

Year 7 Curriculum Overview: Religious Studies



Autumn Term

Topics/content outline:

- I. How did Judaism begin?
- 2. Who is Moses?
- 3. How do Jews leam about their faith? 4. W hat are Jewish key beliefs?
- 5. How do Jews believe they should treat other people?
- 6. W hat do Jews believe about an afterlife?
- 7. How did Christianity beain?
- 8. W ho is Jesus?
- 9. How do Christians learn about their faith?
- 10. W hat are Christian key beliefs?
- 11. How do Christians believe they should treat other people?
- 12. W hat do Christians believe about an

Powerful Knowledge (key concepts, skills)

- The Life and significance of Abraham.
- The fragility of the relationship between God and the Jews and the need for a second covenant.
- How Jews use the Tenakh which informs of Gods instruction and how to live.
- Nature and role of the Messiah / Messianic age.
- Gods' expectations of the Jews as outlined in the Ten Commandments.
- Jewish beliefs about the afterlife (Heaven and Sheol).
- God on earth in physical form through the incarnation of Jesus the Son.
- How Christians are saved through Jesus' sacrifice, grace, and good works.
- The contents of the Bible and how Christians use this
- 10. The concept of the oneness of God expressed through the trinity.
- 11. Beliefs about the afterlife and judgement.
- 12. Christian beliefs about heaven, hell, and purgatory.

How can you help at home?

- Watch the BBC my life my religion series on Judaism and Christianity.
 - Visit a local Church and Synagogue.
- Complete knowledge organiser for Judaism and Christianity.
- If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

Spring Term

- . How did Islam begin?
- 2. W ho is Muhammad?
- 3. How do Muslims learn about their faith?
- 4. W hat are Muslim key beliefs?
- How do Muslims believe they should treat
- otherpeople?
- 6. W hat do Muslims believe about an
- 7. How did Hinduism begin?
- 8. W ho is Brahman?
- 9. How do Hindus learn about their faith? 10. W hat are Hindu key beliefs?
- 11. How do Hindus believe they should treat other people?
- 12. W hat do Hindus believe about an

- Life and impact of Muhammad.
- Muhammads preaching as a method of unifying tribes living in SA.
- How the Qur'an was revealed to Muhammad.
- The concept of One God in Islam (monotheism).
- How the ten obligatory acts influence treatment of others.
- Beliefs about life after death, judgement and resurrection.
- The geography of India at the time of early Hinduism
- Brahman as the Ultimate Reality
- The difference between Special and General revelation 9.
- 10. The Trimurti representing different aspects of Saguna Brahman
- 11. The concept of Karma and Samsara
- 12. The Atman and the transmigration of the Soul

- Watch the BBC my life my religion series on Islam and Hinduism.
 - Visit a local Mosaue and Mandir.
- Complete knowledge organiser for Islam and Hinduism.
- If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

Summer Term

- 1. How did Buddhism begin?
- 2. W ho is the Buddha?
- 3. How do Buddhists learn about their faith?
- 4. W hat are Buddhist key beliefs?
- 5. How do Buddhists believe they should treat other people?
- 6. W hat do Buddhists believe about an
- 7. How did Sikhism begin?
- 8. Who are the ten Gurus?
- 9. How do Sikhs learn about their faith? 10. W hat are Sikh key beliefs?
- 11. How do Sikhs believe they should treat other people?
- 12. W hat do Sikhs believe about an afterlife

- The life of Prince Siddhartha Gautama
- The background to Guru Nanak's ministry
- The Middle Way
- The Guru ship and their leadership.
- The Buddhist concept of Dhamma as Buddha's teachings.
- The contents of the Guru Granth Sahib and how Sikh's use this
- The three marks of existence as being fundamental to all things.
- The Mool Mantraits origins and where it can be found
- The importance of Karuna (compassion) in Buddhism and the four sublime states.
- 10. The impact of sewa and how Sikh's treat others.
- 11. Samsara and the concept of dependent arising.
- 12. The meaning of karma, rebirth and mutki.

