

RELIGIOUS STUDIES

YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	What do I believe? What does my community believe?	The different definitions of belief: religious, superstitious, scientific, moral Stone age burials and how they demonstrate pre-historic belief Animism, and its core beliefs The definition of monotheism and polytheism, and examples belief systems that adhere to these two beliefs Why Britain is a mainly Christian country Local and national belief systems in the United Kingdom, and statistics to support them	Identifying a thesis Supporting a thesis with examples How to identify key statistics to support answers Differentiating between and analysing belief systems	The key belief systems in Altrincham, the UK and the World How belief systems developed over time, and have always affected society Why Britain is a mainly Christian, yet diverse nation	Geography - mapping belief systems History - Christian belief in the United Kingdom Maths - statistics
Half Term 2	Are all religions different?	Ninian Smart's 7 dimensions of religion: ritual, narrative and mythic, experiential and emotional, social and institutional, ethical and legal, doctrinal and philosophical and material. How the six major world religions, and humanism, respond to one of these dimensions. Key similarities and differences between the major world religions and humanism.		How religion is multidimensional, and is often a lifestyle not just a belief system How the religions and non-religions have more in common than do not	English - Narrative and Myth
Half Term 3 & 4	What does it mean to be religious in contemporary India?	Mapping India's sacred geography, recognising who religious believes are in India today The origin of Hinduism in India The nature of God in India The role of sacred texts in Hindu traditions The role of gurus in Hindu traditions The importance of the festivals of Diwali and Navaratri The importance of cows and animals in India The significance of ahimsa (no-harm) How the Ganges is so sacred, yet so polluted Interfaith in India: Hinduism's links with Buddhism, Sikhism and Jainism How Hindus express their beliefs: temple and puja	Developing a supporting paragraph to an argument Linking a thesis to a supporting paragraph What makes an effective source of authority	The diversity and power of belief systems in India, and how they filter through to British life How the treatment of animals differs amongst religions How Indian religions are all linked How western ideas on faith and morality can be countered and challenged	Geography - Mapping India Food tech - ahimsa and vegetarianism Biology/Geography - Cows and their contribution to climate change Art - Diwali Dance - Navaratri
Half Term 5	How do Sikhs understand God?	The coming of age ceremonies in Sikhism The 5 K's of Sikhism The importance of giving in Sikhism: the gurdwara and the Langar The importance of gurus in Sikhism The role of scripture in Sikhism, the Guru Granth Sahib The nature of God in Sikhism The difference between God inside of us and God beyond ourselves The three duties: Pray, Work and Giv	How to fluently write a thesis and supporting paragraph, with the inclusion of a source of authority Recognising direct counter arguments Using emotion and creativity to respond to ultimate questions	The key beliefs and rituals in Sikhism The importance of generosity without seeking anything in return	Food Tech - The Langar
Half Term 6	Spirited Arts Project	Students will be invited to produce a creative project in response to a theme as set out by the Spirited Arts Project. Some of the best students work will be submitted for certification. Previous themes include: Art in Heaven, Could Britain be a rainbow nation?, Visions and prophecy, Where is God and Stories that change lives.		How religion is emotional and creative as well as rational and practical The importance of personalised faith and interpretation	Art/English - spirited arts project

