

Year Group	Module	Unit of Work	Assessment Content	Vocabulary mapping
7	1	<p>Unit title – Religion Locally and Nationally</p> <p>Why this? Why now?</p> <p>Provides students an introduction to RS at Secondary level and gives students an understanding of local community and different religions and facilities in local community.</p> <p>Students will Know:</p> <ul style="list-style-type: none"> What the followers of the major world religious and non-religious traditions are known as, what symbols are typically associated with the religion and what special building is commonly associated with the religion. (Christianity, Islam, Hindu Dharma, Sikhi, Buddhism, Judaism, Humanism). In this unit, pupils gain introductory information around the religions and non-religious traditions that will be studied through the whole Religious Studies curriculum. This is a short introductory unit to bridge gap between KS2 and KS3 	<ul style="list-style-type: none"> In class through questioning, quizzes and extended writing activities. End of unit knowledge checks 	<ul style="list-style-type: none"> census (noun): An official survey of the people who live in a country. data (noun): Information in the form of facts or numbers. diversity (noun): Differences between a group or setting migration (noun) the movement of people from one place to another. persecution (noun) Unfair or cruel treatment over a long period of time because of race, religion or political beliefs.
	2	<p>Unit title – Origins of Abrahamic</p> <p>Why this? Why now?</p> <p>Start of a chronological and historical look at Abrahamic faiths. This unit provides context and outline for following two units. Introduces idea of monotheism.</p> <p>Faith Students will:</p>	<ul style="list-style-type: none"> In class through questioning, quizzes and extended writing activities. This module will be assessed in the end of year assessment sat in the hall. 	<ul style="list-style-type: none"> Abrahamic faith, one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam. monotheism, the belief that there is only one God polytheism, the worship of or belief in more than one god covenant, an agreement

		<p>Know</p> <ul style="list-style-type: none"> • How the religions of Christianity, Judaism and Islam are linked and have developed and the similarities between these faiths. • Pupils go on to study these religions in detail and will further develop the knowledge gained in this module. 		<p>between two sides (between humans and God)</p> <ul style="list-style-type: none"> • sin, an action that is believed to go against the laws of God • idol, objects or images that represent gods • atonement, making up for something that someone has done wrong • sacrifice, to give up something valuable in order to gain something else • sermon, a talk about a religious or moral subject given by a leader in the religion • prophet, someone chosen by God to say the things God wants them to tell people • resurrection, coming back to life after someone has died • theology, the study of God and ideas about God. • theologian, someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions. •
	3	<p>Unit title – Judaism</p> <p>Why this? Why now?</p> <p>Following on from introduction of Abraham the Judaism unit provides a more in depth look at the oldest Abrahamic faith and how it developed and the struggles to develop and create the religion</p>	<ul style="list-style-type: none"> • In class through questioning, quizzes and extended writing activities. • This module will be assessed in the end of year assessment sat in the hall. 	<ul style="list-style-type: none"> • Judaism, An ethnic religion made up of the collective religious, cultural, and legal tradition and civilization of the Jewish people. • Torah, The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures. • Mitzvot, The 613 rules outlined for Jewish people in the Torah.

