



Curriculum Map 2019-20

Subject: **Religious Studies**

End Game:

- To provide a broad understanding of the beliefs and practices of the faiths studied, as well as promoting religious literacy and the contemplation of ultimate questions.
- Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study as well as religion that will promote awareness and engagement of modern-world issues.

Challenge: Students are consistently asked to consider alternate interpretations, evaluate their own ideas and those of the authors of the texts they are studying. Students are given additional recommended reading lists to enhance their studies of the prescribed texts.

Skills Developed:

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- Analytical skills
- Use of subject specific terminology
- How to structure different forms of writing
- How to analyse and evaluate a text and apply to modern world issues
- Enquiring
- Reflection



	AP1	AP2	AP3	AP4
	Becoming an RS Expert	Judaism	Life of Jesus	Hinduism/life after death
	What skills to I need to be good at RS?	What is life like for Jews?	Was Jesus really a Messiah?	Is having more than one God confusing? Is there really a life after death?
Seven	<p>Students will consolidate prior learning, and start to develop the skills need to succeed in RS. Students will explore the 6 major world religions, focussing on similarities and differences and learning to critically compare different religious approaches while developing an overview of the course ahead.</p> <p>They will develop a detailed understanding of some of the key religious language needed in the course.</p>	<p>Students will focus in on the religion of Judaism, learning about the origins of Judaism, and exploring some key beliefs and practices. They will learn about different Jewish festivals, and explore the question ‘what does it mean to worship?’ They will get to grips with some of the key history of Judaism and explore the contemporary issues of statehood surrounding Israel.</p>	<p>Students will learn about the life of Jesus from his birth to his death and enquire about how the pivotal points of his life would affect the life of Christians today. They will discover the different Bible stories about his Birth and develop their use of scripture to develop GCSE style skills. Students will continue to empathise in lessons eg what it is like to be tempted and why we find it hard to resist. They will develop a detailed understanding of key religious language and develop their literacy skills by using extended writing.</p>	<p>Students will discover a religion that is quite different from what they have previously learnt, full of colour and a pantheon of Gods. They will understand the creativeness and metaphors used within the religion to support a Hindu’s lifestyle and how it would affect their daily life. They will learn about the main Deities and Key festivals within the tradition. Lessons will build upon key terms and extended writing. If time, students will then explore the philosophical ideas of life after death, looking at main religious traditions but also looking back to Ancient Egypt and enquiring about if there is such a thing as life after death</p>



				and why people might believe in it.
	Assessment: Baseline Test	Assessment: Extended writing task on the Passover. (GCSE style)	Assessment: Extended writing task on the Life of Jesus. (GCSE style) Extended written task: The Good Samaritan/Zacchaeus (GCSE style) – one of the two only	Assessment: End of year assessment in GCSE style lay out of questions



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	AP1	AP2	AP3	AP4
	Islam	Equal Rights, Equal Respect	Sikhism	Buddhism
	What is life like for Muslims in Britain Today?	Does everyone deserve the same treatment?	Turban, knives and bangles, what is it all about?	Is this a religion for Atheists?
Eight	<p>Students will investigate the role of religion in modern Britain. They will develop a solid understanding of the foundations of Islam, and then apply their knowledge to the issue of religious life in Britain. They will explore the question 'are all religions treated equally in the UK?'</p> <p>They will acquire a strong familiarity with key vocabulary for studying Islam.</p>	<p>Students will explore the issues of social justice, including racism, sexism and homophobia. They will develop a critical understanding of these issues, and explore their relevance to the modern world. They will learn to use real world case studies to argue their point, and develop their argumentative and persuasive writing skills.</p> <p>Students will develop a detailed knowledge of the key terminology surrounding these issues.</p>	<p>Students will learn about the origins of Sikhism, and the role of Sikhism in Britain today. They will investigate key Sikh teaching and beliefs, and be able to show how these have developed over time. They will be able to assess the relevance of these teaching to modern Sikhs and explore religious artefacts associated with being a Sikh still used in today's society.</p>	<p>Students will learn about a religion that does not have a god as the central figure head but the teachings of the Buddha. They will explore the main Buddhist teachings and interpret how useful they would be in the modern world. They will have an attempt as stilling as a way of calming the mind and explore how this made them feel. They will develop their written communication throughout this unit and deepen their ability to empathise and explore this creatively.</p>
	<p>Assessment:</p> <p>Islam GCSE style assessment.</p>	<p>Assessment:</p> <p>Extended writing task on equality GCSE Style.</p>	<p>Assessment:</p> <p>Extended written task on Sikhs in Britain today.</p>	<p>Assessment:</p> <p>End of year assessment in GCSE style</p>



