

Year Group	Module	Unit of Work	Assessment Content	Vocabulary mapping
7	1	Unit title – Religion Locally and Nationally Why this? Why now? 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. Students will Know: - 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	- In class, questioning, quizzes and extended writing activities. - End of unit knowledge checks	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	Unit title – Origins of Abrahamic Why this? Why now? Start of a chronological and historical look at Abrahamic faiths. This unit provides context and outline for following two units. Introduces idea of monotheism. Faith Students will: Know How the religions of Christianity, Judaism and Islam are linked and have developed and the	- In class, questioning, quizzes and extended writing activities. - This module will be assessed in the end of year assessment sat in the hall.	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 between two sides (between humans and God) Sin: an action that is believed to

	similarities between these faiths. Pupils go on to study these religions in detail and will further develop the knowledge gained in this module.		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	Unit title – Judaism Why this? Why now? 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 Students will: Know - 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	- In class, questioning, quizzes and extended writing activities. - This module will be assessed in the end of year assessment sat in the hall.	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. Tanakh: The Jewish Scriptures comprising the books of law, the prophets, and collected writings. Talmud: The body of Jewish civil

		everyday life in the Jewish community.		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.
--	--	--	--	---

	4	Unit title - Christianity Why this? Why now? 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 Students will: Know - 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.	- In class, questioning, quizzes and extended writing activities. - End of unit knowledge checks	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. • Nicene Creed: A statement of Christian beliefs. • Trinity: The three persons of the Christian godhead; Father, Son and Holy Spirit.
--	--	--	--	--

8

1

Unit title – Religious Authority**Why this? Why Now**

This short unit re-introduces students to the origins, key texts and key people of Judaism that they first encountered in Year 7. Students revisit figures of Abraham, Moses and Jesus in the origins of the Abrahamic faiths, as well as the Torah, Tanakh, Talmud and Bible. They revisit different traditions and denominations in Judaism and Christianity, focusing on how these groups may interpret the religious texts more literally or more symbolically.

This short unit enables students to review what they have learnt in Year 7. It also brings together explicitly the ideas of religious authority that will come to the fore again in the next unit, 8.02 – A Study of Islam. In this unit, they will consider the form and context of the Qur'an, Sunnah and Hadith, and how each is viewed differently by different Muslims. They also consider how authority and leadership is passed from one generation to the next, making connections between apostolic succession and the succession after Prophet Muhammad, and the resulting branching of Sunni and Shia schools of thought.

In 8.01 History, students are taught about the political reasons for the establishment of the Church of England, and King Henry VIII's aim to secure a divorce from his wife, Catherine of Aragon. Reviewing the Reformation and different interpretations of religious authority in Christianity in this unit in RS will ensure that students' understanding of the historical context can be strengthened.

- In class, questioning, quizzes and extended writing activities.

- **Abraham:** The first person to believe in one God (monotheism); considered the founder of Judaism.
- **Apostles:** Jesus's followers who were sent out to spread his teachings.
- **Apostolic succession:** The belief that Catholic Church leadership has been passed down from the apostles, starting with Peter, to today's Church leaders.
- **Gospels:** The first four books of the New Testament that tell the story of Jesus's life and teachings.
- **Great Commission:** Jesus's instruction to his followers to spread his message and make disciples around the world.
- **Ketuvim:** The third section of the Jewish Tanakh, containing writings like poems, prayers and stories.
- **Literal:** Taking something exactly as it is written or said, without interpreting it symbolically.
- **Messiah:** A person promised by God who would bring peace and justice; Christians believe Jesus was the Messiah.
- **Monotheism:** Belief in one God.
- **Moses:** A key prophet in Judaism who led the Israelites out of Egypt and received the Ten Commandments.
- **Nevi'im:** The second section of the Jewish Tanakh, containing

				messages from prophets. • New Testament: The second part of the Christian Bible, which tells the story of Jesus and the early Church. • Old Testament: The first part of the Christian Bible, which includes the Jewish scriptures like the Torah. • Oral Torah: Jewish teachings passed down by word of mouth before being written down in the Talmud. • Pope: The leader of the Catholic Church, believed to be the successor of Peter. • Promised Land: The land God promised to Abraham and his descendants. • Prophets: People chosen by God to deliver messages and guide others back to God's ways. • Rabbis: Jewish teachers who study and explain the Torah and help people understand how to live by its laws. • Reformation: A movement in the 16th century that challenged the Catholic Church and led to the creation of Protestant churches. • Resurrection: The belief that Jesus rose from the dead three days after his crucifixion. • Talmud: A collection of Jewish teachings and discussions about how to live according to the Torah. • Ten Commandments: Ten
--	--	--	--	--

