

R.S Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	What is religion?	How does Sikhism show equality and commitment?	Hinduism and Moksha		Ultimate questions	
	<ul style="list-style-type: none"> • Appropriate Terminology • Knowledge of beliefs and practices • Sources of Wisdom and Authority 	<ul style="list-style-type: none"> • Appropriate Terminology • Knowledge of beliefs and practices • Sources of Wisdom and Authority • Influence on Individuals and Communities • Understanding of ethics 	<ul style="list-style-type: none"> • Appropriate Terminology • Knowledge of beliefs and practices • Sources of Wisdom and Authority • Influence on Individuals and Communities • Understanding Philosophy and Ethics 		<ul style="list-style-type: none"> • Appropriate Terminology • Knowledge of beliefs and practices • Influence on Individuals and Communities • Understanding Philosophy and Ethics 	
	<ul style="list-style-type: none"> • Articulating Opinions • Written evaluation - PEEL 	<ul style="list-style-type: none"> • Articulating Opinions • Written Evaluation - PEEL • Implications on communities and society 	<ul style="list-style-type: none"> • Articulating Opinions • Written Evaluation - PEEL • Implications on communities and society 		<ul style="list-style-type: none"> • Articulating Opinions • Written Evaluation - PEEL • Implications on communities and society • Evaluating Philosophy and Ethics 	
Year 8	Inspirational People	Religion and Science	Environment and Animal Rights		God and Suffering	
	<ul style="list-style-type: none"> • Appropriate and growing use of terminology • Knowledge of beliefs and practices • Sources of wisdom and Authority • Influence on individuals, communities and society • Understanding of ethics 	<ul style="list-style-type: none"> • Appropriate and growing use of terminology • Knowledge of beliefs and practices • Sources of wisdom and Authority • Influence on individuals, communities and society • Understanding of ethics and philosophy 	<ul style="list-style-type: none"> • Appropriate and growing use of terminology • Knowledge of beliefs and practices • Sources of wisdom and Authority • Influence on individuals, communities and society • Understanding of ethics 		<ul style="list-style-type: none"> • Appropriate and growing use of terminology • Knowledge of beliefs and practices • Sources of wisdom and Authority • Influence on individuals, communities and society • Understanding of ethics and philosophy 	
	<ul style="list-style-type: none"> • Articulating opinions • Written evaluation • Significance and Implications • Evaluating ethics 	<ul style="list-style-type: none"> • Articulating opinions • Written evaluation • Significance and Implications • Evaluating philosophy and ethics 	<ul style="list-style-type: none"> • Articulating opinions • Written evaluation • Significance and Implications • Evaluating ethics 		<ul style="list-style-type: none"> • Articulating opinions • Written evaluation • Significance and Implications • Evaluating philosophy and ethics 	

AO1: Demonstrate knowledge and understanding of religion and beliefs

AO2: Analyse and evaluate aspects of religion and belief

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	Theme F: Wealth and Poverty <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 		Islam (Beliefs) <ul style="list-style-type: none"> Good knowledge of religious beliefs Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the philosophical issue <ul style="list-style-type: none"> Articulating their own opinion on religious beliefs Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these beliefs affect individuals, communities and societies. Assess and evaluate the philosophical arguments 	Christianity (Beliefs)	Theme A: Sex, Marriage and Divorce <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 	
	Theme E: Crime and Punishment <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 		(Islam Practices) <ul style="list-style-type: none"> Knowledge of religious practices on the theme Knowledge of sources of authority (scripture) that link to the practices Influence of these practices in the wider community and society Understanding the complexity of the philosophical issue <ul style="list-style-type: none"> Articulating their own opinion on the practice studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 		Theme B: Religion and Life <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 	
10	Theme E: Crime and Punishment <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 		(Islam Practices) <ul style="list-style-type: none"> Knowledge of religious practices on the theme Knowledge of sources of authority (scripture) that link to the practices Influence of these practices in the wider community and society Understanding the complexity of the philosophical issue <ul style="list-style-type: none"> Articulating their own opinion on the practice studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 		Theme B: Religion and Life <ul style="list-style-type: none"> Knowledge of religious beliefs on the theme Knowledge of sources of authority (scripture) Influence of these beliefs in the wider community and society Understanding the complexity of the ethical issue <ul style="list-style-type: none"> Articulating their own opinion on the issue studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 	
11	Christianity (Practices) <ul style="list-style-type: none"> Knowledge of religious practices on the theme Knowledge of sources of authority (scripture) that link to the practices Influence of these practices in the wider community and society Understanding the complexity of the philosophical issue 		Revision <ul style="list-style-type: none"> Articulating their own opinion on the practice studied Evaluate ideas, provide arguments and coming to a logical conclusion Understanding how these issues affect individuals, communities and societies. Assess and evaluate the ethical arguments 			

KS4 – Year 9

- Students begin Year 9 with a Wealth and Poverty Unit which builds upon the Ultimate questions studied in Year 7 but with the focus of ethical issues surrounding Human Rights and Poverty. In Year 9, students analyse key religious teachings on the topic which covers the unit more extensively.
- When studying the final unit in Year 8, students explore suffering and God as a concept and this is covered through the theme of wealth and poverty at the beginning of Year 9. Students can then understand the influence this has on their community and society.
- In Year 8, students study a unit on inspirational Leaders and are re-introduced to Jesus and Muhammed. This is then built upon in Year 9 by analysing specific teachings about these leaders and the influence these leaders have on their followers.
- Students begin Year 9 with a Theme, to provoke engagement with the subject, then students lay the groundwork in their understanding of Key Beliefs in both Christianity and Islam which is the basis for the entire RS GCSE.
- Throughout KS3, students explore morality and the concept of right and wrong. They are introduced to philosophical and ethical ideas in the Themes Units covered in Year 9 and beyond.
- In Year 7, students are introduced to PEEL paragraphs and making constructive arguments for and against particular statements. This then gets built upon throughout KS3. When students begin their GCSE, they are easily reminded of this structure and therefore it is clear for them to make further progress with the groundwork already laid.

KS4 – Year 10

- Year 10 starts with a theme, again for the purpose of engagement. Students alternate between Themes and Religious Beliefs/Practices throughout KS4 to help retain skills as well as knowledge.
- Students build upon their use of constructive arguments through the issues surrounding Theme E and Theme B. The ultimate questions unit in Year 7 touches on ethical issues but this is to prepare them to cover them in more depth in their GCSE.
- Year 10 is successful for topical issues and the analysis of these, hence we have two themes covered in Year 10. Students can construct their arguments more successfully as they have a basis in understanding the faiths they are studying in their GCSE.

KS4 – Year 11

- Students complete Christian practices as their final unit then begin on revision. This unit is one they usually perform better in so it is not too much of a focus in revision, hence why it is the last unit. This is thoroughly based on exam skills with a focus of further consolidating their knowledge and understanding of religion and beliefs as well as analysing the aspects of these beliefs.
- As they have now studied the entirety of the course, students are encouraged to use sources of wisdom and authority confidently and practice showing how beliefs impact individuals, community and society through the units studied.