- Watch the BBC my life my religion series on Buddhism and Sikhism.
- Visit a local temple and Gurdwara.
- · Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.



Year 8 Curriculum Overview: Religious Studies



Topics/ content outline: 2. How do Jews pray? 3. How do Jews celebrate festivals? 4. How do Jews celebraterites of passage? 5. How do Jews come together as a **Autumn Term** community? 6. How do Jews get a sense of belonging and identity from their religion? 7. How do Christian's worship? 8. How do Christians pray? 9. How do Christians celebrate festivals? 10. How do Christians celebrate rites of 11. How do Christians come together as a community? 12. How do Christians get a sense of 2. How do Muslims pray? 3. How do Muslims celebrate festivals? 4. How do Muslims celebraterites of passage? 5. How do Muslims come together as a community? 6. How do Muslims get a sense of belonging and identity from their religion? **Spring Term** 7. How do Hindus worship? 8. How do Hindus pray? 9. How do Hindus celebrate festivals? 10. How do Hindus celebrate rites of passage? 11. How do Hindus come together as a

Powerful Knowledge (key concepts, skills)

- Importance of Shabbat for Jews (link to ten commandments).
- Features of prayer.
- The origins and importance of RH and YK.
- Significance of the Bar / Bat Mitzvah.
- Significance and impact of Jewish pilgrimage.
- The promised land as identified in the first and second covenant.
- The meaning and purpose of worship.
- Types of prayer including set and informal prayers.
- How and why Christians celebrate Easter.
- 10. Christian funeral rites (eulogy, prayer, bible readings and rite of committal).
- 11. Role and importance of pilgrimage.
- 12. Role of the church in the local community.
- Key features of a Mosque.
- Importance of Salah on belief.
- Origins of Ramadan and Id-ul-Fitr.
- Arranged marriage and Muslim beliefs.
- The concept of Ummah and family in Islam.
- The five pillars as obligatory practices in Islam.
- Features of a Mandir
- The Puja tray and how this worship impacts on faith and action
- The celebration of the Divali and Holi Festivals 9.
- 10. The key features of a Hindu marriage and how these support the couple.
- 11. The features of Kumbh Mela
- 12. How the Varnas gave/give people identity and belonging (links to Karma)
- The use and importance of Temples, Shrines and Monasteries in Buddhist life.
- 2. How Buddhists practice meditation.
- 3. We sak as a celebration of Siddhartha's birth, enlightenment, and death.
- 4. How funerals are practiced in different sects of Buddhism.
- 5. Sangha as a method of support and 'refuge' for Buddhists.
- 6. Interpretation of key beliefs and how these are different.
- 7. The features of a Gurdwara and how they support worship
- 8. The importance of the Gutka for prayer at home
- 9. Key events of Vaisakhi celebration
- 10. The Amrit Sanskar ceremony and its impact on a Sikh's faith
- 11. The impact of Sewa on the Sikh Community Interpretation of key beliefs and how these are different.
- 12. The Sangat and its support of the Sikh Community.

How can you help at home?

- Watch the BBC 'being' series for Judaism and Christianity.
- Complete knowledge organiser for Judaism and Christianity.
- If you have a family member/friend of the Jewish and Christian faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your

- Watch the BBC 'being' series for Islam and Hinduism.
- Complete knowledge organiser for Islam and Hinduism.
- If you have a family member/friend of the Muslim and Hindu faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

Watch the BBC 'being' series for Buddhism and Sikhism.

- · Complete knowledge organiser for Buddhism and Sikhism.
- If you have a family member/friend of the Buddhist and Sikh faith, speak to them.
- Use the lesson titles to inform conversations you could have at home and explore your own beliefs.

