

Curriculum overview: Religious Studies 25/26

Why do we study Religious Studies at The Earls High School?

Religious Studies contributes young people's education at The Earls by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Students learn about religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Students learn to consider the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. Religious Studies at The Earls helps students develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

The main aim of Religious Studies is to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

By the end of KS2 we would expect students to:

- Be able to identify and explain the core beliefs and concepts studied for major world religions, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. In different communities, denominations or cultures
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. Believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- Consider how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

All students will have extended and deepened their knowledge and understanding of religions and worldviews (including non-religious worldviews) as well as being able to explain local, national and global contexts. Building on their prior learning, they will be able to appreciate and appraise the nature of different religions and worldviews in a systematic way. They will be able to use a wide range of concepts in the field of Religious Studies confidently and flexibly to consider the expressions of religions and worldviews they will encounter. In addition, they will be able to arrange their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning. They will be able to argue for and justify their own positions with regard to key questions whilst be respectful of the views of others.

Most importantly the skills developed in RS are valuable far beyond the classroom for students — in conversations, relationships, decision-making, and when navigating a diverse world. We want our students to be Global Citizens with respect for diversity and open-mindedness

Religious Studies–KS3

Learning

Learning in RS follows a spiral curriculum in terms of knowledge, key concepts and skills, in preparation to study RS at KS4 and beyond.

We start our curriculum in Year 7, studying a variety of religions and worldviews and make links to learning from KS2 to ensure all students have a secure knowledge base, on which to build.

We end year 9 focusing on ethical issues that raise difficult questions, building on the skills of discussion, debate, investigation and drawing conclusions.

Homework

Homework is set regularly for a variety of reasons. This may be a task in preparation for the next lesson, key words to learn or a research task to enable greater understanding.

Assessment

There are two formal, cumulative assessment points in RS, in keeping with the school calendar. We will also carry out a variety of formative assessments in lessons at other points in the year to check understanding and progress.



Year 7

<p><u>What essential knowledge unlocks religion?</u> <i>This unit aims to consolidate learning from KS2</i></p>	<p><u>Was Jesus radical, did he change history?</u></p>	<p><u>Should religious people be 'greener'?</u></p>	<p><u>Does the world need prophets</u></p>	<p><u>How do Muslims live out their faith?</u></p>
<p>Learning Points, pupils will:</p> <p>Identify main religions in the UK and that many people are non-religious.</p> <p>Recognise how religions and worldviews answer “big questions” about life, death, purpose, and ethics.</p> <p>Understand common features (beliefs, practices, texts, values, community) and differences.</p> <p>Learn to discuss belief and non-belief respectfully, avoiding stereotypes.</p>	<p>Learning Points, pupils will:</p> <p>Study Jesus’ teachings on love, forgiveness, justice, and inclusion.</p> <p>Explore examples of radical actions in the Gospels.</p> <p>Consider how Jesus’ message challenged his society.</p> <p>Reflect on whether Jesus’ message is still radical today</p>	<p>Learning Points, pupils will:</p> <p>Study Genesis and stewardship of the Earth.</p> <p>Explore religious and non-religious views on caring for the planet.</p> <p>Debate whether religious believers have unique responsibility for creation.</p> <p>Consider links with contemporary issues (climate change, sustainability).</p>	<p>Learning Points, pupils will:</p> <p>Understand the role of Old Testament prophets.</p> <p>Understand the role of prophets in other religions, such as Islam</p> <p>Explore modern prophetic voices (religious and secular).</p> <p>Evaluate the impact of prophetic challenges on justice and society.</p> <p>Consider whether prophecy is relevant today.</p>	<p>Learning Points, pupils will:</p> <p>Know what the Five Pillars are</p> <p>Understand how each pillar shapes Muslim belief, worship, and daily life.</p> <p>Explore diversity in how Muslims practise the pillars.</p> <p>Recognise challenges and opportunities for Muslims practising the pillars in Britain today</p>
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Year 8

