

Year 7 – Religious Studies

Year 7 Intent / End Point: Year 7 will be introduced to key world faiths, investigating key Beliefs, Teaching and Practices. They will be provided with a safe environment to question and reflect upon all information and encouraged to identify key similarities and differences between different religious persuasions. Throughout all modules pupils will be encouraged to personally reflect and respond to information. Pupils begin their journey with a focused investigation into the key beliefs of Christianity as a means of emphasising our school ethos and then move into to an exploration the alternative viewpoints that can be followed in British society. There is a significant focus this year on the chronology of 3 key religions and the historical links between them.

	HT1	HT2	HT3	HT4 & HT5	HT6	
Unit title	Basic Christianity	Basic Religions	Judaism, Preparing The Way	The Passion Of Christ	Islam	
Principles that underpin your curriculum	Learning About Religion (Knowledge)	<ul style="list-style-type: none"> School Motto (Theme- Who is God?) How do we know? (Theme- Revelation) Where do we come from? (Theme- Creation) What went wrong? Sin (Theme- suffering) Who will rescue us? (Theme- Rescue) Where are we going? (Theme- Judgement/Afterlife) 	<ul style="list-style-type: none"> Introduction to world religions (Mono, Poly and atheist) Does God speak? (Theme- Revelation) Where do we come from? (Theme- Origins) How do religions explain evil and suffering? (Theme- suffering) Is there any hope? (Theme- Rescue) What happens when we die? (Theme- Judgement/Afterlife) 	<ul style="list-style-type: none"> Genesis 3:15: The serpent crusher versus temptation of Jesus (the promise of a rescue) Exodus 12: the Passover Ruth: The family Redeemer 2 Samuel 7: the true King Psalms 110: world ruler, eternal priest Isaiah 53: the substitute 	<ul style="list-style-type: none"> Who do people say Jesus is? Was Jesus the Messiah? Do the events of Holy Week truly tell us who Jesus was? Why did Jesus Die? Should Jesus have been sentenced to death? What happened on Easter Sunday? Is there evidence for the resurrection of Jesus? Did Jesus rise from the dead? 	<ul style="list-style-type: none"> Role Model- Muhammad Belief in action- 5 pillars Place of Worship- Mosque Commitment- Fasting Community- Zakah Ceremony- Hajj Belief- life after death
	Learning From Religion (Reflection)	<ul style="list-style-type: none"> Did God create the earth? Can we live without sin? 	<ul style="list-style-type: none"> Exploration of similarities and differences between the 6 main world religions 	<ul style="list-style-type: none"> Comparison of Jewish beliefs and practices to Christianity Judaism as the prophecy of development of Christianity 	<ul style="list-style-type: none"> Is there proof of the resurrection of Jesus? How significant are the events in the life of Jesus and Jewish Prophecy? 	<ul style="list-style-type: none"> Comparison of Muslim beliefs and practices to Christianity Responsibility in the community Life after death
Middle Stake Testing Response to 'REFLECTIVE QUESTIONS'	<ul style="list-style-type: none"> How can/Can we know about God What is our biggest problem as humans? 	<ul style="list-style-type: none"> How can we explain where humans come from? What are our origins? Is death the end? 	<ul style="list-style-type: none"> How does the temptation of Jesus emphasise the beginnings of Old Testament fulfilment? The true king- explain characteristics of good leader and how these interpretations differ between old and new testament 	<ul style="list-style-type: none"> Was Jesus the Messiah or a trouble maker? Did Jesus rise from the dead? 	<ul style="list-style-type: none"> Would Islam exist without Muhammad? How would believing in the afterlife change your outlook on life? 	
High Stake Testing			Assessment 1		Assessment 2	
Skills development	<p>All students will investigate the concept of religion through information gathering and asking relevant questions. This will require students to interpret information, which includes drawing meaning, interpreting religious language and suggesting meaning of religious texts. Personal reflection will become a core skill within RE, encouraging pupils to ponder upon feelings, relationships and experiences relating to beliefs and practices. Students will also develop higher levels of respect, showing tolerance of others' beliefs, opinions and cultures.</p> <p>Students are encouraged to embrace difference and ask searching questions.</p>					

Year 8 – Religious Studies

Year 8 Intent / End Point: In Year 8, students will be introduced to key world faiths, investigating key Beliefs, Teaching and Practices. They will be provided with a safe environment to question and reflect upon all information and encouraged to identify key similarities and differences between different religious viewpoints. The year begins with an investigation into the Bible, its structure and content as a source of authority for Christians. There is an in depth exploration of the gospel of Luke and followed with a module of reflection concerning modern day uses of the Bible for believers in times of crisis. The year concludes with an investigation into different belief systems concerning the divine, with Buddhism believing in no God and Hinduism’s portrayal of being Polytheistic and Sikhism as the most modern of the 6 major world religions.

