

## Skills

### Year 11 "Becoming KS5 Ready"

- Knowledge and understanding** of the importance of beliefs and practices in key religions, including beliefs, practices and sources of authority, influence on individuals, communities and societies.
- Understand the similarities and differences** within and/or between religions and beliefs
- Develop understanding** of how religious beliefs inform ethical viewpoints.
- Analyse and evaluate** aspects of religion and belief, including their significance and influence.

### Year 10 "Developing into Independent Learners"

- Knowledge and understanding** of the importance of beliefs and practices in key religions, including beliefs, practices and sources of authority, influence on individuals, communities and societies.
- Understand the similarities and differences** within and/or between religions and beliefs
- Develop understanding** of how religious beliefs inform ethical viewpoints.
- Analyse and evaluate** aspects of religion and belief, including their significance and influence.

### Year 9 "Developing Skills to Enhance Learning"

- Knowledge – know a range of religious and non-religious beliefs**  
Give reasoned explanations of how and why the core beliefs and concepts are important within the religions studied. Explain how and why people use and make sense of texts/sources of wisdom and authority differently.

- Understanding – understand the impact and significance of religious and non-religious beliefs**  
Give reasons and explanations for how and why people put their beliefs into practice into different ways, individually and in various communities (e.g denominations, times or cultures; faith or other communities)
- Analyse – make connections between religious and non-religious beliefs, concepts and practices**  
Give clear accounts of the significance and implications of the beliefs and practices studied in the world today

### Year 8 "Taking Responsibility for Learning"

- Knowledge – know a range of religious and non-religious beliefs**  
Give reasoned explanations of how and why the core beliefs and concepts are important within the religions studied. Explain how and why people use and make sense of texts/sources of wisdom and authority differently.

- Understanding – understand the impact and significance of religious and non-religious beliefs**  
Give reasons and explanations for how and why people put their beliefs into practice into different ways, individually and in various communities (e.g denominations, times or cultures; faith or other communities)
- Analyse – make connections between religious and non-religious beliefs, concepts and practices**  
Give clear accounts of the significance and implications of the beliefs and practices studied in the world today

### Year 7 "Transition to High School"

- Knowledge – know a range of religious and non-religious beliefs**  
Give reasoned explanations of how and why the core beliefs and concepts are important within the religions studied. Explain how and why people use and make sense of texts/sources of wisdom and authority differently.

- Understanding – understand the impact and significance of religious and non-religious beliefs**  
Give reasons and explanations for how and why people put their beliefs into practice into different ways, individually and in various communities (e.g denominations, times or cultures; faith or other communities)
- Analyse – make connections between religious and non-religious beliefs, concepts and practices**  
Give clear accounts of the significance and implications of the beliefs and practices studied in the world today

## Knowledge

Future Education, Employment & Training

KS5 Study

Interleaved revision

General revision

GCSE exams

#### GCSE – Christianity: Ethical and Conflict-Based Themes

Matters of Life and Death – origins of the universe (Big Bang, religious views), sanctity of life and abortion, euthanasia and the right to die, life after death (Christian perspectives), the value of human and animal rights  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### CORE – Religion, Poverty and Wealth

Religious and non-religious beliefs about the causes of hunger, poverty and disease, religious and non-religious beliefs about poverty and wealth, concern for others and how we can help.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

Year 11

#### GCSE – Buddhism: Crime and Punishment

Definitions and causes of crime, types of punishment; aims (retribution, deterrence, reform), attitudes to punishment and justice (karuna, ahimsa) forgiveness and reconciliation, death penalty (Buddhist responses, case studies)  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### GCSE – Buddhism: Living the Buddhist Life

Temples and shrines, meditation and puja, monastic life and lay life, the Eightfold Path and Five Moral Precepts, Wesak and Parinirvana Day  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Revision of Buddhist Beliefs

#### GCSE – Christianity: Living the Christian Life

Worship and sacraments, prayer and pilgrimage (Lourdes Walsingham), celebrations (Christmas, Easter) the Church's role in the local community, mission, evangelism and global Church  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### CORE – Religion, Peace and Justice

Attitudes to war, can war ever be justified? Different religious and non-religious beliefs about violence and pacifism, capital punishment and ethics, different religious and non-religious beliefs about social justice  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

Year 10

#### GCSE – Christianity: Marriage and the Family

Marriage, family roles and gender, contraception and cohabitation, divorce and remarriage, religious upbringing  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### GCSE – Buddhist Beliefs

