

## Religious Education Curriculum Map

**Intent** – The Religious Education curriculum aims to inspire students to become theologians and philosophers who can make critical and balanced judgements about questions of meaning and purpose through developing religious literacy in terms of vocabulary and conceptual understanding. Through a knowledge rich curriculum, pupils acquire an in depth understanding of the core vocabulary and theological beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Comparisons of these three faiths allows for frequent retrieval and for knowledge to be embedded before students explore how these faiths, along with secular views, respond to philosophical issues and how they make ethical decisions. This provides students with the theological, philosophical and ethical knowledge to apply their learning to contemporary issues within modern society in their GCSE, A level and Degree study.

Implementation						
Term	1	2	3	4	5	6
<b>Year 7</b>	<b>1. Judaism and the Big Story of the Tanakh (Old Testament)</b> Students learn about Judaism, <b>the first Abrahamic religion</b> , and the key beliefs of the religion. Students explore the beginnings of Judaism by systematically reviewing creation and the fall in Genesis. Students study the birth of the Jewish faith and covenant through Abraham. In Exodus, students examine the story of Moses and Passover. Sacrifice and its purpose are evaluated through Leviticus. Students gain an understanding of the Kings of Israel and the Prophets. Teaching the Babylonian exile through Isaiah demonstrates the theme of exile and the temple for the Jewish people. The role of the Messiah in the Old Testament will be examined and analysed. Students develop the skills of defining, describing and explaining through formal writing. This unit deepens students' understanding of the core beliefs of Judaism and explores <b>the innate connections between Judaism and Christianity</b> .		<b>2. The Big Story of the New Testament</b> In order to understand the core theology of Christianity, students learn the key vocabulary and narrative structure of the Bible. Students examine how Jesus relates to the different Jewish understandings of the Messiah. After examining the main events in the incarnation, life of Jesus and his teachings, students learn how the 'big story' of the Bible comes to completion through Jesus' crucifixion and resurrection and ascension. Students evaluate the identity of Jesus. Students will explore the themes of sacrifice, atonement and exile that run throughout the Bible. <b>This unit provides students with an in depth understanding of Christian theology to prepare them for GCSE study. Students will have excellent Biblical literacy, which will enable them to engage with and access Biblical references in society, culture and academia.</b>		Revision of units 1 and 2 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 1 and 2
<b>Interleaved topic</b>	Judaism and the Big Story of the Tanakh		Judaism and the Big Story of the Tanakh			
<b>Cultural Capital</b>	Biblical and Religious literacy to access British society, culture, values and history.		Biblical and Religious literacy to access British society, culture, values and history.			
<b>Year 8</b>	<b>3. Islam as a living religion</b> Students are introduced to Islam, the last of the Abrahamic faiths, and the core beliefs of Tawhid, the sin of shirk and how Ibrahim is a model of complete submission to God and how this influences Muslims in their daily life. Students examine the role of prophets, prophet Muhammad, the importance of the Qur'an and beliefs about life after death. Students examine the core practices of the 5 Pillars, Jihad and religious dress. Students apply this knowledge to the ethical issues of when violence is acceptable and the role of women. Students compare the core theology of Judaism and Christianity with Islam. This unit prepares students for their in-depth study of Islamic beliefs and practices in Year 11 and beyond in British society and culture. Students build on the skills of defining, describing, and explaining by learning to evaluate through formal writing. <b>Students will develop a nuanced and tolerant understanding of Islam, the world's second largest and fastest growing religion, to interpret and evaluate Islam in society and the media.</b>		<b>4. History of Christianity</b> In Year 7 students have studied from 2500 BCE to 50CE, in this unit students will examine the development of Christianity from 50CE to now. Students will gain an awareness of the range of denominations and the reasons for their existence. Students will explore the history of Christianity and examine how Christian beliefs are interpreted differently by Christian denominations, gaining knowledge of the core vocabulary of the Catholic and Protestant traditions. Students will gain knowledge of the context in which Protestantism emerged and how this led to different religious beliefs and practices in Catholic and Protestant traditions, focusing upon the role and authority of the Church and the Bible. This unit gives students an understanding how different Christian denominations approach religious and ethical issues, which will be further studied at GCSE. Students build on the skill of evaluation through mini-essays. <b>Students will have the knowledge to understand the complex motivations of denominations of Christians in society.</b>		Revision of units 3 and 4 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 3 and 4
<b>Interleaved Topic</b>	Judaism and the Big Story of the Tanakh		The Big Story of the New Testament			
<b>Cultural Capital</b>	Understanding of the diversity of British Culture and an appreciation of how Islam can be interpreted unfavourably by society and the media.		A deeper understanding of Christianity and its diversity within Britain, how British culture, history and values have been shaped by Christianity.			