	Unit 1 Half term 1 and 2	Unit 2 Half term 3	Unit 3 Half term 4	Unit 4 Half term 5	Unit 5 Half term 6	
	Unit title Exploring The GOSPEL- LUKE	Do Sacred Writings Enable Individuals To Respond In Times Of CR?	BUDDHISM	HINDUISM	SIKHISM	
Principles that underpin your curriculum	Learning About Religion (Knowledge)	<ul style="list-style-type: none"> • Birth • Authority- over sickness/people. Demons • Forgiveness • Teaching • Compassion- sinful woman • Confession of Faith • Love- Good Samaritan • Prodigal • Hell • Salvation • Covenant- Last supper • Crucifixion • Resurrection • Certainty 	<ul style="list-style-type: none"> • Decisions, decisions • Guidance in times of crisis • How do some people use the bible? • How easy is it to follow the example of Jesus? • Can life in crisis be inspired by the bible? 	<ul style="list-style-type: none"> • Core Belief- 4 noble truths • Belief in action- 8 fold path • Role Model- Siddartha Gotama • Worship- Meditation • Festival- Wesak 	<ul style="list-style-type: none"> • Core Belief- Gods • Belief in action- symbolism in worship • Place of Worship- Puja • Community- Divali • Community- Holi • Belief- life after death 	<ul style="list-style-type: none"> • Core Belief- Mool Mantar • Belief in action- 5 K’s • Role Model- Khalsa • Place of Worship- Gurdwara • Community- Langar • Ceremony- birth rites • Ceremony- marriage • Belief- life after death
	Learning From Religion (Reflection)	<ul style="list-style-type: none"> • Exploring how the gospel of Luke portrays the inclusive Jesus 	<ul style="list-style-type: none"> • Exploring modern day relevance of the Bible • Reflecting upon the life of Jesus as form of guidance 	<ul style="list-style-type: none"> • Comparison of Buddhist beliefs and practices to Christianity • The value of meditation and positive mind-set 	<ul style="list-style-type: none"> • Comparison of Hindu beliefs and practices to Christianity • Life after death • Use of symbolism in community 	<ul style="list-style-type: none"> • Comparison of Sikh beliefs and practices to Christianity
Middle Stake Testing Extended written Response to ‘Purposeful Practice Question’	<ul style="list-style-type: none"> • Explain how the Gospel of Luke communicates how Jesus has authority • What key messages can we learn from the prodigal? 	<ul style="list-style-type: none"> • ‘The Bible should be the first place a Christian turns to when needing guidance.’ • ‘The teachings of the Bible are still relevant today to those needing support in troubled times’ 	<ul style="list-style-type: none"> • Does a religion need a God 	<ul style="list-style-type: none"> • Do you think it is better for religions to have one God or many? • Only religious people should celebrate religious festivals? 	<ul style="list-style-type: none"> • Are people who are prepared to die for their faith brave or foolish? • Are arranged marriages a good idea? 	
High Stake Testing			Assessment 1		Assessment 2	
Skills development	All students will embrace previously developed skills and further progress in the skill of empathy- considering the thoughts and feelings, beliefs and values of others. Ultimately being able to see the world through someone else’s eyes. Students will begin to analyse, including the ability to draw out essential ideas and distinguish between opinion, belief and fact. This will support students in their ability to distinguish between key features of different faiths. In turn this will empower pupils to synthesise ideas, making links between religious concepts and ideas, and applying to different situations. Through reference to different views and using reason to support ideas, students will be able to both evaluate and draw conclusions upon information encountered.					

Year 9 – Religious Studies

Year 9 Intent / End Point: RELIION IN PRACTICE Students will be challenged with questions about contemporary philosophical and ethical situations. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of British culture. They will develop analytical and critical thinking skills and the ability to work with abstract ideas. All these skills will help prepare them for further study. The year begins with the question of God’s existence. We then move to investigate the impact religion can have on relationships and life matters.

