

## Long Term Curriculum Plan: RS

### Curriculum Statement

Religious studies play a significant part in the school curriculum as it provides a comprehensive understanding of diverse belief systems, fostering cultural and global awareness. Through the examination of religious practices, texts, and traditions, students gain insights into the historical and philosophical foundations that shape societies. This field encourages critical thinking, tolerance, and empathy by exposing students to varying worldviews. Moreover, religious studies contribute to a well-rounded education by addressing fundamental questions about existence, morality, and human purpose. In an increasingly interconnected world, the ability to comprehend and respect diverse religious perspectives becomes essential for promoting dialogue and peaceful coexistence among different communities.

Religious Studies make a vital contribution to the development of every student. It encourages them to think about the spiritual, moral and ethical questions which challenge human beings. Primary resources are fundamental to this approach and the department seeks to provide interesting experiences for the pupils such as educational visits to places of worship during activity week.

The RS department encourages students to become more aware of themselves, of others and of the natural world. It helps students to understand that many people believe that there is another element of life other than the purely physical and materialistic – the spiritual.

The role of the RS department is to educate our pupils to become confident, articulate, clear thinking, inquisitive, happy and caring adults. Our broad aims are to:

- Encourage a pupil's search for meaning and purpose.
- Develop through a reflective approach, appropriate skills for exploring, responding and expressing.
- Develop problem-solving and team-working skills.
- Encourage students to think deeply, ask questions and discuss moral and ethical issues.
- Provide insight into religion, cultures and traditions of the major world religions, and in so doing, develop students' awareness, knowledge and understanding of their own beliefs, practices or opinions, as well as fostering positive attitudes towards other belief systems and a sensitive awareness of the different beliefs, customs and opinions of other traditions.

To achieve this end, pupils are taught all six major world religions through key stages 3-4:

- Judaism, Christianity and Islam are taught in Year 7
- Hinduism, Sikhism and Buddhism are taught in Year 8
- Students study the Eduqas GCSE course in Years 9-11, which examines Ethical Studies, Christianity and Judaism.

At A Level, students follow the Eduqas Religious Studies Course, which consists of three modules: Judaism, Philosophy of Religion and Religion and Ethics.

The department has two full-time and one part-time specialist teachers. In addition, three non-specialist teachers have been allocated to teach four KS3 classes in Years 7 (two) and 8 (two).

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5 year roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Origins of Judaism Monotheism Mosaic Covenant Passover	Shabbat Kashrut Brit Milah Bar Mitzvah	The Bible The Structure of the Bible Person of Jesus Prophecies of Jesus Miracles of Jesus Parables of Jesus	Parables of Jesus Crucifixion of Jesus Resurrection of Jesus The Afterlife Judgement Christian Art  <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 3 and 4,	Nature of Allah Muhammad Sunni and Shi'ah Muslims The Qur'an	The Five Pillars The Hajj Aqiqah Ceremony The Imam The Ummah  <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 1 to 6,
<b>Year 8</b>	Introduction Hinduism Hindu Gods and Goddesses The Caste System	Samsara Cycle The Ramayana Festival of Diwali Festival of Holi  <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 1 and 2,	Guru Nanak Sikh Beliefs Ten Gurus Formation of the Khalsa	Formation of Khalsa Amrit Ceremony The Five K's Guru Granth Sahib  <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 3 and 4,	Introduction to Buddhism The Four Sights Three Universal Truths	Four Noble Truths The Eightfold Path The Dhamma  <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 1 to 6,
<b>Year 9</b>	Intro to Judaism The Nature of God The Messiah Abrahamic Covenant	Mosaic Covenant Pikuach Nefesh Mitzvot and Free Will <b>Assessment:</b> 40 multi-choice questions on topics covered in terms 1 and 2, up to and including mitzvot and free will.	The Afterlife Jewish Holy Books The Synagogue Features of a synagogue	Aids to worship Orthodox and Reform services Shabbat  <b>Assessment:</b> 15-marker evaluation question: 'You have to go to a synagogue to be a Jew.'	Brit Milah Bar Mitzvah Jewish Wedding Ceremony	Jewish Mourning Customs Jewish Food Laws Rosh Hashanah & Yom Kippur Pesach Sukkot <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15
<b>Year 10</b>	The Nature of God Trinity and Creation Problem of Evil Incarnation	Crucifixion Resurrection and Ascension Salvation and Atonement Afterlife and Judgement The Bible <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15	Christian Denominations Christian Worship Prayer and Worship Baptism The Eucharist  <b>Assessment:</b> One Module Following the Eduqas exam structure of four questions: 2, 5, 9, 15	Christmas Easter Pilgrimage Christianity in Britain The Local Church Worldwide Church	Types and Roles within Families Religious Attitudes to Sex Same-Sex Relationships Purpose of Marriage  <b>Assessment:</b> Two Modules Following the Eduqas exam structure of eight questions: 2, 5, 9, 15	Christian Wedding Ceremony Recap of Jewish Wedding Christianity and Divorce Judaism and Divorce Big Bang and Evolution Creationism <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15
<b>Year 11</b>	Big Bang and Evolution Creationism Stewardship Sanctity of Life  <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15	Euthanasia Abortion The Afterlife Funeral Rites  <b>Mock Exams: Two Modules</b> Following the Eduqas exam structure of eight questions: 2, 5, 9, 15	Morality and Decision-Making Crime and Punishment Justice Prison Reformers Death Penalty Forgiveness <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15	Problem of Evil Suffering Human Rights and Social Justice Censorship and Religious Expression Prejudice and Discrimination <b>Assessment:</b> Following the Eduqas exam structure of four questions: 2, 5, 9, 15	Racism Wealth and Poverty	

