

YEAR 7 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent –Our students will become knowledge-rich, inquisitive, global citizens. The curriculum is thematic and incorporates the pillars of progression: ‘substantive knowledge’, ‘ways of knowing’, and ‘personal knowledge’ (Ofsted 2021). Whilst adequate emphasis will be placed on Christianity, students will also study other religions represented in Great Britain to broaden their religious and cultural understanding. This will begin in year 7 where our students will explore the Dharmic tradition of Hinduism as it is the oldest of the world religions and thus will help them to gain a deeper understanding of the similarities and differences between other religions. Our curriculum is intellectually challenging and personally enriching as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	How is religion present in the World? Religious foundations	How is religion present in the World? Religious foundations	In-depth study into Christianity What do Christians believe?	In-depth Study into Christianity What do Christians believe?	Big Questions: What is evil and how to overcome it	Big Questions: What is evil and how to overcome it
Core Knowledge/ Threshold Concept	<p>World faith foundations: What are the 6 world religions?</p> <p>Non- religious beliefs: Atheism, Humanism, how are non-religious people present in the world?</p> <p>One God or many? - Monotheism - contrasting beliefs about God – deities</p> <p>Who created the world? Genesis version of creation: ‘In the beginning’.</p> <p>Creation stories from around the world: Hinduism and Creation.</p>	<p>Sanctity of life: Christian vs. Non-religious beliefs</p> <p>Do we have a soul? Hinduism – belief in Atman and reincarnation</p> <p>Animals vs. Humans: Hindu comparison to Christian beliefs about the sanctity of life</p> <p>Pilgrimage: Hindu pilgrimage to the River Ganges</p>	<p>Introduction to Christianity: Christian denominations</p> <p>Belief about God: Trinity Nicene creed</p> <p>The Incarnation of Jesus: What was Jesus’ mission?</p> <p>Messiahship: Was Jesus the Messiah?</p> <p>Jesus’ teachings New Testament teachings</p>	<p>Pilgrimage: The Church - Baptist / Catholic differences</p> <p>A Hindu Temple: Comparison to Christian places of worship</p>	<p>Origins of Evil: The fall – Adam and Eve and original sin</p> <p>Free will: Are we really free to make our own choices?</p> <p>Environment and Stewardship: Do we have a duty to care for the earth?</p> <p>Mahatma Gandhi: How a key religious figure fought against injustice in the world</p>	<p>Charity: The work of religious charities</p> <p>Pilgrimage: The Golden Temple: focus on the Langar (Free kitchen)</p>
Why this learning now?	Students transition to the Trust at various points in their understanding of religion and its significance. Some feeder schools will have covered the core religious traditions, but the majority of Year seven students arrive without a sound grasp of key religious beliefs and teachings. This starting point has caused us to begin with the foundations of major world religions. This gives students a secure foothold of knowledge and understanding to begin to grasp a synoptic overview of religion		Having gained an insight into the foundations of the six major World Religions, with a particular focus on the dharmic faith - Hinduism, students’ progress to studying the religion of Christianity. The study of Christianity is taught in depth as this reflects the fact that religious traditions in Great Britain are in the main Christian. This term students will be gaining an insight into the main beliefs of the religion and the differences between denominations.		In term 3, students will build on their understanding of religion and focus on the ‘application’ of beliefs to a range of ultimate questions. This topic will enable students to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others’.	

Assessment Opportunities:	Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'Feedback target trackers' and other AFL strategies. Summative assessment – Extended writing task based on previous learning, students will be expected to refer to religious sources in their answer.		
Learning at Home	The Religious Studies learning at home programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning. Each term we will set: <ul style="list-style-type: none"> • Key vocabulary tests • Knowledge recall quizzes • Research/ reading homework All of which will: Develop independent study skills which will support students to achieve strong academic outcomes. Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom Focus on knowledge recall and retention Involve parents and carers in the students' learning		
Key Vocabulary	Monotheism, Omnipotent, Omniscient, Omnibenevolent Atman, Soul, Reincarnation, Sanctity of life, Genesis, River Ganges	Incarnation, Trinity, Nicene Creed, Denomination, Parable, Puja, Temple, Church, Mission	Original Sin, Free will, Stewardship, Dominion, Pacifism, Salvation army, Eightfold path, Charity, Langar, The fall
Spiritual, Moral, Social and Cultural concepts covered	<u>Spiritual, Moral, Social and Cultural (SMSC) development</u> Within our Religious Studies curriculum, personal reflection will become a core skill; we will encourage pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on knowledge of, and respect for, different people's faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures within the World will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.		
Links to careers and the world of work	Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher. Employability links – enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies, from an interdisciplinary perspective—and apply that understanding to find practical solutions. Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders		

YEAR 8 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – Our students will become knowledge-rich, inquisitive, global citizens. The curriculum is thematic and incorporates the pillars of progression: ‘substantive knowledge’, ‘ways of knowing’, and ‘personal knowledge’ (Ofsted 2021). Whilst adequate emphasis will be placed on Christianity, students will also study other religions represented in Great Britain to broaden their religious and cultural understanding. In year 8, to build on prior knowledge, students will study Judaism to gain a deeper understanding of the origins of Christianity. Our curriculum is intellectually challenging and personally enriching as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World.