			important laws given by God to Moses on Mount Sinai. • Torah: The holiest book in Judaism, containing laws and teachings given by God to Moses.
2	Unit title – Islam Why this? Why now? 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 This unit introduces students to the origins, beliefs, and practices of Islam, building directly on their prior learning about religious authority and the Abrahamic faiths. Students explore the life of Prophet Muhammad, the significance of the Qur’an, and the role of the Sunnah and Hadith in guiding Muslim life. They examine how different Muslim groups interpret these sources of authority, including the Sunni and Shia split, and how leadership and law have developed in different contexts. This unit follows directly from 8.01 – Religious Authority, where students reviewed the origins of Judaism and Christianity and explored how different traditions view the role of texts and leaders. The study of Islam in 8.02 allows students to apply and extend this understanding by examining how Muslims understand the Qur’an, Sunnah, and Hadith, and how leadership and authority developed differently in Sunni and Shia traditions. Students will: Know • 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	• In class, questioning, quizzes and extended writing activities. • This module will be assessed in the end of year assessment sat in the hall	• 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.

	3	Unit title: Introduction Dharmic faiths and Hindu Dharma Why this why now: This unit deepens students' understanding of Hindu Dharma by exploring core beliefs such as Brahman (ultimate reality), Atman (the inner self), and the Trimurti (Brahma, Vishnu, and Shiva). Students examine the authority of sacred texts including the Vedas and the Bhagavad Gita, and learn how these shape ideas about duty, devotion, and liberation. They explore how Hindus express their faith through worship at home and in the mandir, through festivals like Diwali, and through life rituals such as birth and funerals. Ethical teachings such as ahimsa (non-violence) are also studied, helping students understand how Hindu beliefs influence moral choices and daily life in both India and the UK today This unit follows directly from 8.03 – Introduction to the Dharmic Traditions, where students reviewed the origins of Hindu Dharma and explored the key concept of dharma, and the associated difficulty in naming the dharmic traditions, or in treating them as 'religions' as that term has generally come to be understood. Students were also introduced to the concepts of ultimate reality, cyclical time, and karma, which form the foundation for understanding the details of Hindu beliefs and practices. This unit will similarly provide students with a basis for understanding the later dharmic traditions of Buddhism and Sikhi – one of which will be studied in the subsequent unit.	• In class, questioning, quizzes and extended writing activities. • End of unit knowledge checks • This module will be assessed in the end of year assessment sat in the hall	• 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.
	4	Unit Title: Buddhism Why this why now: This unit introduces students to the life and teachings of Siddhartha Gautama, the Buddha. They explore key concepts such as the Four Noble Truths, the Eightfold Path, and the Three Jewels (Buddha, Dharma, Sangha), which form the foundation of Buddhist belief and practice. Students are taught about the nature and significance of	• In class, questioning, quizzes and extended writing activities. • End of unit knowledge checks	• Buddha: A title meaning 'Enlightened One'. It refers to Siddhartha Gautama. • Buddhism: Dharmic faith that teaches people how to end suffering by following the Buddha's teachings. • Siddhartha Gautama: A man who became the Buddha after

