

Curriculum overview: Religious Studies

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

- We believe that it is vital for our students to have an understanding of the diversity of beliefs and opinions in the world today. We encourage them to decide if the teachings of religious leaders from the past are relevant today. This in itself is an integral part of being a thoughtful, well-rounded citizen. We have a moral compass to ensure that the future generations which consist of our past students are respectful and they have knowledge and understanding of other people. This is something that we harness in their Religious Studies education.

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

We would expect students to have learned the following at KS2.

- To have developed an awareness of the six main world religions: Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism
- To have an understanding of the key features to religious practices, for example, how do Christians worship? How do Muslims worship?
- To have gained knowledge of religious beliefs about God and religious teachings of meaning and importance. For example, the teachings of Jesus on forgiveness and kindness to others, the teachings of Muhammad on giving to charity, the teachings of Guru Nanak on treating people equally.

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

We expect that our students will be able to engage fully with questions, discussions and debates.

We expect students to have developed an enhanced sense of personal reflection on issues affecting humanity and the environment in which we live. Students should have an appreciation for different beliefs and a developed sense of empathy and insight into local, national and world communities.

Year 7 Curriculum Map: Religious Studies

TERM 1	TERM 2	TERM 3
<p>To learn about:</p> <p>The symbols, features and beliefs of the six main world religions.</p> <p>It is important for students to recognise the many diverse faiths, beliefs and traditions found in UK society and in the world today. Students will consider and evaluate wider questions of meaning and importance about the place of religion in society. The opening scheme of work helps them to recall their prior learning in KS2 and to extend it further under the requirements of KS3 teaching and learning. We encourage our students to engage fully with questions, discussions and opportunities for reflection.</p> <p>Key assessment: Assessment will examine a range of key religious beliefs, including religious symbols, features, and practices of the six world religions.</p> <p>Assessment conditions: There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>	<p>To learn about:</p> <p>The six world religions: The key beliefs and practices of the Jewish religion.</p> <p>The Spring Term units focus upon the religion of Judaism. First, students study the key beliefs and practices of the Jewish faith, examining the holy book, place of worship, festivals and history of one of the world’s oldest surviving religions. There is a specific focus upon the Passover festival in Judaism as it provides the link between historical and current aspects of the faith.</p> <p>Key assessment: Areas of assessment include: The 10 Commandments, The Torah and The Passover Festival.</p> <p>Assessment conditions: There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>	<p>To learn about:</p> <p>The key beliefs and practices of the Sikh religion.</p> <p>The Summer Term examines the religion of Sikhism, looking at its key beliefs, history, symbols and practices. Students are encouraged to look behind these symbols, with a particular focus on five items of clothing and personal hygiene known as ‘The 5 Ks’ to assess how easy or hard following these teachings might be and to develop their empathy for other cultures, lifestyles and beliefs</p> <p>Key assessment: Assessment will examine a range of key Sikh beliefs and practices as well as an evaluation of the importance of The 5 Ks today.</p> <p>Assessment conditions: There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>