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	How is religion present in the World? Meaning and purpose.	How is religion present in the World? Meaning and purpose	In-depth study into Christianity Jesus: saviour or trouble maker?	In-depth study into Christianity Jesus: saviour or trouble maker?	Big questions How good are you?	Big questions How good are you?
Core Knowledge/ Threshold Concept	<p><u>Key religious figures-</u> Leaders within religion - Abraham, Moses.</p> <p><u>Laws, rules and Holy books-</u> 10 Commandments and their relevance today.</p> <p><u>Jewish Scripture-</u> Religious teachings and guidance.</p> <p><u>The purpose of religious buildings-</u> Synagogue worship.</p>	<p><u>Belief</u> in the afterlife – What is the purpose of life for religious people?</p> <p><u>Belief in the afterlife</u> Heaven and Hell through the parables of Jesus.</p> <p><u>Non-religious beliefs in life after death</u> – Humanism.</p> <p><u>Pilgrimage-</u> Jerusalem’s Western Wall.</p>	<p><u>Baptism</u> of Jesus and the importance of Baptism today.</p> <p><u>Calling of the 12 disciples.</u></p> <p><u>Miracles of Jesus</u> Jesus heals on the sabbath day - link to Judaism.</p>	<p><u>Practice</u> - Passover – Seder meal link to the last supper.</p> <p><u>Belief</u> -Different beliefs about the Eucharist.</p> <p><u>The last days of Jesus’ Life on Earth</u> The importance of these events for Christians.</p> <p><u>Was Jesus a saviour or trouble maker?</u> An evaluation into the importance of Jesus’ death for Christians.</p>	<p><u>Introduction to morality</u> What is morality?</p> <p><u>Ethics-</u> what influences decision making?</p> <p><u>Environmental Ethics-</u> The application of ethical theory</p>	<p><u>Maximillian Kolbe</u> How a key religious figure fought against injustice in the world.</p> <p><u>Missionary work-</u> the work of the missionaries to end suffering.</p>
Why this learning now?	Having gained knowledge of the foundations of religious belief in year 7 with a focus on the dharmic faith Hinduism, students will progress to studying the		In term 2, students will build on their study of ‘what Christians believe’ in year 7 to gain an in-depth look into the life of Jesus.		In term 3, students will build on their understanding of religion and focus on the ‘application’ of beliefs to answer a range of ‘big questions’ surrounding	

	Abrahamic faith of Judaism. The study of Judaism will provide students with ability to fully understand the origins of Christianity.	Having just studied Jewish beliefs and practices, it will also provide students with the relevant knowledge about Judaism to study Jesus' life as a Jew.	morality and ethics. This topic will enable students to develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others'.
Assessment Opportunities:	Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'feedback target trackers' and other AFL strategies. Summative assessment – Extended writing task based on previous learning, students will be expected to refer to religious sources in their answers.		
Learning at Home	The Religious Studies learning at home programme will be an opportunity for students to build on their lessons, deepen their understanding, and consolidate learning. Each term we will set: <ul style="list-style-type: none"> • Key vocabulary tests • Knowledge recall quizzes • Research/ reading homework All of which will: <p>Develop independent study skills which will support students to achieve strong academic outcomes.</p> <p>Consolidate, reinforce and extend what pupils know, understand, and what they can do in the classroom</p> <p>Focus on knowledge recall and retention</p> <p>Involve parents and carers in the students' learning</p>		
Key Vocabulary	Decalogue, Torah, Synagogue, Heaven, Hell, Purgatory, Pilgrimage, Judgment, Prophet, Parable	Baptism, Holy Spirit, Transfiguration, Sabbath Day, Passover, Eucharist, Resurrection, Crucifixion, Ascension, Palm Sunday	Absolutism, Relativism, Moral Evil, Natural Evil, Human Rights, Justice, Ethics, Deontology, Prayer, Missionary

Spiritual, Moral, Social and Cultural concepts covered	<p><u>Spiritual, Moral, Social and Cultural (SMSC) development</u></p> <p>Within our Religious Studies curriculum, personal reflection will become a core skill; we will encourage pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on knowledge of, and respect for, different people’s faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures within the World will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.</p>
Links to careers and the world of work	<p>Careers: Journalist, festival coordinator, probation officer, police officer, food bank coordinator, missionary, nurse, teacher</p> <p>Employability links: Enables students to consider the challenges of living in a diverse society. Being able to understand different viewpoints and philosophies from an interdisciplinary perspective—and apply that understanding to find practical solutions.</p> <p>Studying religion encourages self-awareness, initiative, creativity and teamwork. Religious Studies students are excellent communicators and make great leaders.</p>

