Religious Studies

Year 7 Subject Overview Map

Year 7	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
AUTUMN TERM						
Half-term 1	**What do we mean by Religion and Worldviews?** ❖ What is Religious Studies all about and why do we study it? ❖ What do you already know about Religious Studies? ❖ How are Religion and Worldviews linked? ❖ What are traditions and beliefs? ❖ What are the three lenses in Religious Studies? ❖ What are the six main religious traditions? ❖ Does religion matter? ❖ How is our school linked to Christianity?	• **Key concepts:** religion, worldview, belief, tradition, theology, philosophy, social sciences • **Beliefs and teachings:** worldviews can be religious or non-religious. The six main religious traditions in the UK are Christianity, Islam, Judaism, Hinduism, Sikhism, and Buddhism, each with its own key beliefs, symbols, and sacred texts. • **Practice and lived experience:** how beliefs shape lives and communities in the UK and worldwide, and our school's Church of England foundation	• Describe what Religious Studies is and why it matters • Explain how religion and worldviews are linked • Describe the six main religious traditions and their key features • Explain the kind of question each of the three lenses asks about religion	No formal written assessment. Knowledge learnt will be assessed through recall quizzes on Satchel One.	IP 7.1 Where is there evidence for the existence of God? IP 7.2 What does it mean to belong? IP 7.3 What does it mean to be a person of faith? Framework Appendix 3: religious and non-religious worldviews Framework's three disciplines: theological, philosophical, and sociological	Appendix 2, Ways of knowing

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Half-term 2	**How do Christian beliefs and practices influence the lives of Christians today?** ❖ What do Christians believe about God? ❖ Who is Jesus? ❖ Why is the Bible important? ❖ What are the two great commands for Christians? ❖ How do Christians worship? ❖ Why is the Lord's prayer important to Christians? ❖ Is Christianity still relevant in the UK today?	• **Key concepts:** Trinity, incarnation, agape, worship, liturgy • **Beliefs and teachings:** many Christians believe in one God as Father, Son, and Holy Spirit, and in Jesus as God incarnate. They see the Bible as a source of authority, and follow the two great commandments to love God and their neighbour. • **Practice and lived experience:** worship, Holy Communion, and the Lord's Prayer, and the place of Christianity in the UK today	• Examine what Christians believe about God and Jesus. • Interpret what Bible passages teach, and how Christians apply them • Use data to analyse whether Christianity is still relevant in the UK • Compare different styles of Christian worship and explain the beliefs behind them • Begin to evaluate, giving more than one view with reasons	Formal written assessment - *How do Christian beliefs and practices influence the lives of Christians today?*	IP 7.3 What does it mean to be a person of faith? IP 7.4 Where in the world is Christianity? IP 8.6 Why do Christians believe an understanding of the Trinity is important? BoS 1a, 1f, 1h, 2a, 3a, 3l (God, Trinity, Lord's Prayer, scripture, church, Eucharist)	3.1 What does it mean for Christians to believe in God as Trinity? 3.6 Why do Christians believe Jesus was God on Earth? 3.7 What is so radical about Jesus?

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Year 7	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
SPRING TERM						
Half-term 3	**How do Islamic beliefs and practices influence the lives of Muslims today?** ❖ Who was the Prophet Muhammad (pbuh)? ❖ Where in the world is Islam and what does that mean locally? ❖ How do Islamic beliefs affect daily life and practice? ❖ Why is the Mosque important? ❖ What is challenging about being a Muslim in Britain today?	• **Key concepts:** The Shahadah, prophethood, Qur'an, Salah, Islamophobia • **Beliefs and teachings:** Muslims believe in one God and that the Prophet Muhammad (pbuh) received the Qur'an, God's final revelation. Sunni and Shi'a Muslims share core beliefs but differ in some beliefs and practices. • **Practice and lived experience:** the Five Pillars in daily life, building on KS2 learning, the mosque as a place of prayer, learning, and community, and being Muslim in Britain today	• Explain how the Prophet Muhammad (pbuh) and the Qur'an shape Muslim belief • Interpret maps and population data to find out where Muslims live, globally and locally • Explain how the Five Pillars and the mosque shape daily life • Interpret British Muslim voices to understand the opportunities and challenges they describe	Formal written assessment - *What does it mean to be a Muslim?*	IP 8.1 Where in the world is Islam?	3.10 What is good and what is challenging about being a Muslim teenager in Britain today?
Half-term 4	**Did Jesus really rise from the dead?** ❖ Who do people say Jesus is?	• **Key concepts:** crucifixion, resurrection, sacrifice, salvation, reconciliation • **Beliefs and teachings:** people hold different views	• Interpret the Gospel accounts of Holy Week and Easter	No formal written assessment this half term.	IP 7.5 Why do people believe that Jesus rose from the dead?	

