

CURRICULUM PLAN: RELIGIOUS STUDIES

Department: RELIGIOUS STUDIES

Vision Statement:

The RS curriculum at CHCS intends to create students' knowledge and understanding of both religious and secular worldviews through delivery of a varied and reflective curriculum. The RS curriculum sets out to challenge and explore possible answers to these questions about what it means to be human, arising out of and relating to different religious, spiritual, and secular traditions. This is done to deepen awareness of the influence of belief on individual's lives and their community's whilst also exploring the similarities and differences in, and between traditions. Through the study of RS students are encouraged to develop skills of reasoning about ideas of belief, truth, ethics and purpose of faith and non-faith ways of living today. It also aims to support their spiritual, moral, social, and cultural development. Whilst broadening their sense of identity and what it means to belong in the City of Wolverhampton, so that they may flourish in their lives and the communities they belong to within it and outside of it.

Strapline:

'One world where we all fit in.'

Skills developed in Key Stage Three:

These types of knowledge should not be artificially separated from each other.

Substantiative knowledge

Disciplinary knowledge

Personal knowledge

Formative assessment: PERSONAL KNOWLEDGE IN RE

Students are given the time in lessons and homework activities better understand and interrogate their own position.

Summative assessment:

Knowledge – know about the topics covered – SUBSTANTIATIVE KNOWLEDGE IN RE

Understanding – be able to explain knowledge further. SUBSTANTIATIVE KNOWLEDGE IN RE

Influences – explain the impact that beliefs have on believers. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

Interpretation – explain what religious believers interpret these teachings to mean. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

Analysis – analysis sacred writings or religious leaders' comments and explain what it teaches religious believers about God.

Evaluation – weigh up different religious arguments for and against a statement, making a critical conclusion about which argument is more persuasive with justifications. DISCIPLINARY AND SUBSTANTIATIVE KNOWLEDGE IN RE

These skills are the building blocks and foundation for successful assessment in Key Stage Four.

Year 7:						
Topics	Why we teach this?	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	HPL
Autumn 1:						
What is a 'covenant'?	Students need to know what is meant by a 'covenant'. To be aware that the Bible teaches 8 covenants: from the Adamic covenant through to the new and regenerative covenant.	Builds on KS2 curriculum: Adam and Eve and Noah, along with the Christmas and the crucifixion accounts. It also introduces new knowledge from KS3 to build on for other future units taught at KS4 Christian Beliefs and Teachings.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness of the different types of covenants we can enter in life. Awareness of the way in which the Bible is put together and the purpose it was written.	Intellectual Confidence
Autumn 2						
What are the dharmic faiths key teachings?	Students need to know what the cross over between the Hindu, Buddhist, Sikh and Jain faiths are. Focussing on key cross over teachings of: karma, dharma, maya, reincarnation samsara, atma/n moksha/mukti.	Builds on KS2 curriculum in order to ensure students have a commonality of language from the Eastern faiths.	Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today? Year 8: Spring 1 What is good and right? What is wrong and evil? Year 8: summer 2: Death: Is it the end? Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness that other students in the class hold these beliefs to be truth and that different students believe different aspects of these truths.	Seeing Alternative Perspectives
Spring 1						
Why do Christians believe Jesus is God on Earth?	Students need to know what the seven 'I am' statements of Jesus are according to the Bible and what this means to Christians.	Builds on KS2 curriculum: where students may have learned about Jesus's birth and death.	Year 7: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness that other students in the class who are Christian believe these teachings to be true.	Connection Finding

Spring 2:						
Does it make sense to believe in God?	Students need to know what	Builds on KS2 curriculum:	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Consider different views.	
Summer 1:						
What is it like to be a member of one particular religion in Britain today?	Students need to know what it means to belong to the Hindu and Islamic faith.	Builds on KS2 curriculum teachings about following Hinduism and Islam.	Year Seven: Autumn 2: What are the dharmic faiths? Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today? Year 8: Spring 1 What is good and right? What is wrong and evil? Year 8: summer 2: Death: Is it the end? Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness of what it means to be a Hindu and a Muslim teenager today in the UK.	Intellectual Confidence
Summer 2:						
Do the teachings of Jesus stand the test of time?	Students need to know what the teachings of Jesus are in depth. They need to understand why Jesus taught in parables.	Builds on KS2 curriculum work on parables.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Awareness and evaluation of the teachings of Jesus through parables being relevant to all of humanity today.	Intellectual Confidence