YEAR 9 RELIGIOUS STUDIES CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent – Our students will become knowledge-rich, inquisitive, global citizens. The curriculum is thematic and incorporates the pillars of progression: ‘substantive knowledge’, ‘ways of knowing’, and ‘personal knowledge’ (Ofsted 2021). Whilst adequate emphasis will be placed on Christianity, students will also study other religions represented in Great Britain to broaden their religious and cultural understanding. In year 9, to build on prior knowledge, they will study the third Abrahamic religion of Islam. This will ensure that our students will have had an opportunity to consider different World faiths. Our curriculum is intellectually challenging and personally enriching, as it affords students the chance to explore the depth and breadth of religious and non-religious traditions and allows them to make sense of their place in the World.

	Autumn Term	Autumn Term	Spring Term	Spring Term	Summer Term	Summer Term
Topic	How is religion present in the World? Current Issues	How is religion present in the World? Current Issues	In-depth study into Christianity What does it mean to be a Christian today?	In-depth study into Christianity What does it mean to be a Christian today?	Big Questions: Does religion have a place in the world today?	Big Questions: Does religion have a place in the world today?
Core Knowledge/ Threshold Concept	<p>Belief- Believing in religion today - Multi -faith Britain</p> <p>Religious tolerance with the example of Malala Yousafzai</p> <p>Asylum seekers and Refugees - Links to golden rule and world religions response.</p> <p>What is Islam? Muhammad - Sunni Shi’a beliefs and the impact on religious believers today</p> <p>Practice - 5 Pillars of Islam – with particular focus on prayer and the implications of keeping prayer today.</p>	<p>What challenges do Muslims face today? Focus on food/dress</p> <p>Making ethical decisions How do religious people deal with issues such as euthanasia and capital punishment?</p> <p>Practice – Forgiveness - Islam/Christianity</p>	<p>Laws, rules and Holy Books- Is the Bible still relevant today?</p> <p>Practice - Christian worship- liturgical /non-liturgical</p> <p>Christian Festivals - Christmas and Easter</p> <p>Gender challenges within the religion</p>	<p>Sexual Relationships- Christian teachings</p> <p>Marriage and Divorce- Why is marriage important for religious people?</p> <p>Pilgrimage- Lourdes</p>	<p>Secularisation Is society becoming secular?</p> <p>Does God really exist? Design and Causation argument for the existence of God</p> <p>Inconsistent triad – Problem of evil and suffering.</p>	<p>Religion as a guide for life Eightfold noble path</p> <p>Religion as a guide for life Sikhism 5’ks</p> <p>Religious Experience – Can we really experience God?</p>
Why this learning now?	Having studied Judaism and Christianity in Y8, students will progress to the third Abrahamic tradition of Islam. Students will consider the benefits and problems of being religious in		In term 2, students will build on their study of ‘Jesus, saviour or trouble maker’ to gain an in-depth look into what it means to be a Christian today. Having studied the origins and beliefs of the religion they will develop an		In term 3, students will gain an insight into the study of philosophy. The study of philosophy will enable students to enhance their problem-solving capacities. Students will have the	

	multi- faith Britain. They will then apply religious teachings to current issues in the world such as war and conflict.	understanding of the importance of Christian celebrations today.	opportunity to analyse concepts, definitions, arguments, and problems. Such skills will underpin any further academic study.
Assessment Opportunities:	Formative Assessment: Regular formative assessment will take place through the use of recall to link prior learning (5 mins), targeted questioning, WINS feedback, verbal feedback, and through the use of 'Feedback target trackers' and other AFL strategies. Summative assessment – Extended writing task based on previous learning, students will be expected to refer to religious sources in their answer.		
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Key Vocabulary	Multi-faith society, multi-ethnic society, tolerance, Discrimination, Prejudice, Asylum Seeker, Refugee, Hajj, Holy War, Salah	Liturgical worship, non-liturgical worship, church, advent, lent, easter, Christmas, parish, priest, bible	Philosophy, design, causation, celestial, predestination, al-qadr, inconsistent triad, numinous, Sunni and Shia Islam
Spiritual, Moral, Social and Cultural concepts covered	<u>Spiritual, Moral, Social and Cultural (SMSC) development</u> Within our Religious Studies curriculum, personal reflection will become a core skill; we will encourage pupils to will be reflective about their own beliefs (religious or otherwise) and perspective on knowledge of, and respect for, different people's faiths, feelings and values. Through learning, developing understanding and appreciating the range of different cultures within the World will be an essential element of their preparation for life in modern Britain as they will be able to recognise the things we share in common across cultural, religious, ethnic and socio-economic communities. The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin the Religious Studies curriculum. Students will develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives whilst, at the same time, offer reasoned views about moral and ethical issues and appreciate the viewpoints of others on these issues.		
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the world of work

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