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Year 7	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	❖ How do the events of Holy Week tell us what Christians believe? ❖ Why did Jesus' die? ❖ What happened on Easter Sunday? ❖ Did Jesus really rise from the dead? Weighing the evidence	of Jesus, such as teacher, prophet, or Son of God. Using the Gospel accounts of Holy Week and Easter, many Christians believe Jesus' death was a sacrifice that restored the relationship between God and humanity, and that he rose from the dead. Some understand the resurrection more spiritually, and non-religious views question the evidence. • **Practice and lived experience:** why the resurrection matters to Christians today, including the hope it gives and its place in Easter worship.	• Explain what the events of Holy Week show about Christian beliefs • Analyse evidence and arguments for and against the resurrection • Reach a reasoned judgement and explain why others might disagree	Knowledge learnt will be assessed through recall quizzes on Satchel One.		

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Year 7	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
SUMMER TERM						
Half-term 5	**How do people and communities live together?** ❖ What is prejudice and discrimination? ❖ Where does prejudice come from? ❖ What do religions teach about equality? ❖ How might a Christian respond to discrimination? ❖ How can individuals stand up to prejudice and discrimination? ❖ How do organisations work to overcome prejudice and discrimination?	• **Key concepts:** prejudice, discrimination, stereotype, equality, justice • **Beliefs and teachings:** many Christians believe all people are made in the image of God and so have equal worth, shown in how Jesus treated outsiders. Other faiths also teach equality. • **Practice and lived experience:** where prejudice comes from, and how individuals and organisations work to overcome it.	• Explain the difference between prejudice and discrimination, and where prejudice comes from • Explain how religious teachings on equality guide believers' responses • Assess the significance of individuals and organisations that challenge prejudice • Evaluate how far people and communities can overcome prejudice, giving more than one view	Formal written assessment - *How can people and communities overcome prejudice and discrimination?*	IP 8.2 Why should we treat people with dignity and respect? Is life always fair? IP 7.7 What happens when faith and courage collide? BoS 8: rights and responsibilities	3.7 What is so radical about Jesus?
Half-term 6	**How are Sikh teachings on equality put into practice?** ❖ Who was Guru Nanak? ❖ Who were the Sikh Gurus and what did they teach?	• **Key concepts:** Guru, Guru Grath Sahib, gurdwara, langar, sewa • **Beliefs and teachings:** Guru Nanak taught that there is one God and that all people	• Explain the significance of Guru Nanak and the Gurus' teachings on equality • Explain how the gurdwara, langar, and	No formal written assessment this half term. Knowledge learnt will be	IP 7.3 What does it mean to be a person of faith?	3.12 How are Sikh teachings on equality and service put into practice today?

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Year 7	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	❖ How is the gurdwara central to Sikh community life? ❖ What is the langar and why is it important? ❖ How do Sikhs put equality into practice today?	are equal. After the ten human Gurus, Sikhs treat the Guru Granth Sahib as the living Guru. • **Practice and lived experience:** the gurdwara as open to all, the langar as a shared meal showing equality, and sewa in Britain today	sewa put equality into practice • Evaluate how far Sikh practice shows equality in action today, with reasons	assessed through two recall quizzes on Satchel One.		

Students have one lesson each week.

Key

Substantive Knowledge: what pupils learn: key concepts, beliefs and teachings, and how beliefs are lived out.
Disciplinary Knowledge: how pupils learn: what they do with their knowledge, building from describing and explaining towards evaluating across the year.
IP: Illuminating Pathways schemes of work (Dioceses of Blackburn, Chester, and Liverpool): unit number and title.
BoS: Breadth of Study strand, Liverpool DBE Services Framework for Religious Education (2022), Appendix 4.
Manchester: unit key questions from the Manchester Diocese RE Syllabus 2023 (KS3 units 3.1 to 3.18).