4. How do Buddhists celebrate rites of passage? 5. How do Buddhists come together as a 6. How do Buddhists get a sense of belonging **Summer Term** and identity from their religion? 7. How do Sikhs worship? 8. How do Sikhs pray? 9. How do Sikhs celebrate festivals? 10. How do Sikhs celebrate rites of passage? 11. How do Sikhs come together as a community?

community?

2. How do Buddhists pray?

12. How do Hindus get a sense of belonging

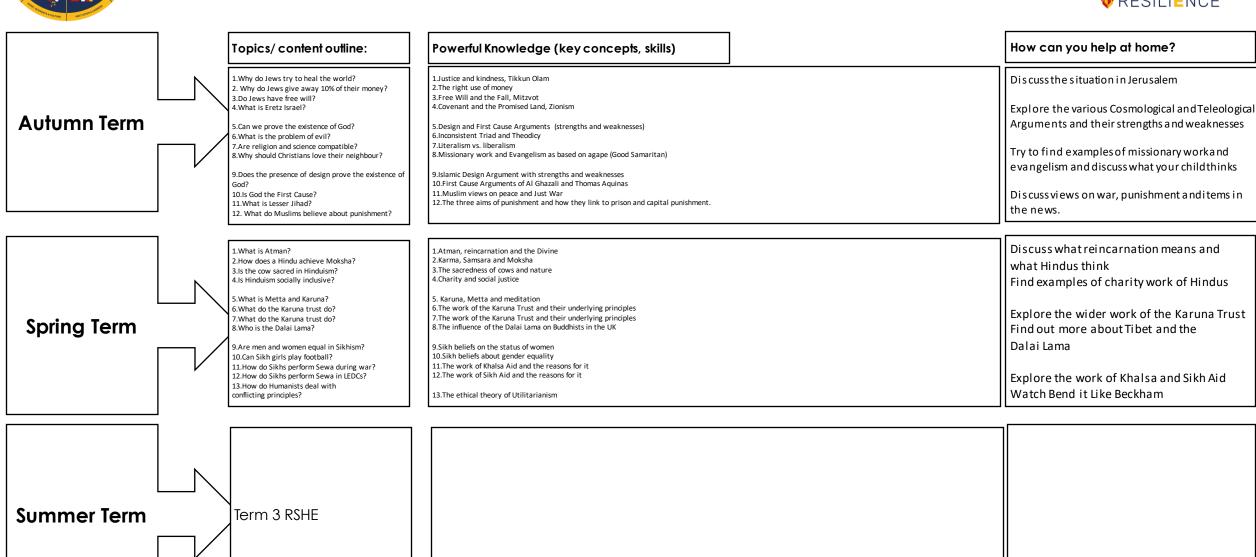
3. How do Buddhists celebrate festivals?