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Sixth form roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y12 Judaism</b>	Abrahamic Covenant Mosaic Covenant  Baseline test to help teachers understand students' needs for responsive teaching and putting support strategies in place.	Mosaic Covenant The Torah The Nature of God  Assessment: AO2 question Divine Command Theory and the Euthyphro Dilemma	The Nature of God The Shema / Pikuach Nefesh The Messiah / The Afterlife	Mitzvot: Diversity of Views Tefillin / Tzedakah The Ten Sayings	Role of the Synagogue Pesach and Redemption	Pesach and Redemption Rosh Hashanah and Yom Kippur Structure of the Talmud
<b>Y12 Philosophy</b>	Cosmological Argument Teleological Argument Challenges to Inductive Arguments Ontological Argument  Baseline test to help teachers understand students' needs for responsive teaching and putting support strategies in place.	Ontological Argument Ontological Development Challenges to Ontological Arguments  Assessment: AO1 & AO2 question: Inductive arguments for the existence of God.	The Problem of Evil Augustinian Theodicy Irenaean Theodicy  Assessment: AO1 & AO2 question: deductive arguments for the existence of God.	The Nature of Religious Experience Mystical Experiences  Assessment: AO1 & AO2 question: The problem of evil & suffering.	Mystical Experiences Challenges to Religious Experiences  Assessment: AO1 & AO2 question: Religious experiences.	Sigmund Freud Karl Jung Challenges to religious belief.  Assessment: AO1 & AO2 question: Challenges to religious belief.
<b>Y12 Ethics</b>	Divine Command Theory Virtue Theory  Baseline test to help teachers understand students' needs for responsive teaching and putting support strategies in place.	Virtue Theory Ethical Egoism Aquinas' Laws and Precepts  AO2 question Divine Command Theory and the Euthyphro Dilemma	Aquinas' Laws and Precepts Aquinas' Virtues and Goods Application to Abortion Application to Euthanasia  Assessment: Aquinas Natural Law Application to Abortion AO1	Situation Ethics: Agape Situation Ethics: Principles Application to Homosexuality Application to Polyamorous Relationships  Assessment: Situation Ethics AO2	Bentham's Act Utilitarianism Mill's Rule Utilitarianism  Assessment: Utilitarianism- AO1 and AO2	Application to animal experimentation Application to the use of nuclear weapons as a deterrent Naturalism  Assessment: Utilitarianism Application to Animal Experimentation AO1
<b>Y13 Judaism</b>	The Talmud (AGO) The Midrash (AGO) Rashi and Maimonides (AGO)  Zionism (RDC)  Assessment: AO2 question on the Talmud	Challenge of Science (RDC) Reform Judaism (RDC)  Hasidim (AGO) Kabbalah (AGO)  Assessment: AO1 / AO2 questions on Hasidism.	Embryo Research (AGO)  Equality and Discrimination (RDC) Judaism and Migration (RDC) Holocaust Theology (RDC)  Mock Exam: AO1 and AO2 questions based on 'Jewish festivals.'			

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<p><b>Y13 Philosophy</b></p>	<p>Recap Freud and Jung Atheism</p>	<p>Influence of religious experience on religious practice. Miracles: A definition of A comparative study of two scholars</p>	<p>Miracles: Hume Miracles Swinburne  <b>Mock Exam:</b> <b>AO1 and AO2 questions based on the 'Existence of God'.</b></p>	<p>Inherent Problems of Religious Language Religious Language as cognitive, but meaningless Religious Language as non-cognitive and analogical</p>	<p>Religious language as non-cognitive and symbolic Religious language as non-cognitive and mythical Religious language as a language game</p>	
<p><b>Y13 Ethics</b></p>	<p>(Judaism taught by AGO – see above)</p>	<p>Naturalism Intuitionism Emotivism  <b>Assessment:</b> <b>AO2 question on Meta-Ethics.</b></p>	<p>Finnis' Natural Law Hoose: Proportionalism Application to Immigration Application to capital punishment  <b>Mock Exam:</b> <b>AO1 and AO2 questions based on Teleological Ethics.</b></p>	<p>Predestination Determinism Implications of Determinism Christianity and Free Will  <b>Mock Exam:</b> <b>AO1 and AO2 questions based on Deontological Ethics.</b></p>	<p>Libertarianism Implications of Free Will and Libertarianism  <b>Assessment:</b> <b>AO1 and AO2 questions on Determinism and Free Will.</b></p>	