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	<u>UNIT 1 Half term 1</u>	<u>UNIT 2 Half term 2-3</u>	<u>UNIT 3-</u>	<u>Unit 4- HT 5/6</u>	
	<u>Unit title</u>	<u>Relationships</u>	<u>Peace and Conflict</u>	<u>Crime and Punishment</u>	
Principles that underpin curriculum	<u>Learning About Religion (Knowledge)</u>	<ul style="list-style-type: none"> • Design Argument • First Cause • Miracles • Science • Revelation • Special Revelation And Value • Ideas Of The Divine 	<ul style="list-style-type: none"> • Types Of Love • Families • Human Sexuality • Contraception • Why People Marry? • Marriage • Till Death Us Do Part? • Breakdown • Gender Equality • Roles In Family • How Many Children 	<ul style="list-style-type: none"> • Reasons for War • Different types of War • Terrorism • Christian Attitudes to War • Pacifism • Victims of War 	<ol style="list-style-type: none"> 1.Introduction 2.Reasons for crime 3.Attitudes to lawbreakers 4.Aims of punishment 5.Treatment Of Criminals 6 Death Penalty 7.Forgiveness
	<u>Religion (Reflection) Learning From</u>	<ul style="list-style-type: none"> • If God designed the world, why is it not perfect? • If everything has a cause, who caused God? • Can miracles be explained using science? • Are revelations just the imagination? 	<ul style="list-style-type: none"> • How important is love in life? • Is Christianity actually against homosexuality? • Is Contraception stopping gods plan for life? • Marriage is outdated, cohabitation is a modern alternative? • Is divorce a failure in a commitment? • How have the roles in the family changed in 21st century? 	<ul style="list-style-type: none"> • Is war ever acceptable? • Are there types of war that are worse than others? • What do terrorists aim to achieve? • Can you achieve justice and security and be pacifist? 	<ul style="list-style-type: none"> • How should we punish? • Should the UK have the death penalty? • Is forgiveness always possible?
	<u>Middle Stake Testing</u>	<ul style="list-style-type: none"> • State 2 bible quotes and explain how these help Christians understand the nature of God? • The philosophical argument of FISRT CAUSE PROVES the existence of God 	<ul style="list-style-type: none"> • Cohabitation is better than marriage • Explain 2 conflicting Christian beliefs concerning divorce • Christians should provide a religious upbringing for their children 	<ul style="list-style-type: none"> • War is Never right (12) • All Christians should be pacifist (12) 	<ul style="list-style-type: none"> • The death penalty should never be used (12) • All criminals should be forgiven if they are sorry for their actions (12) • Explain how the aims of punishment are achieved through the prison system (5)
	<u>High Stake Testin</u>		<u>Assessment 1</u>		<u>Assessment 2</u>
	<u>Skills development</u>	Students will apply knowledge and understanding of previous learning and apply knowledge and understanding of key sources of wisdom to contemporary philosophical and ethical situations. This will enable pupils to explore different belief systems and reflect upon fundamental ethical and philosophical questions. Pupils will be able to engage and respond to these questions intellectually from their previous learning and personally. The prime focus is to support the students’ spiritual and moral development whilst relating their learning to the wider world to enhance their personal, social and cultural development.			

Year 10 – Religious Studies

Year 10 intent / End Point: Students will begin the year with a continuation with questions about contemporary philosophical and ethical situations. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of British culture. They will develop analytical and critical thinking skills and the ability to work with abstract ideas. All these skills will help prepare them for further study. Students will be challenged to investigate Christianity in greater depth with questions about belief, values, meaning, purpose and truth. Pupils will be encouraged to personally reflect and respond upon this information with a focus on personal spirituality and appreciation of the link to British values in contemporary Britain