12. How do Sikhs get a sense of belonging



Year 9 Curriculum Overview: Religious Studies



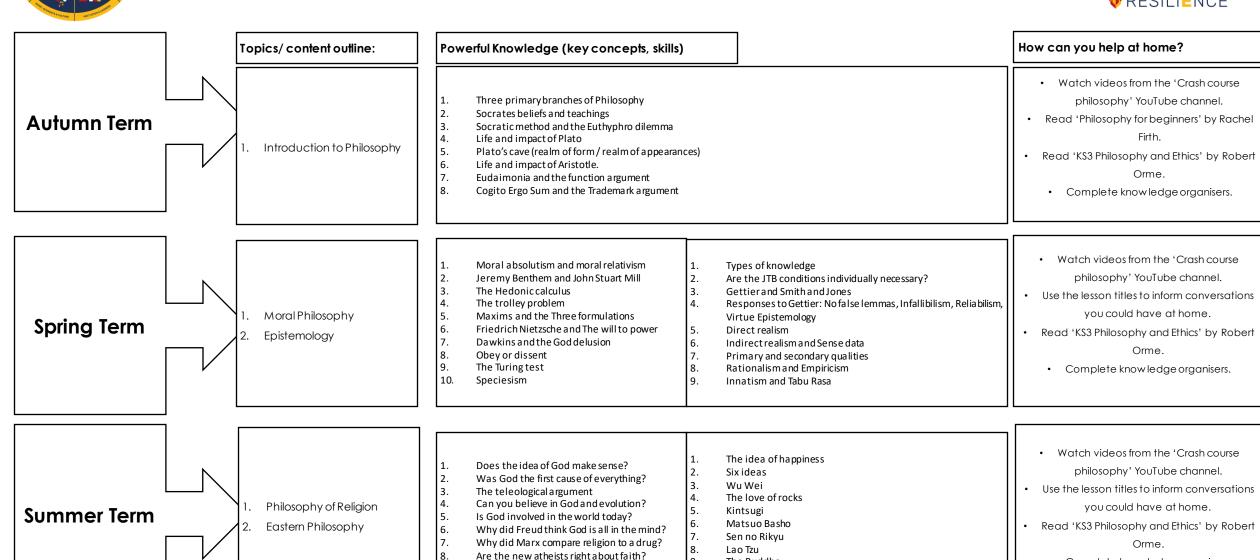




Year 9 Curriculum Overview: Philosophy and Ethics



Complete knowledge organisers.



What do people in the UK believe?

9.

10.

The Buddha

Confucius



Year 10 Curriculum Overview: Ethics, Philosophy and Religion



Topics/ content outline: **Autumn Term** Religion and life Christian beliefs and teachinas

Powerful Knowledge (key concepts, skills)

The origins of the universe The value of the world Use and abuse of the environment Pollution

- The use and abuse of animals
- The origins of human life
- Abortion Euthanasia
- Death and the afterlife

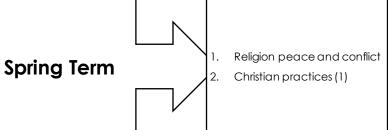
- the nature of God
- God as omnipotent. loving and just
- The holy trinity Beliefs about creation
- The incarnation
- The crucifixion Resurrection and
- ascension Afterlife and judgement
- Heaven and hell Sin and salvation
- The role of Christ

What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies examcriteria. Separate exam skills lessons are embedded in schemes of w ork and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- Visit a local Church Continue the conversation at home: discuss
- your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
- Direct your child to resources on BBC bitesize If you have a family member/friend of the Christian faith, speak to them.
 - Complete knowledge organisers.
 - Practice exam style questions.

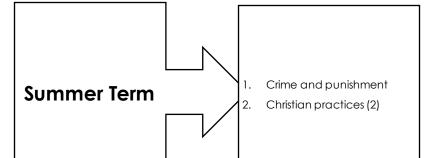


- Religion peace and conflict
- Violence and protest
- Reasons for war
- Nuclear war and WOMD
- 5. Just war theory
- 6. Holywar 7. Pacifism and peace
- making
- Religious responses to victims of war

- worship
- Prayer
- Sacraments Holy communion
- Pilgrimage
- Festivals

A range of formative and summative assessments following the AQA Religious Studies exam criteria. Separate exam skills lessons are embedded in schemes of w ork and delivered frequently. A variety of 1, 2, 4, 5 and 12 mark questions. Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- Direct your child to resources on BBC bitesize Continue the conversation at home: discuss your child's learning with them and reflect on
 - your own beliefs and attitudes in relation to some of the topics studied
 - Complete knowledge organisers.
 - Practice exam style questions.
- Read 'Mere Christianity' by C.S. Lewis.



- Crime and punishment Reasons for crime
- Religious attitudes to law breakers
- Aims of punishment
- Christian attitudes to sufferina
- Treatment of criminals
- 7. Forgiveness Capital punishment
- Role of the church Mission and evangelism Church arowth
- Worldwide church
- Christian persecution
- Responses to world poverty

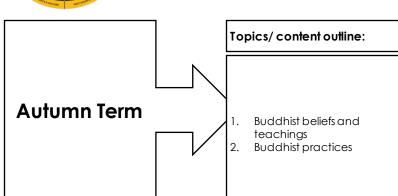
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- Direct your child to resources on BBC bitesize Continue the conversation at home: discuss
- your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
 - Complete knowledge organisers.
 - Practice exam style questions.