Year 9	<p><b>1. Philosophy</b></p> <p>Students are introduced to key philosophical branches including ethics, epistemology and philosophy of religion. <b>Students are given the foundations of a classical academic education, which will enable them to thrive and access a plethora of subjects and specialisms.</b> Students develop an understanding of ethical systems, including situation ethics and utilitarianism. Students explore the field of epistemology through Socrates, Plato and Aristotle. Students gain knowledge of the classical arguments for the existence of God; the cosmological argument, the design argument. Students examine the challenge to theistic belief posed by the problem of evil and how this challenge is overcome through theodicies. Students will then be introduced to core ethical vocabulary and explore absolutist and relativist approaches to morality, and how they influence different Christian denominations. Students will apply ethical systems to ethical dilemmas. This unit prepares students for examining these philosophical issues in greater detail in Year 10 and 11.</p>		<p><b>2. Christian Beliefs</b></p> <p>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 unit 2 by examining in depth the theological concepts of the nature of God, how Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved will also be studied along with how different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</p> <p><b>3. Christian Practices</b></p> <p>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today. <b>This unit builds on knowledge from Christian beliefs (6) and the History of Christianity (4), students will understand a range of denominations as well as the beliefs behind the practices.</b></p>		Revision of units 5,6 and 7 in preparation for the assessment		Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 5 and 6		
Interleaving	Islam as a Living religion		Big Story of the Bible – Tanakh and New Testament						
Cultural Capital	Understanding of non-religious and humanist worldview which is both prominent and increasing in British society. Students will engage with SMSC (Spiritual, moral, social and cultural) values as they consider ethics, epistemology and philosophy of religion.		An appreciation of the links between British society, history, culture, law, festivals and Christianity. Students will discuss whether Britain is a Christian country.						
Term	1	2	3	4	5	6			
Year 10	<p><b>4. Islamic Beliefs</b></p> <p>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 9, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses. <b>Students will be equipped with the knowledge to understand what drives different groups of Muslims in society.</b></p>	<p><b>5. Islamic Practices</b></p> <p>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices. <b>Students will be equipped with the knowledge to understand the motivations of different groups of Muslims in society.</b></p>	<p><b>6. Issues of relationships</b></p> <p>Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will understand why different Christian groups have different responses to these issues due to their ethical approach studied in unit 4 and 6. Students will compare different Christian and secular views in order to make their own critical and balanced judgements on these issues. <b>Students will consider why there are agreements and disagreements between religions and within religions on these issues. Students will be better informed to come to their own conclusions.</b></p>	<p><b>7. Issues of Life and Death</b></p> <p>Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different groups of Christians view the sanctity of life, abortion, euthanasia and the afterlife. Students will apply their understanding of philosophical and vocabulary acquired in Year 9 to a range of contemporary issues and <b>through comparing different theological and secular responses will make critical and balanced judgements.</b></p>	Revision of units 6 - 11 in preparation for the assessment	Assessment feedback Students revisit knowledge to ensure mastery has been achieved by all students in units 7 - 10			
Interleaved Topic	Christian Beliefs	Christian Practices	Philosophy	Philosophy					
Cultural Capital	Spiritual and moral values will be considered from an Islamic perspective.		SMSC values will be considered in regard to relationships.	SMSC values on the environment, sanctity of life, abortion and euthanasia. British law.					

<b>Year 11</b>	<p><b>8. Issues of Good and Evil</b> Students will apply their knowledge of different Christian beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. Students will revisit the problem of evil studied in Year 9 and will examine in detail Christian attitudes to good, evil and suffering, and how Christians have responded to the problem of evil through the theodicies of Irenaeus and John Hick. <b>Students will develop crucial evaluative skills as well as analysing and creating lines of argumentation.</b></p>	<b>Mock 1</b>	<p><b>9. Issues of Human Rights</b> Students will apply their knowledge of Christian theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian belief and how this is influenced by the particular ethical approach of that denomination examined in Year 8. <b>This unit will give students the opportunity to explore complex issues within contemporary society such as the Charlie Hebdo case and recent cases of terrorism, enabling them to develop their own critical and balanced judgement.</b></p>	<b>Mock 2</b>	<b>Revision of Christian beliefs and practices</b>	<b>Mock 3</b>	<p><b>Revision of religious, philosophical and ethical studies in the modern world.</b></p> <p><b>Revision of Islamic beliefs and practices.</b></p>	<b>Public exams</b>	
<b>Interleaved Topic</b>	Islamic Beliefs and Practices		Christian Beliefs and Practices.						
<b>Cultural Capital</b>	Spiritual, moral and British values will be considered in relation to good, evil and aims of punishment. British law.		Social, cultural and British values will be considered in relation to human rights, religious extremism and censorship. British law.						
	<b>Term 1</b>		<b>Term 2</b>				<b>Term 3</b>		
<b>Year 12</b>	<p><b>Philosophy of Religion</b> Philosophical Issues and Questions, students will study in more detail the design and cosmological arguments for the existence of God which were studied in the philosophy unit in Year 9. <b>Islam</b> – sources of Wisdom and Authority. Students will build on their GCSE understanding of the life of Prophet Muhammad through studying Pre-Islamic Arabia and the primary sources that describe his life, death and importance as a prophet. <b>Ethics</b> Students will study in greater depth the topics of Utilitarianism and Situation Ethics which they were introduced to in year 9. Students will be able to evaluate the strengths and weaknesses of the ethical systems and refer to scholars such as Bentham, Mill, Fletcher and Robinson.</p>	<b>Mock Exam</b>	<p><b>Philosophy of Religion</b> The Nature of Religious Experience. Students will explore this topic by looking at philosophers such as William James and Otto. Students will develop a nuanced understanding of Numnosity, Visions, Mysticism, propositional and non-propositional revelation. <b>Islam</b> Students will develop their GCSE knowledge of the six articles of faith by gaining a thorough understanding of the six beliefs and different Islamic interpretations of them. Students will delve into the interpretation, treatment and significance of Islamic sources of wisdom and authority such as the Hadith, Sunnah and Qur'an. <b>Ethics</b> Students will study the final ethical theory of natural moral law and be able to refer to key philosophers such as Aquinas, Aristotle and Hoose. Students will be familiar with Aquinas and Aristotle from Year 9.</p>		<b>Mock Exam</b>		<p><b>Philosophy of Religion</b> Students will tackle the Problem of Evil and suffering and theodicies which respond to it. Students will build on their basic understanding of these issues from the introduction to philosophy in Year 9 as well as the GCSE Eduqas course. <b>Islam</b> Students will use their knowledge of the 5 pillars of Islam at GCSE to explore these essential Islamic practices and Sunni and Shia differences. Students will retrieve their understanding of the ummah and the Sunni Shia split which they will have from Year 8 and Year 10. <b>Ethics</b> Students will return to issues of war, peace, sexual ethics, sustainability, climate change and equality which were studied during GCSE. Students will study these topics in greater depth and with reference to ethical thinkers.</p>	<b>Mock Exam</b>	
<b>Interleaved Topic</b>	Islamic Beliefs and Teachings		Philosophy				Christian Beliefs		
<b>Cultural Capital</b>	Moral values – ethics Spiritual values – Islam, philosophy of religion.		Moral values – ethics Spiritual values – Islam, philosophy of religion.				Moral values – ethics Spiritual values – Islam, philosophy of religion.		