Life of Siddhartha Gautama, Four Sights, Enlightenment, Dharma, Three Marks of Existence, Four Noble Truths, Karma, Rebirth, Nirvana, types of Buddhism – Theravada vs Mahayana  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### GCSE+ Introduction to Core Religious Concepts

What is belief? What is religion? Exploration of beliefs about the soul, afterlife and morality.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### GCSE+ Life and Teachings of Jesus and the Buddha

Exploration of the lives and teachings of Jesus Christ and the Buddha to provide foundation for GCSE study beyond the specification  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### GCSE – Christian Beliefs

Nature of God (omniscience, omnipotence, benevolence) The Trinity, Creation (Genesis, literal vs metaphorical) Life and death of Jesus (incarnation, crucifixion, resurrection, ascension), Salvation (law, grace, Spirit), Afterlife and judgment  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Humanities: 'The Banality of Evil' and the impact of the Holocaust on Judaism

Explore Hannah Arendt's post-Holocaust philosophy and examining the impact of the Holocaust on Jewish theology  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Humanities: Religion and Worldviews on prejudice and discrimination

Explore how different beliefs systems, including Humanists respond to injustice. Examine case studies of how significant individuals both historic and current have responded to prejudice and discrimination  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Humanities: Ethics – How much is life worth?

Explore the impact of human action, technology and the ethical issues surrounding this. Including genetic engineering, the sanctity of life, animal rights and artificial intelligence.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

Year 9

#### Sikhism: How are Sikh teachings on equality and services put into practice today?

Explore the key Sikh beliefs, teachings and practices and how they influence the daily lives of Sikhs in Britain today  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Worldviews/Ethics: Why is there suffering? Are there any good solutions?

Explore questions raised by the experience of suffering in relation to God, the world, human life and life after death. Compare and explain two religious views  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Buddhism: How and why do the experiences of the Buddha have meaning for people today?

Explore the key features of Buddha's experiences and teachings and the impact they have on the lives of people today.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Humanism: What do Humanist beliefs teach us about morality?

Explore the key Humanist beliefs, teachings and practices and Humanism in Britain today.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Judaism: What are Jewish beliefs and teachings and how do practices vary between different groups?

Explore the key features of Jewish beliefs, teachings and practices and Judaism in Britain today.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

Year 8

#### Worldviews: How do the Arts represent worldviews?

Explore key pieces of creative arts and analyse the worldview of the artist to enable students to realise and understand their own views and how they are impacted by the world they live in  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Introduction to Philosophy, Religion and Ethics: What is Philosophy?

Explore what it means to study philosophy including key thinkers like Plato, Aristotle and Descartes. To explore religious and scientific reasoning  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Islam: How do Islamic beliefs influence the daily lives of Muslims?

Explore the key features of Islamic beliefs, teachings and practices and how they influence the daily lives of Muslims  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Christianity: How do Christians worship?

Understanding the development of Christian beliefs and practice over time including the Great Schism and Reformation in Europe  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Christianity: How do Christians use the Bible and the life of Jesus to guide how they live today?

Explore how Christians view the Bible and the life of Jesus as a source of authority and understand the relevance of Jesus' teaching for Christian moral choices and lifestyle.  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

Year 6 Induction

Year 7

Assessment of prior knowledge and skills accumulated during KS1 & 2 Baseline test  
What is RS?

#### Introduction to Philosophy, Religion and Ethics: What do people believe?

Exploring the origins of religion and how it developed over time, with an introduction to the 6 world religions  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

#### Hinduism: What does Hinduism teach us about the diversity of beliefs within a religion and tolerance?

Exploring the key features of Hindu beliefs, teachings and practices and Hinduism in Britain today  
1,2,6,7,8,9,10,13,16,17,18,19,22,23,24,27

## Skills

### Year 13

#### "Are you Fit for FEET?"

- ✓ Developing skills in debating and critical analysis.
- ✓ Defining key terms.
- ✓ Show thorough understanding of key philosophical and ethical views.
- ✓ Show thorough understanding of key Christian views.
- ✓ Understand the influence of scholarly views and schools of thought throughout history.
- ✓ Use precise and accurate subject vocabulary.



### Year 12

#### "Introduction to A-Level Mindset"

- ✓ Developing skills in debating and critical analysis.
- ✓ Defining key terms.
- ✓ Show thorough understanding of key philosophical and ethical views.
- ✓ Understand the influence of scholarly views and schools of thought throughout history.
- ✓ Use precise and accurate subject vocabulary.



## Knowledge