Year 8:						
Topics	Why we teach this?	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	HPL
Autumn 1:						
Do I want a good life or	Students need to know what it means to be materialistic as	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth?	Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it?	Knowledge Understanding Influences	For students to consider is it important to be	Intellectual Confidence

'The Good Life'? Why believe in God?	opposed to being religion-centred.	Year Seven: Summer 2: Do the teachings of Jesus stand the test of time?	Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Interpretations Analysis Evaluation	focussed upon materialistic, capital wealth or spiritual wealth and the reasons for this.	
Autumn 2:						
Can prayer ever be worthwhile?	Students need to know how Christians, Muslims, psychologists and atheist regard prayer to be worthwhile.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time?	Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Consider the psychological benefits of prayer.	Precision Concerned for society
Spring 1:						
What is good and right? What is wrong and evil?	Students need to know what is meant by right and wrong in religions and the extent to which they think and feel what is meant by good and evil.	Year Seven: Autumn 2: What are the dharmic faiths? Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today?	Year 8: summer 2: Death: Is it the end? Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Consideration of a variety of views.	Precision Intellectual Confidence
Spring 2:						
Does religion make peace or cause wars?	Students need to know why some people think that religion causes war and some think it is a force for peace.	Year Seven: Summer 1: What is it to be like a member of Hinduism and Sikhi today? Year 8: Spring 1 What is good and right? What is wrong and evil? Year 8: summer 2: Death: Is it the end?	Year 9: Autumn 2: Perceptions of Religion.	Knowledge Understanding Influences Interpretations Analysis Evaluation	Consider if society thinks that religion causes war as opposed to the facts about the causes of war.	Alternative Perspectives
Summer 1:						
What makes some scientists believe in religion, and other reject religion?	Students need to know how someone can be a scientist and religious.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile?	Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Explore the factors that can make someone be both scientific in their thinking and religious in their lives.	Precision Concerned for Society

Summer 2:						
Death: Is it the end?	Students need to know what different religions believe about death and what may happen after it.	Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it?	Year 9: Perceptions of Religion. Year 9: Philosophy of religion. GCSE Paper 1 and 2	Knowledge Understanding Influences Interpretations Analysis Evaluation	Explore the fundamental question in life and explore potential answers in a safe environment.	Concerned for society Precision

Year 9:						
Topics	<u>Why we teach this?</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
Autumn 1:						
Perceptions of religion	Students need to know about the different perceptions have about religion.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end?	Year Nine Whole year unit on Philosophy GCSE Paper 2 Theme D and E	Knowledge Understanding Influences Interpretations Analysis Evaluation	Students have an opportunity to openly express views and listen to those of others that they may not be aware of before	Intellectual Confidence Precision
Autumn 2:						
Philosophy of religion	Students need to know about what Plato taught about the duality of humanity and 'The Cave'. Students will learn about the atheist and religious believers' reasons philosophically for believing in God.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion.	Year Nine Whole year unit on Philosophy GCSE Paper 2 Theme B	Knowledge Understanding Influences Interpretations Analysis Evaluation	Students exposed to ancient Greek teachings from 2500 years ago. Exploring Descartes 'I think therefore I am' and Thomas Aquinas' First Cause Theory. Darwinism, Freud, Marx and Nietzsche are explored too.	Connection Finding

Spring 1:						
Philosophy of religion	Students need to know why Karl Marx compared religion to a drug. Debate whether the idea of God makes sense and explore the New Atheists' views on faith. Exploring what people in the UK believe today and evaluating all of these views.	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion.	Year Nine Whole year unit on Philosophy	Knowledge Understanding Influences Interpretations Analysis Evaluation	Exposure to Humanist and philosophical ideas, thoughts, views on God.	Concerned for society Connection Finding
Spring 2:						
Philosophy of religion	Students need to know 'what is ethics'. The different forms of ethics, and consider how should we live if God is dead?	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion.	Year Nine Whole year unit on Philosophy	Knowledge Understanding Influences Interpretations Analysis Evaluation	Exposure to different schools of thought on ethics.	Intellectual thinking Concerned for society
Summer 1:						
Philosophy of religion	Students need to know Bentham's Theory on pleasure and goodness as the same thing. Exploring the banality of evil in the Shoah. If we are more than mere matter and is it ethical to have AI?	Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion.	Year Nine Whole year unit on Philosophy	Knowledge Understanding Influences Interpretations Analysis Evaluation	Exposure to Utilitarianism Theory whilst evaluating their thoughts and views on it.	Intellectual Thinking Concerned for society