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	AP1	AP2	AP3	AP4
	Beliefs: Religion 1 Christianity.	Practices 1: Religion Christianity	Religion and Life 1	Religion and Life 2
	What do Christians believe about the nature of God?	How do Christians show their faith?	What is the value of life?	Where did life come from?
Nine	Students will develop an understanding about the nature of God and begin to explore the problem of evil and suffering. They will look at the teachings of the origins of the world and afterlife including death, judgement heaven and hell. Students will investigate Christian teachings on Jesus, his life his role and beliefs about salvation.	Students will investigate different forms of worship including the use of the Bible and prayer. Students will explore the meaning of different sacraments: baptism/Eucharist. Students will investigate the role of pilgrimage and celebrations. They will understand the role of the church in the world and community including the work of Christian charities.	In this unit students will examine the key religious attitudes towards the meaning and value of life from a Christian perspective. They will continue to investigate the origins of the world from both a religious and secular view point along with an understanding of our place within the world exploring the environment and the use of animals. Students will also explore the different attitudes towards the value of human life exploring sanctity of life, abortion, euthanasia and be able to examine critically these views	In this unit students will examine the key religious attitudes towards the meaning and value of life from a Jewish perspective. They will continue to investigate the origins of the world from both a religious and secular view point along with an understanding of our place within the world exploring the environment and the use of animals. Students will also explore the different attitudes towards the value of human life exploring sanctity of life, abortion, euthanasia and be able to examine critically these views
	Assessment: GCSE style assessments throughout the year – End of year examination on 3 topics covered			



	AP1	AP2	AP3	AP4
	Beliefs: Religion 2	Practices 2 : Religion	Relationship and Families	Religion Peace and Conflict
	Judaism	Judaism		
	What do Jews believe about the nature of God?	How do Jews show their faith?	What is the purpose of marriage and the family in today's society?	Is War ever justified?
Ten	Students will develop an understanding of key Jewish beliefs about the nature of God. They will examine Jewish beliefs about life after death and the nature and role of the Messiah in the Jewish faith. They will examine key Jewish moral principles including Justice and Charity and will learn about the Jewish commandments through scriptural studies.	Students will develop an understanding of the synagogue and its importance in worship. They will explore the difference between reform and Orthodox Judaism and the difference between Written and oral law in daily life. Students will understand the significance of rituals in Judaism including those associated with birth marriage and death.	Students will apply their understanding of Judaism and Christianity to issues of relationships and family life in modern Britain. They will investigate different religious attitudes to marriage and divorce, contraception and sex outside marriage. They will evaluate the purpose of marriage, and explore the value of marriage in the modern world.	Students will develop a detailed understanding of religious attitude towards peace and violence, including different view on violent protest, terrorism and war. Students will look at religious ideas such a Just War theory, and the concept of Holy War. Students will critically evaluate different reasons for war, such as greed or self-defence, and will then investigate religious attitudes towards pacifism.
	Assessment: GCSE style assessments throughout the year – End of year examination on 4 religion topic – not themes			



	AP1	AP2	AP3	AP4
	Crime and Punishment	Revision	Revision	Revision
	Should criminals be given equal rights and be forgiven?	<i>Revision on year 9 topics</i> <i>Prep for the mocks</i>	<i>Revision of all topics</i>	<i>Revision of all topics</i>
Eleven	Students will examine the aims of punishment, including its role as a deterrent. They will look at different religious attitudes to the treatment of criminals within society. They will evaluate the ethical status of capital punishment, including religious attitudes to the death penalty. They will also look at religious approaches to forgiveness and reconciliation.	Each class teacher will be responsible for creating bespoke revision for each class in preparation for the mock exams Teachers will pay particular attention to key words and exam style questions/practice that is particular to each class.	AS previous AP	AS previous AP
Assessment: GCSE style assessment throughout / mock exam of both papers (religion and themes) – Terminal GCSE				



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