Year 11 Curriculum Overview: Ethics, Philosophy and Religion





Powerful Knowledge (key concepts, skills)

- Birth and life of
 Siddhartha

 Buddhare and tip life
- Buddhas ascetic life
 3. Enlightenment
- 4. Dharma5. Dependent arising
- 6. Three marks of existence
- 7. Four noble truths 8. Therayada and
- M ahayana Buddhism 9. Arhat and Bodhisattva

- Places of worship
 How Buddhists worship
 - Meditation
 Visualisation
- 5. Death and mourning6. Wesak and Parinirvana Day
- 7. Karma, Karuna and Metta
- 8. Five moral precepts and six perfections

What will you be assessed on?

A range of formative and summative assessments following the AQA Religious Studies exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

A variety of 1, 2, 4, 5 and 12 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- Visit a local Buddhist temple
- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied.
- If you have a family member/friend of the Buddhist faith, speak to them.
 - Complete knowledge organisers.
 - Practice exam style questions.
- Read 'The Buddha in daily life' by Richard
 Causton.

Spring Term

1. Human rights and social justice
2. Rev ision for GCSE exam

- Human rights and social justice
- 2. Prejudice and discrimination
- 3. Religious freedom
- 4. Disability and race
- Christian attitudes about wealth
- 6. Poverty and its causes
- 7. Exploitation of the poor
- 8. Giving money to the poor

Exam preparation

A range of formative and summative assessments following the AQA Religious Studies examcriteria.

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 1, 2, 4, 5 and 12 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- Direct your child to resources on BBC bitesize
- Continue the conversation at home: discuss your child's learning with them and reflect on your own beliefs and attitudes in relation to some of the topics studied
 - Help your child develop their revision strategies. They will be given suggestions and advice in school to develop at home.
 - Complete knowledge organisers.
 - Practice exam style questions.



Year 12 Curriculum Overview: UNIT 1: Epistemology



Autumn Term Spring Term

Topics/content outline:

Unit 1: What is knowledge?

Unit 2: Knowledge through perception

Powerful Knowledge (key concepts, skills)

- The distinction between acquaintance knowledge, ability knowledge and propositional knowledge.
- 2. The nature of definition The Tripartite view
- 3. Issues with the tripartite view including:
- the conditions are not individually necessary
- the conditions are not sufficient Gettier and Gettier style cases
- 4. Responses: Infallibilism, Realibilism, No False Lemmas, Virtue Epistemology
- 1. Direct Realism Issues and responses

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test

knowledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- 2. Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Unit 2: Knowledge through perception (continued)

Unit 3: Knowledge through reason

- 2. Indirect Realism and issues and responses
- 3. Berkely's Idealism including issues and responses
- 1. Innatism Arguments from Plato and Leibniz
- 2. Empiricist responses and issues with these
- Intuition and Deduction Thesis Descartes doubt,
 Cogito and trademark arguments Issues and
 responses

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.
A variety of 3, 5, 12, and 25 mark questions.
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Summer Term

Unit 3: Knowledge through reason (continued)

Unit 4: The limits of knowledge

- 4. Proof of the existence of the Physical work with issues and responses
- 1. Philosophical scepticism and normal incredulity.
- •The role/function of philosophical scepticism
- 2. Local v s. global scepticism
- 3. Descartes' sceptical arguments (the three 'waves of doubt')
- 4. Responses to scepticism

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

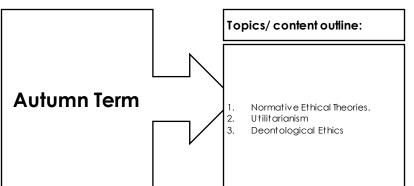
schemes of work and deliv ered frequently.
A variety of 3, 5, 12, and 25 mark questions.
Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 12 Curriculum Overview: UNIT 2: Moral Philosophy