	<p>Students will: Know</p> <ul style="list-style-type: none">• Students will gain an in-depth knowledge of the key beliefs that underpin the Jewish faith.• Students will learn about the key practices in the Jewish faith and how these relate to everyday life in the Jewish community.	<ul style="list-style-type: none">• Tanakh, The Jewish Scriptures comprising the books of law, the prophets, and collected writings.• Talmud, The body of Jewish civil and ceremonial law and legend.• Orthodox Judaism, A major branch within Judaism which teaches strict following of Jewish law and its traditional observances.• Reform Judaism, A branch of Judaism which has reformed or abandoned aspects of Orthodox Jewish worship and ritual in an attempt to adapt to modern life.• Synagogue, A Jewish place of worship.• Shabbat, The Jewish day of rest.• Pesach (Passover), Jewish celebration which remembers the Hebrews' freedom from slavery in Egypt.• Seder, A Jewish ritual service and ceremonial dinner for the first night or first two nights of Passover.• Yom Kippur (Day of Atonement), The holiest day of the year where Jews spend most of the day in the Synagogue.• Anti-Semitism, Hostility to or prejudice against Jewish people.•
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	4	<p>Unit title - Christianity Why this? Why now?</p> <p>This unit continues with the chronological and historical look at Abrahamic faiths, within this unit students will understand how Christianity and the life of Jesus forced a change and development of Judaism</p> <p>Students will: Know</p> <ul style="list-style-type: none"> • Students will gain an in-depth knowledge of the key beliefs that underpin the Christian faith. • Students will learn about the key practices in Christianity and how these relate to everyday life in the Christian community. 	<ul style="list-style-type: none"> • In class through questioning, quizzes and extended writing activities. • End of unit knowledge checks 	<ul style="list-style-type: none"> • Christianity, The religion based on the person and teachings of Jesus Christ. • Jesus, First-century Jewish teacher who Christians believe to be the Son of God. • The Nativity, The birth of Jesus Christ. • Immaculate Conception, The teaching that God preserved the Virgin Mary from the taint of original sin. • Messiah, A messiah is a saviour or liberator of a group of people. Christians believe Jesus to be the Messiah. • Ministry, The work of a religious person. • Sermon on the Mount, A collection of sayings and teachings attributed to Jesus Christ, which emphasises his moral teaching. • Beatitudes, The blessings listed by Jesus in the Sermon on the Mount. • Last Supper, The final meal that Jesus shared with his disciples before his crucifixion. • Eucharist, The Christian service commemorating the Last Supper, in which bread and wine are consecrated and consumed. • Resurrection, The Christian belief that Jesus rose from the dead. • Ascension, The ascent of Jesus Christ into heaven on the 40th day after his Resurrection.
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				<ul style="list-style-type: none">• Nicene Creed, A statement of Christian beliefs.• Trinity, The three persons of the Christian godhead; Father, Son and Holy Spirit.
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1	<p>Unit title – Islam Why this? Why now?</p> <p>Continuation of learning in Year 7 where we looked at Abrahamic faiths. Islam is the third of these faiths so is taught in chronological order</p> <p>Students will: Know</p> <ul style="list-style-type: none"> Students will gain an in-depth knowledge of the key beliefs that underpin the Islamic faith. Students will learn about the key practices in Islam and how these relate to everyday life in the Islamic community. 	<ul style="list-style-type: none"> In class through questioning, quizzes and extended writing activities. This module will be assessed in the end of year assessment sat in the hall. 	<ul style="list-style-type: none"> Islam, The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah. Allah, “The God” in Arabic. Tawhid, The belief in the oneness of God. Revelation, A message from God to human beings. Prophet Muhammad, An Arab religious, social, and political leader and the founder of Islam. Qur’an, The central religious text of Islam, believed by Muslims to be the final revelation from God. Mecca, Holy city for Muslims established by Ibrahim and Ishmael. Hijrah, The migration of Muhammad from Mecca to Medina. Ummah, The worldwide Muslim community. Hadith, The sayings of the Prophet Muhammad.
2	<p>Unit title – Philosophy of Religion Why this why now: Develops idea of Montheism that has been studied during Year 7 and Abrahamic faiths. Students will now look at how ideas around The God of Classic Theism was prevalent throughout the Western world and particularly Britain</p> <p>Students will: Know</p> <ul style="list-style-type: none"> Students will be exploring arguments for and 	<ul style="list-style-type: none"> In class through questioning, quizzes and extended writing activities. This module will be assessed in the end of year assessment sat in the hall 	<ul style="list-style-type: none"> Atheism, Disbelief or lack of belief in the existence of God or gods. Philosophy, The study of the fundamental nature of knowledge, reality, and existence. Scepticism, Doubting the truth of something. Plato, An ancient Greek