	HT1 and 2	HT3	HT4	HT5	HT6
Unit title	Religion and Life	Christianity Belief and Teaching	Christianity Belief and Teaching/Practices	Christianity Practices	Christianity Practices
Principles that underpin your curriculum	Learning About Religion (Knowledge) <ul style="list-style-type: none"> • Origins Of The Universe • Origins Of Humanity • Looking After The World • Unlock The Labs • Christian Views • Cloning • Intro To Abortion • When Does Life Begin? • Abortion Views • Christian Views • Intro To Euthanasia • Reg Crewe • Christian Views • Hospices • Suicide & Samaritans • After Death 	<ul style="list-style-type: none"> • Nature of God and Trinity • Creation and the trinity • Evil and Suffering • Jesus 	<ul style="list-style-type: none"> • Sermon on the Mount. • Salvation • Heaven and Hell • Worship 	<ul style="list-style-type: none"> • Sacraments • Prayer • The Lords Prayer • Pilgrimages 	<ul style="list-style-type: none"> • Church in the community • Spreading the message • Church in the world
	Learning From Religion (Reflection) <ul style="list-style-type: none"> • Who has the most believable answers- religion or science? • Can religion and science work together? • Is animal testing acceptable in today's society? • Is abortion actually murder? • Should we be allowed to die on our own terms? • Are suicide cases an indicator of a failing in society? 	<ul style="list-style-type: none"> • How can the characteristics of God be questioned? • Why would God allow suffering? • Was Jesus really the son of God or a prophet? 	<ul style="list-style-type: none"> • Can the teachings of Jesus be relevant in today's society? • If we don't believe in Jesus can we be saved? • Are heaven and hell actual places or a metaphor? 	<ul style="list-style-type: none"> • Are the sacraments actually needed to be a good Christian? • What is more powerful a spontaneous prayer or a set prayer? • Is anywhere more important than Jerusalem in Christianity? 	<ul style="list-style-type: none"> • Do we all have a responsibility to work in the community, regardless of faith? • Is it wrong to evangelise? It should be optional to hear the message of God?
Middle Stake Testing Purposeful practice questions	<ul style="list-style-type: none"> • Science has made the creation story unbelievable • Explain how Christians believe stewardship contributes to their responsibility in the world • Explain 2 contrasting beliefs in contemporary British society about animal experimentation • The law on abortion should be changed • Active euthanasia should never be allowed • Explain 2 beliefs about life after death in Christianity 	<ul style="list-style-type: none"> • Christians know nothing about the nature of God • Explain the events of Genesis 1 and 2 	<ul style="list-style-type: none"> • Why would God allow suffering' Discuss • Describe 2 Christian beliefs about Jesus 	<ul style="list-style-type: none"> • Explain 2 reasons why sacraments are important to Christians • Explain 2 reasons why a pilgrimage might benefit a Christian spiritually 	<ul style="list-style-type: none"> • Prayer is the most important act for Christians • All Christians should help the poor
High Stake	Assessment 1		Assessment 2		Assessment 3
Skills development	Students will apply knowledge and understanding of Christianity and modern day ethical situations, apply knowledge and understanding of key sources of wisdom, understand the influence of religion on individuals, and understand significant common and divergent views between and/or within religions and beliefs. This will empower students to apply knowledge and understanding in order to analyse questions related to religious beliefs and values, as well as construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content				

Year 11 – Religious Studies

Year 11 Intent / End Point: Students will be challenged to investigate Islam in greater depth with questions about belief, values, meaning, purpose and truth. Pupils will be encouraged to personally reflect and respond upon this information with a focus on personal spirituality and appreciation of diversity in faith within contemporary British Culture.

	HT1	HT2	HT3	HT4	HT5 AND 6	
Unit title	Islam Belief and Teaching	Islam Practices	REVISION	REVISION		
Principles that underpin your curriculum	<u>Learning About Religion (Knowledge)</u>	<ul style="list-style-type: none"> • Sunni and Shia • Nature of Allah • Prophets • Holy Scriptures • Angels • Pre-destination and afterlife 	<ul style="list-style-type: none"> • Pillars of Islam • Worship • Hajj • Zakah • Sawm • Festivals- Sunni and Shia • Festivals- Shia • Jihad 	Revision Checklists- syllabus checklist to aid identification of individual areas of confidence and further support needed: <ol style="list-style-type: none"> 1) Christianity BTP 2) Islam BTP 3) Existence of God 4) Relationships 5) Religion and Life 6) Crime and Punishment 	Key terminology Key quotes Testing and Dual coding tasks to assist in memorising Revision placemats/Materials- working side by side with checklists Model answer deconstruction	<u>Revision</u>
	<u>Learning From Religion (Reflection)</u>	<ul style="list-style-type: none"> • How are Sunni and Shia similar and different? • How do prophets link Christian/Judaism and Islam? • How can religious scripture be trusted? 	<ul style="list-style-type: none"> • How are any of the 5 pillars similar to Christian practice? • How is Muslim worship linked to Muslim belief? • Why are there different festivals within the same religion? 			
Middle Stake Testing	<ul style="list-style-type: none"> • Explain the key differences between Sunni and Shia Islam • Angels play an important role in Islam? 	<ul style="list-style-type: none"> • Choose 2 of the 5 pillars and explain ow they show submission to Allah • Zakah should be optional 				
High Stake Testing		Practice Exam 1		Practice Exam 2		
Skills development	As a conclusion to the student learning Journey at Hartford, they will have developed their knowledge and understanding of religions and non-religious beliefs, such as atheism. They will develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts. Students will have developed their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. Reflection on and development of their own values, belief, meaning, purpose, truth and their influence on human life is encouraged and facilitated. In the light of what they have learnt there is valuable contribution to their preparation for adult life in a pluralistic society and global community.					