		meditation within the Eightfold Path as well as the practice of "Taking Refuge". Students may consider their own views on suffering and its causes, and possible solutions. Students may also consider the role that quiet reflection can have for wellbeing. Students will build on their knowledge of Samsara from 8.03 and 8.04 whilst being taught about the Buddhist aim of achieving Nirvana through Enlightenment. Students also examine the Buddhist ethical teachings of metta (loving-kindness) and karuna (compassion) and consider how these values influence daily life and moral decision-making. Students are taught about the diverse ways that Buddhism is practiced across the world, including in the UK today This unit builds upon 8.03 - Introduction to the Dharmic Traditions, where students learnt about the Dharmic approach to religion, beliefs and practices. Through an exploration of the concepts of dharma, karma, samsara and cyclical time, the foundations were laid for the in-depth study of Buddhism.		discovering how to overcome suffering. • Caste: A system that divides people into social groups based on birth. • Four Sights: The four things Siddhartha Gautama saw (an old man, a sick person, a dead body and a holy man) that made him realise that life involves suffering. • Ascetic: A person who lives a very simple life, often giving up comfort and pleasures to focus on spirituality. • Middle Way: The Buddha's teaching that people should avoid extremes (too much luxury or too much suffering) and live a balanced life. • Bodhi Tree: The tree under which Siddhartha Gautama meditated and became enlightened.
	5	Unit Title: Sikhi Why this – Why now? This unit explores the origins and core beliefs of Sikhi, beginning with the life and teachings of Guru Nanak. Students learn about the formation of the Khalsa under Guru Gobind Singh, the significance of the Five Ks and the role of the Guru Granth Sahib as the eternal Guru. The unit also highlights the importance of equality and service (sewa), particularly through the Gurdwara and the practice of langar, helping students understand how Sikh values are lived out in community life. Students may consider their own views on equality and service, and the role that these concepts play in their own lives.	• In class, questioning, quizzes and extended writing activities. • End of unit knowledge checks	• Sikh: A follower of Sikhi, a dharmic faith that teaches equality, honesty and helping others. • Sikhi: A dharmic faith that teaches equality, honesty and helping others. Started by Guru Nanak. • Guru: A spiritual teacher. In Sikhi, there were ten human Gurus who taught important lessons. • Nanak: The founder of Sikhi who taught belief in one God, equality and helping others. • Waheguru: The Sikh name for God, who is one, formless and

	Students will build on their knowledge of Samsara from 8.03 and 8.04 whilst being taught about the Sikhi aim of achieving Mukti, and how this differs to the beliefs of other Dharmic traditions This unit builds upon 8.03 - Introduction to the Dharmic Traditions, where students learnt about the Dharmic approach to religion, beliefs and practices. Through an exploration of the concepts of dharma, karma, samsara and cyclical time, the foundations were laid for the in-depth study of Sikhi. Students were also taught about the population of Sikhs in modern Britain in relation to the 2021 census data, in 7.01 - Religion Locally and Nationally, and can build upon this knowledge as they explore Sikhi within their local context as part of the current unit.	beyond human understanding. • Transcendent: A word meaning that God is beyond the physical world and greater than anything we can imagine. • Immanent: A word meaning that God is present within everything in the world. • Caste: A social system dividing people by birth. Sikhism rejects this and teaches equality. • Guru Gobind Singh: The tenth Guru who created the Khalsa and made the Guru Granth Sahib the eternal Guru. • Khalsa: A group of committed Sikhs who follow a strict code of conduct and show strong dedication to their faith.
--	--	---

9

1

Unit Title: Introduction to Ethics**Why this – Why now?**

Introduction to Ethics begins with the foundations of moral decision making, helping students understand where moral decisions come from and how different influences (e.g. upbringing, religion and personal experience) shape what people see as 'right'. Students are then introduced to a number of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, each offering a structured way to resolve moral dilemmas. The earlier theories are rooted in prior knowledge of Christianity. Students will also recap revelation as a general source of morality in Islam as they studied the Night of Power and interpretations of Sharia Law in Year 8, but it serves as a useful reminder that religious belief is not monolithic and there will be differences in application. The knowledge at this stage is deliberately simple, focusing on core principles and clear criticisms, so that students gain confidence applying ethical principles to real-world dilemmas.

Students have explored the core beliefs and practices of Christianity, Judaism, Islam and Hindu Dharma and so this unit builds on a secure base. Having encountered ideas such as God's wisdom, the value of life, the soul, duty, compassion and diversity within traditions, students can now see how these teachings shape moral reasoning. Studying ethical theories alongside religious and non-religious worldviews helps them connect what faiths teach with what people do and shows that moral questions rarely have simple answers. This content also makes space for students to understand how different principles (sanctity of life, autonomy, justice, ahimsa, agape) inform responses to modern dilemmas.