RELIGIOUS STUDIES

YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	What does it mean to say 'I am Jewish'?	The meaning of identity in Judaism The meaning of community in Judaism The concept of the Eruv (particularly in Hale Barns) Jewish attitudes towards charity God as creator in Judaism Pardes: The four ways to interpret scripture Maimonides 13 Principles of Jewish Faith Jewish understandings of how we should behave Jewish responses to the Holocaust	How to support arguments with effective sources of authority How to interpret scripture in different ways How to analyse textual sources How to use quotes effectively	What it is like to live as a Jewish person in Britain today The importance of community in Judaism How Jewish people identify themselves	Geography - mapping populations Citizenship - community and relationships
Half Term 2	How should we live today according to Judaism?			How scripture can be have multiple meanings beyond the literal Reflections of how we should behave towards each other and towards the world Appropriate ways to respond to the Holocaust	History - holocaust English literature - interpreting scripture
Half Term 3	What is so radical about Jesus?	The political climate in 1st Century Israel Proof for the existence of a historical/Christological Jesus Jesus as antagonist vs. Jesus as radical The beatitudes Jesus' sermon on the mount The parables of Jesus	How to write effective counter arguments How to write counter arguments How to write a campaign to persuade How to present effectively enough to persuade	Different perceptions of Jesus: historical vs Christological Radical vs antagonistic How history shaped Christian belief	History - interpreting sources Geography - 1st Century Israel/Palestine/The Levant
Half Term 4	Which of Jesus' teachings were most important and why?			The universality of Jesus' message The importance of agape/compassion in religion The reason why Jesus remains influential today	Citizenship - being a global citizen PSHE - selfless actions History - the influence of religion in the world/historical influence of religion English - Parables/Virtues
Half Term 5	What is 'the self'?	Dualism/Monism/Materialism viewpoints of the soul/self Different religious perspectives of the concept of 'I' The doctrine of anatta or no self in Buddhism Plato's Chariot Gilbert Ryle - The Ghost in the Machine Western religious ideas of Resurrection Eastern religious ideas of Reincarnation and Rebirth Heaven, Hell, Purgatory, Nibbana/Emptiness Proofs for life after death including: mediums, spiritualism, NDEs, religious experiences, ghosts/spirits, scripture Atheist responses to the above	How to recognise direct counter arguments How to write direct counter arguments How to identify effective conclusions	The concept of the self What we mean when we say 'I' The importance of understanding the above for religious and non-religious believers and how this might affect their beliefs and attitudes	Physics - Qualias and their proof for the soul Physics - Gilbert ryle/the ghost in the machine English - what does it mean to say 'I'?
Half Term 6	Does 'the self' continue after death?			The differing beliefs of life after death How belief in life after death affects people's actions today	Art - Images of Heaven/Hell/Purgatory Citizenship - behaviour and ethics MFL - How death is perceived in different cultures e.g. dias de los muertos

RELIGIOUS STUDIES

YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	What is it like to be a Muslim in Britain today?	Students will be provided with a knowledge organiser compiling such things as: The Five Pillars of Islam Quotes on women in Islam The key festivals Key words and terminology The different terms for male and female dress The importance of Mohammad in Islam The difference between sunni and shia The actions of a typical British Imam, and their work for the community Muslim teachings on charity	How to plan a full essay, from thesis to conclusion How to use evaluative sentences effectively How to identify effective and truthful sources of authority How to use sources of authority effectively when evaluating How to evaluate in formal writing	That Islam is a welcoming, peaceful and charitable religion. That one should look to statistics and sources to prove an argument. That media should be filtered and checked for truth The fundamental belief systems connecting all branches of Islam, and how these are not dissimilar to other belief systems	Maths - statistics in Islam Geography - population distribution of Muslims DT - Clothing and women in Islam
Half Term 2	Why is supporting the community important in Islam? to me?	Differing views on women and modesty in Islam with a focus on le foulard law in France The importance of a Mosque/Masjid Statistics of Muslims in the UK e.g. % of population, contributions to British life Varying perceptions on what it is like to be a Muslim from first hand accounts		That Islam is a welcoming, peaceful and charitable religion. How Islam responds to modern issues How the world treats Islam	Citizenship - Islam and charity
Half Term 3	What is ethics and how do we make ethical decisions?	The different ways people make ethical decisions The sanctity of life Deciding what is more important: Intention, act or consequence An introduction to utilitarianism, and its application to an ethical issue An introduction to Kantian ethics, and its application to an ethical issue	How to identify and write effective conclusions How to apply ethical theories to any ethical issue How to identify arguments that sustain a point of view from thesis to conclusion	How different people make ethical decisions Why some people do and do not see human life as important Whether it is ever ok to treat people as a means to an end	English - writing effective conclusions
Half Term 4	How does religion respond to global issues? How should I respond to them?	Religious ideas that help shape responses to some of the following issues: Climate change Artificial intelligence (driverless cars) The use of animals for food and experimentation		How might religion aid or hinder problems facing society today?	Geography - global issues
Half Term 5	What is philosophy and how do I analyse a philosophical argument?	Recognising logical fallacies Arguments for the existence of God The problem of Evil, and responses to it How we might prove something true through logic, with a focus on proving reality to be true	How to recognise philosophical premises in arguments/syllogisms How to analyse and evaluate philosophical premises in arguments How to write a fully developed essay which is supported by relevant points, with a clear strand of argument throughout. (All skills combined). Modus Ponens and the forming of logical arguments	How is logic and reason used to prove or disprove God?	Maths - Syllogisms/Modus Ponens English - essay writing
Half Term 6	Filmosophy: The Help, Inception, The Life of Pi	Inception - an aid into proving things to be true The Life of Pi - An aid or hindrance to belief in God The Help - A focus on civil rights and social justice in the USA	How to use all the skills to evaluate and debate key concepts: reality, belief and God and social justice	How can what I have learnt in RS be made relevant in the world today?	Art - creative responses to films English - inference Drama - the use of film as source material