Powerful Knowledge (key concepts, skills)

- Utilitarianism (Bentham and Mill) with issues to and responses
- 2. Kantian deontological ethics with issues and responses
- Applying utilitarianism and deontological ethics to simulated killing, eating meat, telling lies and stealing

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

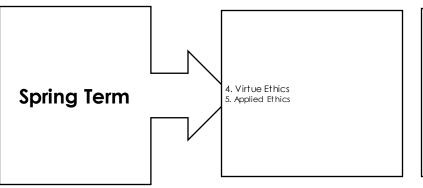
Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Aristotelian virtue ethics
- 2. Eudaimonia as a final end
- 3. The function argument
- 4. Virtue and the soul
- . Doctrine of the mean
 - 6. Actions
- 7. Virtues, actions and reasons
- . Eudaimonia and pleasure
- 9. Criticisms and responses
- Applying virtue theory to simulated killing, eating meat telling lies and stealing

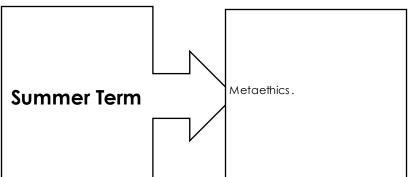
A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- 1. Introduction to meta ethics
- 2. The origins of moral principles
 - 3. Realism and coanitivism
 - 4. Naturalism
- 5. Non-naturalism and intuitionism
 - 6. Issues with moral realism
 - sues wiimmorairealism
 - 7. Error theory
 - Emotivism
 - 9. Prescriptivism
- 10. Issues with moral antirealism

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of w ork and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and know ledge organisers all used to test know ledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- 4. Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: UNIT 3: Metaphysics of God



Topics/ content outline: 1. The concept and nature of God 2. Arguments relating to the existence of

God

Powerful Knowledge (key concepts, skills)

- God's attributes
- 2. Arguments for the incoherence of God's attributes
- Ontological Arguments (Anselm, Descartes and Malcolm) with issues and responses
- Teleological Arguments (Hume, Paley and Swinburne) with issues and responses
- 5. Cosmological Arguments (Kalam, Aquinas, Descartes and Leibniz) with issues and responses

What will you be assessed on?

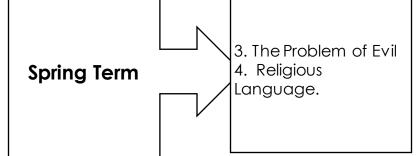
A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



- Assess whether God's attributes can be resolved alongside the issue of evil.
- 2. Assess responses and further issues
- 1. Assess whether religions language is meaningful
- Cognitivism and non-cognitivism
- Logical positivism with issues and responses
- The University debate with issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- 2. Go through knowledge organisers and check understanding
 - Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses



Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



Autumn Term 1. What do we mean by mind? 2. Substance Dualism 3. Property Dualism 4. Issues with Dualism

Powerful Knowledge (key concepts, skills)

- Indivisibility argument for Substance Dualism with issues and responses
- Conceivability argument for Substance Dualism with issues and responses
- Mary/Knowledge argument for Property Dualism with issues and responses
- Philosophical argument for Property Dualism with issues and responses
- Issues with Dualism: The problem of others minds, Issues with interactionism and issues with epiphenomenalism

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses

Spring Term 5. Physicalist Theories 6. Functionalism

- Hard and soft behaviourism as an argument for physicalism with issues and responses
- 2. Mind Brain Identity theory as an argument for physicalism with issues and responses
- 3. Eliminative Materialism as an argument for physicalism with issues and responses
- Functionalism as a way of arguing mutiplly realisability with issues and responses

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- 1. Test and key terminology from this unit
- Go through knowledge organisers and check understanding
 - Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of Cribsheets and essay planning to ensure there is a balance of issues and responses