

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.

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, understanding and insight into local, national and world communities.

Year 7 Curriculum Map: Religious Studies

TERM 1	TERM 2	TERM 3
<p>To learn about: The symbols, features and beliefs of the six main world religions. The second unit focuses on Festivals, including Diwali, Hanukah, Advent and Christmas.</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. We encourage our students to engage fully with questions, discussions and opportunities for reflection and opinion. The second unit is a study of celebrations and why they are important to us. Students will examine why and how festivals are celebrated but also, they will reflect on the religious and secular events they celebrate in their own lives.</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 quiz with knowledge based questions. Exam conditions in the classroom.</p>	<p>To learn about: The creation of the universe. The second unit focuses on the Easter celebration for Christians and includes the events of Holy Week.</p> <p>There is a study of the non-religious and scientific account of origins. The religious focus will be on Hinduism and the Jewish/Christian creation stories. Students will also explore the aborigine 'Dreamtime' and the Chinese creation myths, along with an examination of the classical Greek story of origins. For the second unit, students will investigate the reasons why Easter is the holiest time of the religious calendar for Christians and they will develop knowledge of the beliefs about the events of Holy Week, specifically the crucifixion and resurrection of Jesus.</p> <p>Key assessment: Assessment will examine the key beliefs studied throughout the course on the creation of the universe.</p> <p>Assessment conditions: There will be a written question to be completed based on knowledge and understanding of the content taught. Exam conditions in the classroom.</p>	<p>To learn about: The religion of Judaism and the second unit is the religion of Sikhism</p> <p>The first half of Summer term will enable students to learn about the history of the Jews and the practices and beliefs of the Jewish faith. Students will learn how the holy book is used, where and how Jews worship and the festivals they celebrate. There is a specific focus upon the Passover festival in Judaism to demonstrate a link between historical and current aspects of the faith. The second half of the summer term focuses on key beliefs and practices of the Sikh religion, with a study of its key beliefs, history, symbols and practices. Students are encouraged to look behind these symbols, with a particular focus on five items of clothing known as 'The 5 Ks'. Students will consider how easy or hard following these teachings might be and to develop their empathy for other cultures, lifestyles and beliefs</p> <p>Key assessment: There will be two sections. Firstly, a retrieval activity that is knowledge based from work throughout year 7 (multiple choice). The next section will include a 12 mark extended written and evaluation question.</p> <p>Assessment conditions: Both sections to be completed in exam conditions in the classroom.</p>

Year 8 Curriculum Map: Religious Studies

TERM 1	TERM 2	TERM 3
<p>To learn about: The prophets and founders of FOUR of the world religions. 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: 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: The key beliefs and practices of the Christian religion. The Spring Term units focus upon the religion of Christianity, examining Christian beliefs, as well as the radical and inspirational teachings of Jesus 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 Christian lifestyle. There will be a written question worth 4 marks, to be completed based on knowledge and understanding of the content taught.</p> <p>Assessment conditions: Exam conditions in the classroom.</p>	<p>To learn about: The key beliefs and practices of the Muslim / Islamic religion. 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: There will be three sections. Firstly, a retrieval activity that is knowledge based from work throughout year 8 (multiple choice). The next section will include a 4 mark question to demonstrate knowledge of the topics studied and the third section will be a 12 mark extended written and evaluation question.</p> <p>Assessment conditions: All three sections to be completed as exam conditions in the classroom.</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 ultimate questions and 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: This will contain 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 in the classroom.</p>	<p>To learn about: Issues of morality – abortion, capital punishment and animal rights To examine the moral and ethical issues of capital punishment, abortion, animal rights, including 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. 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 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: Assessment will be based on a 5 mark extended written knowledge based question. Exam conditions in the classroom.</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: 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 has worked to throughout year 9.</p> <p>Assessment conditions: The examination paper will be completed in exam conditions in the classroom.</p>