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Year 7 Subject Overview Map

Religious Studies

Year 8 Subject Overview Map

Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
AUTUMN TERM						
Half-term 1	**How does religion help when life gets hard?** ❖ Where do you go for guidance? ❖ Where do people turn in times of crisis? ❖ What are the different types of evil and suffering? ❖ Where does evil and suffering come from? ❖ What is the problem of evil and suffering for belief in a good God? ❖ How do some people use the Bible in difficult times? ❖ What does the story of Job teach Christians about evil and suffering? ❖ How did Jesus's sacrifice help Christians to make sense of suffering? ❖ How do Christians respond to suffering?	• **Key concepts:** evil, suffering, moral evil, natural evil, omnipotent, omnibenevolent, sacrifice, compassion • **Beliefs and teachings:** moral evil is caused by humans, and natural evil by nature. For many Christians, belief in an all-powerful, all-loving God raises the problem of evil, and some link evil and suffering to the Fall. The story of Job explores faith in suffering, and many Christians believe Jesus' suffering and death show that God shares in human suffering and overcomes it. • **Practice and lived experience:** where people turn for guidance in a crisis, and how Christians use the	• Interpret how Christians use Bible passages, including the story of Job, in difficult times • Analyse the problem of evil and suffering for belief in a good God • Compare different Christian responses to suffering, including prayer and practical action • Evaluate how far religion helps people when life gets hard, giving more than one view	No formal written assessment. Knowledge learnt will be assessed through recall quizzes on Satchel One.	IP 8.3 How do sacred texts help people to respond in times of crisis? IP 8.5 Why do people believe in God? BoS 2a scripture; BoS 7 ethics (good and evil)	3.5 What do people do when life gets hard? 3.16 Why is there suffering? Are there any good solutions? 3.3 Why are people good and bad?

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Year 8 Subject Overview Map

Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
		Bible, prayer, and practical action to respond to suffering.				
Half-term 2	**How do Jewish beliefs and practices influence the lives of Jewish people today?** ❖ Where did Judaism begin? ❖ What are the different branches of Judaism? ❖ What do Jews believe about God? ❖ What is a Patriarch and what role did they have in the development of Judaism? ❖ Why is Abraham considered the father of Judaism? ❖ Who was Moses? ❖ What is Passover and why is it important? ❖ How do Jews express their beliefs? (Worship) ❖ What are the key features of the synagogue?	• **Key concepts:** covenant, patriarch, Torah, Shabbat, synagogue, Pesach (Passover), Orthodox, Reform, Holocaust • **Beliefs and teachings:** Jews believe in one God. Abraham is seen as the father of the Jewish people through his covenant with God. Moses led the Exodus from Egypt and received the Torah, and the Exodus is remembered at Passover. Judaism has different branches, including Orthodox and Reform. • **Practice and lived experience:** synagogue worship, Shabbat in the home, the Passover Seder, and Jewish life before and during the Holocaust	• Explain how different branches of Judaism interpret and practise their faith • Interpret the stories of Abraham and Moses and explain their significance for Jews today • Explain how Shabbat, Passover, and synagogue worship express Jewish beliefs • Assess the significance of the Holocaust for Jewish people and for the world today	Formal written assessment – *How do Jewish beliefs and practices influence the lives of Jewish people today?*	IP 7.3 What does it mean to be a person of faith? IP 9.1 How should we commemorate the Holocaust? BoS 4b Holocaust Memorial Day	3.11 What is good and what is challenging about being a Jewish teenager in the UK today?

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Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	❖ How do Jews express their beliefs? (Shabbat) ❖ What was the Holocaust? ❖ What was Jewish life like during the Holocaust?					
SPRING TERM						
Half-term 3	**What does it mean for Christians to believe in God as Trinity?** ❖ What do Christians believe about God? ❖ What is the Trinity? ❖ What is the Creed and why is it important to Christians? ❖ What do we learn about the Trinity from the Creed? ❖ How do Christians understand the Trinity through text, art and symbols? ❖ How has art represented the Trinity through history?	• **Key concepts:** Trinity, Father, Son, Holy Spirit, creed, incarnation, baptism • **Beliefs and teachings:** most Christians believe in one God in three persons: Father, Son, and Holy Spirit. The Apostles' and Nicene Creeds summarise this belief, and Christians point to Bible passages such as the baptism of Jesus to show the three persons together. • **Practice and lived experience:** how the Trinity is expressed in art and symbols, in baptism "in the name of the Father, Son,	• Interpret what Bible passages and the creeds teach about the Trinity • Analyse how art and symbols have represented the Trinity through history • Explain how belief in the Trinity is expressed in baptism and worship • