



## SUBJECT Religious Studies -KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Area of Study: Becoming a Religious Expert	Area of Study: Development in Christian thought (DCT)	Area of Study: Abrahamic Faiths	Area of Study: Afterlife 1	Area of Study: Afterlife 2 and Revision	Area of Study: Does all life have value
	Content Introduction to RS skills and living in a multicultural society	Content Introduction to Jesus and the spread of Christianity around the world	Content Introduction to Abrahamic faiths of Judaism, Christianity and Islam	Content Introduction to different approaches to views on the afterlife (Dharmic vs Abrahamic)	Content Introduction to different approaches to views on the afterlife (humanist views and comparisons)	Content Introduction to Ethical dilemmas

Support at home	<a href="#">BBC Bitesize Multiculturalism</a> <a href="#">BBC Bitesize Migration</a>	<a href="#">Key Facts BBC Bitesize Topic Help</a>	<a href="#">Key Facts BBC Bitesize Topic Help</a>	<a href="#">BBC Bitesize Topic Help</a>	<a href="#">Key facts BBC Bitesize Topic Help</a>	<a href="#">Key facts BBC Bitesize Hinduism</a> <a href="#">BBC Bitesize Value of Life</a>
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Assessments:	End of unit assessments are an <b>evaluation</b> question marked out of 12. AP3: End of year exam is a paper made up of small answer questions building to an evaluation question.	<b>Careers in the Curriculum:</b> Author/Charity Coordinator/Child & Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Area of Study: What is Wisdom	Area of Study: Concept of God	Area of Study: Moral Decisions	Area of Study: Religion and the Environment 1	Area of Study: Religion and the Environment 2	Area of Study: Religious Influence in society
	Content Introduction to Ancient Greek philosophy of Plato and Aristotle	Content A Study into the Problem of Evil debate from philosophical and Christian view points	Content A Study into Ethical dilemmas in Modern society (eg greatest good for society, most loving action, doing ones duty)	Content Exploring the use of Animals for Food/experimentation	Content Exploring the use and Abuse of the environment	Content A study into the impact religion has had in society

Support at home	<a href="#">Key facts</a>	<a href="#">Key facts</a>	<a href="#">BBC Bitesize Prejudice and Discrimination</a>	<a href="#">Key Facts BBC Bitesize Environment BBC Bitesize Is The World Sacred?</a>	<a href="#">Key Facts BBC Bitesize Environment BBC Bitesize Is The World Sacred?</a>	
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Assessments:	End of unit assessments are an <b>evaluation</b> question marked out of 12. End of year exam is a paper made up of small answer questions building to an evaluation question.	Careers in the Curriculum:	Author/Charity Coordinator/Child & Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Area of Study: Religion and Creation 1	Area of Study: Religion and Creation 2  Religion and Life 1	Area of Study:  Religion and Life2	Area of Study:  Introduction to Christian Beliefs	Area of Study:  Christian Beliefs	Area of Study:  Christian Beliefs
	Content  A Study of Christian views of creation (world and humans) and contrast with the scientific views.	Content  A Study of Christian views of creation (world and humans) and contrast with the scientific views.	Content  A study into the value of human life covering issues of Abortion and Euthanasia	Content  A study into GCSE concepts of Christian Beliefs (Nature of God)	Content  A study into GCSE concepts of Christian Beliefs (Life of Jesus and his sacrifice)	Content  A study into GCSE concepts of Christian Beliefs (Impact of Jesus on Believers and afterlife/salvation)

Support at home	<a href="#">BBC Bitesize Creation</a> <a href="#">BBC Bitesize Big Bang</a> <a href="#">BBC Bitesize Evolution</a>	<a href="#">BBC Bitesize Is The World Sacred?</a> <a href="#">BBC Bitesize Is The World Sacred?</a> <a href="#">BBC Bitesize Religion and Life</a>	<a href="#">BBC Bitesize Is The World Sacred?</a> <a href="#">BBC Bitesize Religion and Life</a> <a href="#">BBC Bitesize Abortion and Euthanasia</a>	<a href="#">BBC Bitesize Religion and Life</a> <a href="#">BBC Bitesize Help BBC Bitesize Topics</a>	<a href="#">BBC Bitesize Help BBC Bitesize Topics</a>	<a href="#">BBC Bitesize Help BBC Bitesize Topics</a>
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Assessments:	<p>End of unit assessments are an <b>evaluation</b> question marked out of 12.</p> <p>End of year exam is a paper made up of small answer questions building to an evaluation question.</p>	<p><b>Careers in the Curriculum:</b> Author/Charity Coordinator/Child &amp; Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer</p>
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## SUBJECT Religious Studies -KS4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Area of Study: Christian Beliefs	Area of Study: Christian Practices	Area of Study: Themes (Ethics) Religion, Peace and Conflict	Area of Study: Themes (Ethics) Religion, Peace and Conflict	Area of Study: Jewish Beliefs	Area of Study: Revision & Religion and life
	Content  A study into GCSE concepts of Christian Beliefs (Afterlife)	Content  A study into GCSE concepts of Christian Practices (worship & Festivals/work in the wider community and global)	Content  A study into the place of religion with regards to modern conflict and working for peace	Content  A study into the place of religion with regards to modern conflict and working for peace	Content  A study into GCSE concepts of Jewish Beliefs (Nature of God, Messiah and Covenants)	Content  A study on the value of life (plant, animal and human)

Support at home	<a href="#">BBC Bitesize Help</a> <a href="#">BBC Bitesize Topics</a> <a href="#">BBC Bitesize War and Peace</a> <a href="#">BBC Bitesize Religion and Life</a> <a href="#">BBC Bitesize Judaism</a> <a href="#">BBC Bitesize Judaism Learner Guides</a> <a href="#">Seneca</a>
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Assessments:	<p>End of unit assessments are an <b>evaluation</b> question marked out of 12.</p> <p>End of year exam is a paper made up of small answer questions building to an evaluation question.</p>	Careers in the Curriculum:	<p>Author/Charity Coordinator/Child &amp; Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Area of Study: Jewish Practices	Area of Study: Jewish Practices	Area of Study: Themes (Ethics) Religion, Crime & Punishment	Area of Study: Complete Religion, Crime and Punishment  Religion and Human Rights	Area of Study: Religion and Human Rights  REVISION	Area of Study: EXAMS  (RS exams are before half term)
	Content  A study into GCSE concepts of Jewish Practices (Worship & Rites of Passage)	Content  A study into GCSE concepts of Jewish Practices (Rites of Passage & Festivals)	Content  A study into ethical debates of crime and reasons why we punish people in modern society	Content  A study into ethical debates surrounding human rights in modern society	Content  A study into ethical debates surrounding human rights in modern society	Content  N/A

Support at home	<a href="#">BBC Bitesize Judaism</a> <a href="#">BBC Bitesize Judaism Practices</a> <a href="#">BBC Bitesize Crime and Punishment</a> <a href="#">BBC Bitesize Human Rights and Social Justice</a> <a href="#">Seneca</a>
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Assessments:	<p>End of unit assessments are an <b>evaluation</b> question marked out of 12.          End of year exam is a paper made up of small answer questions building to an evaluation question.</p>	Careers in the Curriculum:	<p>Author/Charity Coordinator/Child &amp; Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer</p>
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SUBJECT: Religious Studies -KS5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 12	Philosophy: Arguments from observation for the existence of God	Ethics: Utilitarianism  Situation Ethics	Philosophy: Ancient Philosophical Influences  Soul, Mind, Body	Ethics: Natural Moral Law  Kantian Ethics	Philosophy: Arguments from reason for the existence of God  Religious Experience	Ethics: Applied ethics (Euthanasia)	Philosophy: Problem of Evil  The nature or attributes of God	Ethics: Applied ethics (Business)	Philosophy: Religious language: Negative, Analogical or Symbolic  Revision for mocks	Ethics: Conscience	Philosophy: Revision for mocks  DCT: Augustine	Ethics: Revision for mocks  Sexual ethics
	Teleological argument  Cosmological argument	Utilitarianism: Theory for the greatest good for the greatest number  Situation Ethics: Theory for Agape/do the most loving thing	Plato, Aristotle in Philosophy  Plato, Aristotle, Descartes, Materialism	NML: Theory for following your Natural Purpose  Kantian Ethics: Theory for following your Duty	Ontological argument  Corporate, Individual and mystical types of religious experience	Study into the Secular/Religious views on Euthanasia and APPLYING Situation Ethics and NML	Problem of evil on the existence of God  Development of the understanding of what God is	Study into Business ethics and APPLYING Utilitarianism and Kantian Ethics	Language use in religion and how it has changed throughout the periods of pre-19 <sup>th</sup> century and post-19 <sup>th</sup> century	Critically comparing the work of Aquinas and Freud on the concept of the conscience	Development in Christian thought of how Augustine has developed Christianity	APPLYING all Autumn theories to the secular/religious view on Sex regarding Pre/Extra marital sex and Homosexuality
<b>Support at home</b>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>		<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>		<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>		<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>		<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>		<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy_Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	
<b>Weblinks:</b>	Assessments: End of topic tests are completed at the end of each topic that is completed. They are exam style questions 40 minutes in length to reflect the allotted time in the exam and also are worth 40 marks.				Careers in the Curriculum: Author/Charity Coordinator/Child & Youth Worker/Clergyperson/Community Developer/Diplomat/Entrepreneur/Historian/Human Rights Advocate/International Aid Worker/Journalist/Lawyer/ Media Correspondent/Mediator/Political Consultant/Public Policy Advisor/Researcher/Social Worker/Teacher/Writer							



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 13	DCT: Augustine  Death and the Afterlife	DCT: Knowledge of God  Person of Jesus	DCT: Christian Moral Principles  Christian Moral Actions	DCT: Religious Pluralism Theology  Religious Pluralism Society	DCT: Gender and Society  Gender and Theology	DCT: Challenge of Secularism  Liberation and Marx	Revision ALL UNITS	Revision ALL UNITS	Revision ALL UNITS	Revision ALL UNIT	Revision ALL UNIT	Revision ALL UNIT
	Learning further about what Augustine believes about Human Nature  Learning about the ideas of what happens after death and how it has developed throughout Christianity	Learning about how God is understood through the use of scripture and the world.  Learning about who Jesus was whether he was the person the Bible portrays him as or if he had an ulterior motive.	Discussing if Christians should obey the rules of the Bible? Obey the morals of the Church or put aside rules and follow the law of love?  Should a Christian ever attack their state? What is the role of the Church community in wider life and the concept of discipleship, suffering and sacrifice	If there is salvation through Christ, does this mean that other religions are wrong? Do all religions offer an equal path to God?  Can members of different religions live and work peacefully together and live in multifaith community?	How far has Christianity traditionally understood gender roles for men and women and is it compatible with secular views?  Should the Christian God be depicted in female terms and be saved from sexist patriarchy?	Learning about how a 21 <sup>st</sup> Century society has moved away from religion and the impact this had had on the Church  Learning about how Marxism has impacted upon Christianity and how it developed a theology known as Liberation Theology.	Content  All Content from the start of year 12 to be revised	Content  All Content from the start of year 12 to be revised	Content  All Content from the start of year 12 to be revised	Content  All Content from the start of year 12 to be revised	Content  All Content from the start of year 12 to be revised	Content  All Content from the start of year 12 to be revised

## Support at home

Weblinks:	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>	<a href="#">Peped</a> <a href="#">Philosophy Kings</a> <a href="#">Philosophy Cat</a> <a href="#">Cogito</a> <a href="#">Seneca</a> <a href="#">Crash Course</a> <a href="#">I think therefore I teach</a>
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Holmer Green Senior School

Work Hard, Be Kind, Have Passion

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