		<p>against God's existence and the positions of theists, atheists and agnostics and the reasons different people hold such views.</p> <p>Students will explore the contributions of landmark philosophers, drawn from many periods of history and apply philosophical thinking to ultimate questions.</p>		<p>philosopher.</p> <ul style="list-style-type: none"> • The Enlightenment, A period of time in the 17th and 18th centuries which emphasised reason and individualism rather than tradition. • Science, The systematic study of the structure and behaviour of the physical and natural world through observation and experiment. • Rationalism, The practice or principle of basing opinions and actions on reason and knowledge rather than on religious belief or emotional response. • Humanism, A rationalist outlook or system of thought attaching prime importance to human rather than divine or supernatural matters. • Trans-humanism, The belief that the human race can evolve through science and technology. • Artificial Intelligence, The theory and development of computer systems able to perform tasks normally requiring human intelligence. •
	3	<p>United title – Atheism</p> <p>Why this why now: During previous unit students were introduced to the idea of Atheism and this unit builds upon the idea of it and links back to philosophy of Religion as it discusses the differing views of religion and</p>	<ul style="list-style-type: none"> • In class through questioning, quizzes and extended writing activities. • End of unit knowledge checks 	<ul style="list-style-type: none"> • Atheism, Disbelief or lack of belief in the existence of God or gods. • Empirical Evidence, Evidence for something based on observation or experience.

	<p>the challenges it faces both historically and presently Students will: Know</p> <ul style="list-style-type: none">• This unit of work aims to expose students to the multi-faceted nature of atheism. It is important students understand the development of atheism as a worldview and how it intersects with religious and moral thinking. Students will explore the origins of atheism in ancient Greece and then look at the development of atheism over time through an analysis of key historical, religious and scientific moments. They will also look to the future and begin to think about transhumanism and artificial intelligence and how this may lead to profound questions around the place of religion in the future.		<ul style="list-style-type: none">• Biblical Criticism, The use of critical analysis to understand and explain the Bible.• Science, The systematic study of the structure and behaviour of the physical and natural world through observation and experiment.• Rationalism, The practice or principle of basing opinions and actions on reason and knowledge rather than on religious belief or emotional response.• Übermensch (Superman), The ideal superior person of the future who could rise above conventional Christian morality to create and impose their own values.• Militant Atheism, A movement of atheists who campaign against religion due to its irrational beliefs.• Humanism, A rationalist outlook or system of thought attaching prime importance to human rather than divine or supernatural matters.• Trans-humanism, The belief that the human race can evolve through science and technology.•
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	4	<p>Unit title Hindu Dharma</p> <p>Why this why now: Hindu Dharma has influenced spirituality across the globe and this unit will introduce students to the idea of a religion that is multi faceted and not linear like previously studied religions. This allows students to use previous ideas and religious context to see differences between traditional western views on religion and how religion is constructed in other parts of the world</p> <p>Students will: know</p> <ul style="list-style-type: none"> • Students with gain an in-depth knowledge of the key beliefs that underpin the Hindu Dharma faith. • Students will learn about the key practices in Hindu Dharma and how these relate to everyday life in the Hindi community. 	<ul style="list-style-type: none"> • In class through questioning, quizzes and extended writing activities. • End of unit knowledge checks 	<ul style="list-style-type: none"> • Indus Valley, An area in modern day Pakistan and Northwest India. • Sanatana dharma , Eternal teaching. • Veda, Any of the four collections forming the earliest body of Indian scripture. • The Caste System, A method of dividing up society into a hierarchy according to professions and trades. • Brahman (people), A member of the highest Hindu caste, originally that of the priesthood. • Kshatriyas, The second highest of the Hindu caste; warriors and rulers. • Vaishyas, Third highest of the Hindu caste; farmers, traders and merchants. • Shudras, Fourth highest of the Hindu caste, known as labourers. • Dalits, The lowest in the Hindu caste; street/toilet cleaners. • Atman, Eternal soul • Brahman (God), The spiritual oneness of all reality.
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Unit title – Life and death**Why this why now:**

This allows students to study the ethical dilemmas that religions face, rather than focusing on one particular unit or belief system students will study different ideas across different religions and then use this to discuss key questions. This then builds key skills needed for KS4

Students will:**Know**

- Students will study religious teachings, philosophical and ethical arguments, relating to the origins and value of the universe and human life.
- Students will explore themes relating to the concept of the sanctity of life, quality of life and debate various topics associated with the value of the world such as the use and abuse of the environment and animals.