Summer 2:

Philosophy of religion	Students need to explore are animals as important as humans? And review what they have learned this year in light of the GCSE studies they are about to undertake.	<p>Year Seven: Autumn 1: What are the covenants? Year Seven Spring 1: Why do Christians believe Jesus was God on Earth? Year Seven: Summer 2: Do the teachings of Jesus stand the test of time? Year 8: Autumn 2: Can prayer ever be worthwhile? Year 8: Summer 1: What makes some scientists accept religion and others reject it? Year 8: Summer 2: Death: Is it the end? Year 9: Perceptions of Religion. Year 9: Philosophy of religion.</p>	Year Nine Whole year unit on Philosophy	Knowledge Understanding Influences Interpretations Analysis Evaluation	Exposure to different viewpoints.	Precision Intellectual Thinking
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Year 10:

<u>Topics</u>	<u>Why we teach this?</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed:</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
Autumn: Students will begin by studying Christian Beliefs and Teachings and Practices and then repeat for Sikhi (15 hours a topic takes 7 and a half weeks).						
Christian and Sikhi Beliefs and Teaching and Practices.	Students need to have a grounding of the GCSE topics' key teaching and beliefs and how they are put into practise before they study how ethical issues affect religious believers and non-religious believers.	In Year 9 students' study in depth the philosophy of religion. This allows them to make connections with Plato's Real of Forms and Realm of Appearances to the Christian views of Heaven and Hell.	Theme A Theme B Theme D Theme E	Knowledge and understanding of key religious teachings from Christianity and Sikhi. Interpretation of how religious believers are affected by their teachings and beliefs and how these are then put into practise in their every-day lives. Question 3: 4 marks on Beliefs and Teachings: is about influences . On Practices it is about similarities and contrasts .	Potential to visit a local gurdwara and a church. Students begin to better understand the Christian and Sikhi students around them as well as potentially explore humanists' views too.	Connection Finding
Spring: Students will study the Paper 2 Themes A						

Theme A	Builds upon students' knowledge and understanding of the GCSE topics' key teachings and beliefs and how these are put into practise now linking these to the study of ethical issues that affect religious believers and non-religious believers' actions.	Builds on GCSE curriculum skills. Links to Christian and Sikhi beliefs and teachings and practices.	Paper 1 Beliefs, Teachings and Practices in Christianity and Sikhi. Theme B Theme D Theme E	Theme A: - Question 3 4-mark question, can only be asked about: Contraception Homosexuality Sexual relationships before marriage	Students understand on a wider level how the world works with regards to different people's moral and ethics.	Intellectual Confidence Linking Concerned for Society
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Summer:

Theme B	Students' knowledge and understanding of the GCSE topics' key teachings and beliefs and how these are put into practise now linking these to the study of ethical issues that affect religious believers and non-religious believers' actions.	Builds on GCSE curriculum: Links to Christian and Sikhi beliefs and teachings and practices.	Paper 1 Beliefs, Teachings and Practices in Christianity and Sikhi. Theme B Theme D Theme E	Theme B: - Question 3 4-mark question, can only be asked about: Abortion Euthanasia Animal experimentation	Students understand on a wider level how the world works with regards to different people's moral and ethics.	Intellectual Confidence Linking Concerned for Society
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Year 11:

<u>Topics</u>	<u>Why we teach this?</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>HPL</u>
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Autumn:

Theme D Theme E	Students' knowledge and understanding of the GCSE topics' key teachings and beliefs and how these are put into practise now linking these to the study of ethical issues that affect religious believers and non-religious believers' actions.	Builds on the other theme units. Links to Beliefs, Teachings and Practices for Christianity and Sikhi.	Paper 1 Beliefs, Teachings and Practices in Christianity and Sikhi. Theme B Theme D Theme E	Theme D: Question 3 4-mark question, can only be asked about: Violence Weapons of mass destruction Pacifism Theme E: Question 3 4-mark question, can only be asked about: Corporal punishment Death penalty Forgiveness	Students understand on a wider level how the world works with regards to different people's moral and ethics.	Concerned for Society Linking
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Spring:						
REVISION	Students need to thoroughly revise the course.	Builds on all previous learning from Key Stage Three to Four.	N/A	<ul style="list-style-type: none"> • Knowledge • Understanding • Influences • Application of religious teachings and knowledge of religious teachings • Evaluation 		

Students sit Paper 1 May 9th and Paper 2 May 16th, 2023.