Why do Christians believe Jesus was God on Earth? [Incarnation]	How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]	What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/Akhlaq]	What do people do when life gets hard? [Wisdom]?	How far does it make a difference if you believe in life after death?
<p>Learning Points, pupils will:</p> <p>Explore Gospel accounts of Jesus' birth, life, and divinity.</p> <p>Examine Christian teaching on incarnation and salvation.</p> <p>Consider alternative perspectives (Muslim, Humanist).</p> <p>Reflect on what difference it makes if Jesus is believed to be divine.</p>	<p>Learning Points, pupils will:</p> <p>Explore Sikh teachings from the Gurus on equality and sewa (service).</p> <p>Study how Sikh communities practise langar, seva, and justice.</p> <p>Consider Sikh contributions to the wider society.</p> <p>Reflect on equality and service as universal values.</p>	<p>Learning Points, pupils will:</p> <p>Explore core Muslim beliefs (iman), practices (ibadah), and morals (akhlaq).</p> <p>Examine challenges facing Muslim teenagers in British society.</p> <p>Consider diversity of Muslim experience.</p> <p>Reflect on identity, belonging, and living as a religious minority.</p>	<p>Learning Points, pupils will:</p> <p>Study how wisdom literature (e.g. Psalms, Job, Proverbs) addresses suffering.</p> <p>Explore religious practices of coping with hardship (prayer, community, ritual).</p> <p>Compare with non-religious approaches (philosophy, resilience, therapy).</p> <p>Reflect on what sustains people in times of struggle.</p>	<p>Learning Points, pupils will:</p> <p>Study Christian, Muslim, Hindu, and non-religious perspectives on afterlife.</p> <p>Explore ideas of heaven, hell, reincarnation, legacy.</p> <p>Consider how belief (or not) shapes daily life, ethics, and hope.</p> <p>Debate whether life after death matters for how we live now.</p>
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Year 9

What difference does it make to be non-religious in Britain today?	The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]	How can people express the spiritual through the arts?	How do religions respond to moral issues?	What is the psychology of religion?
Learning Points, pupils will: Explore official statistics on Religion in the UK Explore what it means to identify as Humanist or non-religious.	Learning Points, pupils will: Learn about Siddhartha Gautama's life and Enlightenment. Explore core teachings: Four Noble Truths, Eightfold Path.	Learning Points, pupils will: Explore art, music, dance, poetry, architecture in different religions. Consider how the arts communicate meaning and spirituality.	Learning Points, pupils will: Understand how religion's view animal rights, including farming and animal testing.	Learning Points, pupils will: Understand why defining <i>religion</i> is difficult and how scholars approach it. Explore how human brains may be predisposed to believe (cognitive science of religion).

<p>Understand Humanist values: reason, ethics, purpose without God.</p> <p>Examine non-religious approaches to meaning, morality, and community.</p>	<p>Consider how Buddhists practise compassion, meditation, mindfulness.</p> <p>Reflect on Buddhist ideas in relation to modern well-being and ethics.</p>	<p>Examine examples from Christian, Sikh, Muslim, Buddhist traditions.</p> <p>Reflect on personal creative expression and spirituality.</p>	<p>Explore different religious and secular views on a variety of moral issues</p> <p>Learn how religions respond to new technologies (AI, genetics, medicine) and their impact on life.</p> <p>Compare religious teachings (texts, leaders, traditions) with non-religious perspectives (reason, science, human rights).</p> <p>Recognise diversity within religions – not all Christians, Muslims, Hindus, or Buddhists agree.</p> <p>Reflect on your own response to these issues, giving reasons and respecting other views.</p>	<p>Learn how the brain may be linked to religious experience.</p> <p>Debate whether religion is shaped more by nature or nurture.</p> <p>Examine possible psychological benefits of religion for individuals and communities.</p> <p>Evaluate different psychological explanations for why religion exists.</p>
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