Students will have secured a foundational

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

- **Morality:** Ideas about right and wrong
- **Ethics:** The study of how we decide what is right and wrong
- **Ethical dilemma:** A situation where all options have moral advantages and disadvantages
- **Utilitarianism:** The theory that actions are right if they produce the greatest happiness for the greatest number
- **Hedonic Calculus:** A way of measuring how much pleasure or pain an action might cause
- **Higher / Lower Pleasures:** Mill's idea that some pleasures (thinking, learning) are better than others (basic physical pleasure)
- **Natural Law:** Aquinas' theory that says actions are right if they follow our natural purpose, given by God
- **Primary Precepts:** Basic moral principles in Natural Law (e.g. preserve life, reproduce)
- **Absolute morality:** The idea that some actions are always right or wrong, no matter what the situation
- **Relative (morality):** The idea that what is right or wrong can change depending on the situation
- **Situation Ethics:** The belief that the most loving action is always the right one

		understanding of ethical principles, on which to build in the subsequent unit of Applied Ethics.		
	2	Unit Title Ethics in the Modern World Why this – Why now? This unit moves into applied ethical reasoning. The unit is underpinned by the basic principle of what makes life valuable, starting with life in its earliest stages through to end-of-life dilemmas. The unit then expands beyond the value of human life and explores ethical consideration of animal life and the environment itself, as a 'living' being in the eyes of some. At each stage, the curriculum reinforces and deepens prior knowledge by asking students to use the ethical theories they have already studied, alongside religious and non-religious worldviews (Christian, Muslim, Hindu, Humanist), to explore and evaluate real moral problems. This unit is therefore a bridge between abstract theory and lived ethical application	• In class, questioning, quizzes and extended writing activities. • End of unit knowledge checks	
	3	Unit Title: Philosophy and the moral self Why this – why now? This unit builds on the Introduction to Ethics unit by moving from the question of "How can we know the right thing to do?" to "How can we know anything at all?" Students begin with an introduction to several branches of Philosophy and look at what is meant by a "self" through Decartes' dualism and criticisms from Patricia Churchland. Students then turn to the arguments for and against the existence of God, as religious belief underpins many of the ethical theories we've looked at across the previous two units. This leads to an exploration of the Problem of Evil, which focuses on development of the self	• In class, questioning, quizzes and extended writing activities. • End of unit knowledge checks	

KS4 CORE

In KS4 students will undertake Core RS where they will learn about topical religious festivals/ events/ beliefs, and culture. Each lesson will be on a fortnightly rotation.

Each lesson will have a focus on a significant religious event/ issue that is happening or taking place during that particular fortnightly rotation.

Content will cover:

- Judaism – e.g. Yom Kippur
- Christianity - e.g. Advent
- Islam - e.g. Ramadan
- Hindu Dharma - e.g. Diwali
- Sikhi - e.g. Guru Nanak
- Buddhism - e.g. Siddhartha Gautama

Students will be able to develop an understanding of how differing religions celebrate events throughout the year. This content will allow students to react, understand, and develop respect for differing beliefs and cultures.

Through utilising topical events it allows the curriculum to be flexible and challenge students through everyday events and react to situations that may occur.

Content will also link into the tutor programme which will further deepen the understanding of current events.

The content that is delivered is developed following the statutory guidance for a RS curriculum as outlined by the DfE

'The RE curriculum needs to reflect the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'

- **Yom Kippur** is the holiest and most solemn day of the year in Judaism, translating to the Day of Atonement.
- **Advent** means the four-week period before Christmas when Christians prepare to celebrate the birth of Jesus
- **Ramadan** is the ninth month of the Islamic calendar, observed worldwide as a holy time for fasting, prayer, and self-reflection
- **Diwali** is the Festival of Lights, a major five-day holiday where people light oil lamps and candles to celebrate the victory of good over evil and light over darkness.
- **Guru Nanak (1469–1539)** was an Indian spiritual teacher and the founder of Sikhism, the world's fifth-largest religion.
- **Siddhartha Gautama** is the spiritual teacher and prince from ancient India who founded the religion of Buddhism and became known as the Buddha, meaning "the enlightened one"

1

Islamic beliefs and practices
[Link to AQA specification](#)

- End of module exam. 48 marks.

10	2	Christian beliefs and practices Link to AQA specification	End of module exam. 48 marks.
	3	Revision for paper 1 Pupils will spend time revising the two main religions. They will sit an end of year mock in the school hall.	1 hour 45 minutes. 96 marks.
11	1	Thematic Studies – Theme A – relationships and families Link to AQA specification	- 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 - 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)	- Two exam papers each lasting 1 hour 45 minutes. - Each worth 96 marks.