Year 8 Curriculum Map: Religious Studies

TERM 1	TERM 2	TERM 3
<p>To learn about:</p> <p>The prophets and founders of FOUR of the world religions.</p> <p>It is important for students to recognise the many diverse faiths, beliefs and traditions found in the world today. Therefore, a baseline study of FOUR of the world religions with a focus upon their prophets and founders will allow them to deepen and extend their learning of faith communities. All students will learn about the beliefs and teachings connected with the founding figures of four of the key world religions. These are Jesus, Muhammad, Guru Nanak and Siddhartha Gautama (Buddha).</p> <p>Key assessment: Assessment will examine the main events in the lives of a founder (either Islam or Christianity). Additionally, it will ask whether founders are still relevant to religion today.</p> <p>Assessment conditions:</p> <p>There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>	<p>To learn about:</p> <p>The key beliefs and practices of the Christian religion.</p> <p>The Spring Term units focus upon the religion of Christianity. First, students study the key beliefs and events in the life of Jesus, examining Christian beliefs about their prophet and founder and how this affects a Christian in their lifestyle today. This develops into a study of the life and work of Dr. Martin Luther King Junior in his fight against racism and for equality. This links the parts of the unit together: the ‘faith in action’ demonstrated by Dr. King is the example of how people have been inspired by faith and belief to do good work for others in society and the world.</p> <p>Key assessment: Assessment will examine the religious influences within the ‘I have a dream’ speech and also, the example of Dr. King’s faith in action.</p> <p>Assessment conditions:</p> <p>There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>	<p>To learn about:</p> <p>The key beliefs and practices of the Muslim / Islamic religion.</p> <p>The Summer Term examines the religion of Islam to determine what the laws and teachings are regarding religious practice and expectation on food, drink and gambling. Firstly, we re-cap and extend learning about the religion and its founder, beliefs about God and the Five pillars of Islam. Students are encouraged to look behind these laws and teachings to assess how easy or hard following these teachings might be and to develop their empathy for other cultures, lifestyles and beliefs.</p> <p>Key assessment: Assessment examines the key events in the Prophet Muhammad’s life and the reasons why he is important to Muslims. There will also be an examination of the 5 pillars of Islam and religious teachings in Halal and Haram (allowed/not allowed).</p> <p>Assessment conditions:</p> <p>There is a set paper with a number of increasingly challenging questions, including a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>

Year 9 Curriculum Map: Religious Studies

TERM 1	TERM 2	TERM 3
<p>To learn about: Ultimate Questions/life after death. To consider and reflect upon issues and questions relating to life, death and the afterlife. It is important for students to recognise the many different beliefs and practices found in the world today. The opening scheme of work for Year 9 students explores the nature and meaning of ultimate questions, examining four major faiths and their beliefs about near death experiences, death, the soul and the afterlife. The focus of this unit is to explore religious beliefs and responses to one of life’s greatest ultimate questions: ‘What happens to us when and after we die?’</p> <p>Key assessment: Assessment will examine a variety of religious teachings, beliefs and rituals concerning the end of life and beyond. Students will explore a personal opinion on whether there is an afterlife in the evaluation question.</p> <p>Assessment conditions: Assessments are in the form of set papers with a number of increasingly challenging questions on them –each paper now contains a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions</p>	<p>To learn about: Issues of morality – capital punishment and abortion To examine the moral and ethical issues of capital punishment and abortion, the personal and religious responses to them. Students are encouraged to take a broad and balanced view of these topics, studying the religious and moral arguments for and against them. Students will take part in debates about them as the focus is to develop moral and ethical reasoning and evaluation skills, helping students to develop attitudes and understanding of complex issues. This is especially good preparation for those students who are considering GCSE Religious Studies.</p> <p>Key assessment: Assessment will include a recall on the key facts about capital punishment and abortion and on an evaluation of the religious links to the sanctity of life and the moral/legal consequences to both.</p> <p>Assessment conditions: Assessments are in the form of set papers with a number of increasingly challenging questions on them –each paper now contains a 12 mark extended writing and evaluation question which will be used to determine the level of attainment the student is working at. Exam conditions.</p>	<p>To learn about: The problem of evil and suffering To consider the ethics of good and bad and religious responses to the problem of evil and suffering; natural and moral evil specifically. The Summer Term seeks to develop and extend student thinking skills and abilities by first having them consider the differences between good and bad actions. We finish the year and the key stage by challenging students to consider one of religion’s most difficult (Ultimate) questions: ‘If God exists and loves us then why does evil exist and people suffer?’ The paradox known as ‘the problem of evil’ is a thought-provoking way to finish the year. Students are invited to explore human free will and religious responses to issues of war and human suffering.</p> <p>Key assessment: Assessment will explore whether God is a loving God and students will evaluate their own opinions on evil and suffering and the existence of God.</p> <p>Assessment conditions: Assessments are in the form of set papers with a number of increasingly challenging questions on them – there will be a 12 mark question to evaluate and this will form part of a final presentation.</p>