- In class through questioning, quizzes and extended writing activities.
- **This module will be assessed in the end of year assessment sat in the hall.**

- **Morality**, Principles concerning the distinction between right and wrong or good and bad behaviour.
- **Ethics**, Moral principles that govern a person's behaviour or the conducting of an activity.
- **Sanctity of Life**, The view that all life is sacred because it is made by God.
- **Quality of Life**, The standard of health, comfort, and happiness experienced by an individual or group.
- **Rules**, One of a set of explicit or understood regulations or principles governing behaviour.
- **Natural Moral Law**, A system of laws based on close observation of human nature, given to humans by God.
- **Precept**, A general rule intended to regulate behaviour or thought.
- **Reason**, The power of the mind to think, understand, and form judgements logically.
- **Absolute**, A value or principle which is regarded as universally valid.
- **Situation Ethics**, The view that there should be flexibility in the application of moral laws according to

				<p>circumstances.</p> <ul style="list-style-type: none">
	2	<p>Unit title – Issues of Equality Why this why now:</p> <p>Continues to build on previous skills learnt in Life and Death unit. It also has links to philosophers who were taught in year 8 and previous unit. Skills again are being developed to suit KS4</p> <p>Students will: Know</p> <ul style="list-style-type: none"> Students will explore why equality is important and how different religions approach the concept of equality. Students will learn about religious and non religious responses to racism and gender inequality. 	<ul style="list-style-type: none"> In class through questioning, quizzes and extended writing activities. This module will be assessed in the end of year assessment sat in the hall. 	<ul style="list-style-type: none"> Equality, The state of being equal, especially in status, rights, or opportunities. Privilege, A special right, advantage, or immunity granted or available only to a particular person or group. Prejudice, Pre-judging a person or group based on aspects of their identity in a negative way. Discrimination, The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability. Justice, Fairness; the principle that people receive that which they deserve. Diversity, The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

				<ul style="list-style-type: none"> • Persecution, Hostility and ill-treatment, especially because of race or political or religious beliefs. • Rights, A moral or legal entitlement to have or do something. • Universal Declaration of Human Rights, An international document that states the rights and freedoms of all human beings. • Status, Position or rank in relation to others.
	3	<p>Unit title – Extremism Why this why now: Allows students to see how Religion has developed and how people can interpret things differently, linking into previous learning throughout the year it gives students an understanding of the wider issues regarding religion but also society</p> <p>Students will: Know This unit of work looks at extremism and introduces students to different ways in which extreme worldviews can become manifest. Firstly, students gain an understanding of what the term ‘extremism’ means as ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.’ They will understand that our beliefs fall on a spectrum and it is when people’s beliefs fall towards the</p>	<ul style="list-style-type: none"> • In class through questioning, quizzes and extended writing activities. • End of unit knowledge checks 	

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		end of this spectrum that this is when we might consider their beliefs 'extreme'		
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10	1	Islamic beliefs and practices Link to AQA specification	<ul style="list-style-type: none"> End of module exam. 48 marks.
	2	Christian beliefs and practices Link to AQA specification	<ul style="list-style-type: none"> End of module exam. 48 marks.
	3	Revision for paper 1 <ul style="list-style-type: none"> Pupils will spend time revising the two main religions. They will sit an end of year mock in the school hall. 	<ul style="list-style-type: none"> 1 hour 45 minutes. 96 marks.
11	1	Thematic Studies – Theme A – relationships and families Link to AQA specification	<ul style="list-style-type: none"> Pupils will be assessed in class with regular skills tests and extended writing tasks. Pupils will sit PPE exams in December and March.
	2	Thematic Studies - Theme B – Religion and Life Link to AQA specification	
	3	Thematic Studies - Theme D – religion, peace and conflict Link to AQA specification	
	4	Thematic Studies - Theme E – Crime and punishment Link to AQA specification	
	5	Revision for final assessments <ul style="list-style-type: none"> Pupils will spend time revising for paper 1 – study of religions, beliefs, teachings and practices (year 10 learning) Pupils will spend time revising for paper 2 – thematic studies (year 11 learning) 	<ul style="list-style-type: none"> Two exam papers each lasting 1 hour 45 minutes. Each worth 96 marks.