<b>Year 13</b>	<p><b>Philosophy of Religion</b> Students will gain an understanding of religious language whilst referring to the anthology link and scholars such as AJ Ayer and Wittgenstein. Students will be able to discuss critiques of religious belief such as atheism, agnosticism and refer to philosophers – Durkheim, Marx, Freud, Jung, Westphal, Dawkins, Copleston and Russel.</p> <p><b>Islam</b> Students will retrieve their understanding of the caliphs and the rightly guided caliphates from Year 8. Students will build on knowledge of the origins of Shia Islam from GCSE. Students will be introduced to Sufism and the scholars of al-Ghazali. Furthermore, students will be able to discuss the interaction of Islamic thought with modern science and in the middle ages.</p> <p><b>Ethics</b> Students will build on their Year 12 knowledge of ethical theories by studying meta-ethics – cognitive and non-cognitive uses of language, realism and anti-realism. Language as factual and symbolic. The nature of ethical assertions and emotivism. Students will also explore the relationship between religion and morality through the concepts of autonomy, theonomy, heteronomy and divine command ethics.</p>	<b>M O C K E X A M</b>	<p><b>Philosophy of Religion</b> Students will develop an understanding of views about life and death across religious traditions. Concepts from GCSE will be revisited including immortality, rebirth, reincarnation, resurrection. New concepts will be introduced such as replica theory, dualism, monism and near-death experiences. Students will be able to discuss the key debates between religion and science. Students will evaluate miracles and scholars such Dawkins.</p> <p><b>Islam</b> Students will analyse the writings of Khadduri and Tariq Ramadan by referring to extracts from the anthology. Students will develop a nuanced understanding of jihad and different interpretations of lesser and greater jihad. Religion and Society will build on the concepts of gender and feminism in Islam from Year 8 and Year 10. Furthermore, students will gain an understanding of shariah law and controversies surrounding it as well as the attitude of Islam to other worldviews – religious/non-religious and secularism.</p> <p><b>Ethics</b> Kant and Aristotle's ethical ideas will be retrieved and compared using the anthology. The concepts with deontology and virtue ethics will be evaluated. Medical ethics will be explored and discussed with reference to Wilcockson, abortion and euthanasia. Arguments from Year 11 will be retrieved and examined.</p>	<b>Revision &amp; Public Exams</b>	
<b>Interleaved Topic</b>	Philosophy of Religion AS – Term 1 & 2 Islam AS – Term 1 & 2 Ethics AS – Term 1 & 2		Philosophy of Religion AS – Term3 Islam AS – Term 3 Ethics AS – Term 3		
<b>Cultural Capital</b>	Moral values – ethics Spiritual values – Islam, philosophy of religion.		Moral values – ethics Spiritual values – Islam, philosophy of religion.		

**Impact:** Students will achieve mastery in the specified knowledge, students will have been formatively assessed regularly at KS3 through extended writing and knowledge quizzes and teaching will have been adapted accordingly. Assessment data will be used to judge the success of the curriculum and progress towards mastery. The curriculum will cause students to become theologians and philosophers who can make critical and balanced judgements. This will be demonstrated by the desire of students to participate in further reading of religion and philosophy. A significant number of students will choose to do related subjects at A level and university.