:</b>	Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.				Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.			

# HGSS Curriculum Map

## Year 11 Religious Studies



Exam Board: AQA - Spec A Option NA Judaism		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular:		Sequencing:	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Themes (Ethics) Religion, Peace and conflict: A study into ethical debates of conflict/peace making and the place religion has with it in modern society	Themes (Ethics) Religion and Human rights & Revision for Mocks: A study into ethical debates of crime and reasons why we punish people in modern society	Religion and Human Rights: A study into ethical debates surrounding human rights in modern society	Full Mock exam of Paper 2: Themes  Religion and Life Religion Peace and Conflict Religion, crime and punishment	Religion, Peace and conflict: A study into ethical debates of conflict/peace making and the place religion has with it in modern society	Revision & Skills development: Revision on all the past topics that has been covered to help prepare for the exam.	Exams	N/A
<b>Skills:</b>	Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.			Religion and Human rights (content up to the time of the Mock exams)	Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.			

# HGSS Curriculum Map

## Year 12 Religious Studies

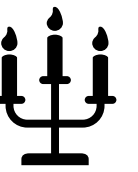


Exam Board: OCR (option 3 - Christianity)		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer		Co-Curricular: Candle Conference/Philosopher talk/seminar		Sequencing: Alevel develops on from AQA GCSE content (Overlaps with Christianity as the focus and deepens knowledge)		
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	<p>Philosophy:</p> <p>1) Ancient Philosophical Influences 2) Soul, Mind, Body</p> <p>Ethics:</p> <p>1) Utilitarianism 2) Situation Ethics</p>	<p>Philosophy:</p> <p>1) Arguments from observation for the existence of God</p> <p>Ethics:</p> <p>1) Natural Moral Law</p>	<p>Philosophy:</p> <p>1) Arguments from reason for the existence of God 2) Religious Experience</p> <p>Ethics:</p> <p>1) Applied Ethics - Euthanasia</p>	<p>Various End of unit Essays from across Philosophy and Ethics topics 40 mark essays Timed in class</p> <p>Each assessing the two Assessment objectives of AO1 (Knowledge and</p>	<p>Philosophy:</p> <p>1) Problem of Evil 2) The Nature &amp; Attributes of God</p> <p>Ethics:</p> <p>1) Applied Ethics - Business</p>	<p>Philosophy:</p> <p>1) Religious Language (Symbolic)</p> <p>Ethics:</p> <p>1) Conscience</p>	<p>Philosophy:</p> <p>1) Religious Language (20th Century)</p> <p>Ethics:</p> <p>1) Revision</p>	<p>End of Year exams</p> <p>Paper 1 Philosophy 2hrs 3 qns 40 marks each</p> <p>Paper 2 Ethics 2hrs 3 qns 40 marks each</p>
<b>Skills:</b>	<p>Students will develop an understanding and appreciation of religious thought with regards to philosophy and its contribution to individuals, communities and societies. Students will also reflect and develop their own values, opinions and attitudes adopting an enquiring, critical and reflective approach to the study of philosophy of religion and Ethics.</p>			<p>understanding) and AO2 (Evaluation and application)</p>	<p>Students will develop an understanding and appreciation of religious thought with regards to philosophy and its contribution to individuals, communities and societies. Students will also reflect and develop their own values, opinions and attitudes adopting an enquiring, critical and reflective approach to the study of philosophy of religion and Ethics.</p>			



# HGSS Curriculum Map

## Year 13 Religious Studies



Exam Board: OCR (option 3 - Christianity)		Careers: Author/charity co-ordinator/Diplomat/Human Rights advocate/Journalist/Mediator/Lawyer			Co-Curricular: Candle Conference/Philosopher talk/seminar		Sequencing: Alevel develops on from AQA GCSE content (Overlaps with Christianity as the focus and deepens knowledge)	
	Autumn 1	Autumn 2	Spring 1	AP1	Spring 2	Summer 1	Summer 2	AP2
<b>Content</b>	Ethics - Sexual Ethics  Meta Ethics  Developments in Christian Thought (DCT) 1) Augustine's view on Human Nature 2) Death and the Afterlife	DCT - 3) Knowledge of God 4) Personhood of Jesus 5) Christian Moral Principles	DCT - 6) Christian Moral Action 7) Religious Pluralism in Theology 8) Religious Pluralism in society	Mock exam in Winter term + End of unit assessments  These are questions from past papers 40 marks each	DCT - 9) Gender and society 10) Gender and Theology	DCT - 11) Challenge of Secularism 12) Liberation and Marx	REVISION ALL UNITS	N/A
<b>Skills:</b>	Students will develop their knowledge and understanding to a specialist study of religion. They will develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. Students will also reflect and develop their own values, opinions and attitudes adopting an enquiring, critical and reflective approach to the study of religion.				Students will develop their knowledge and understanding to a specialist study of religion. They will develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies. Students will also reflect and develop their own values, opinions and attitudes adopting an enquiring, critical and reflective approach to the study of religion.			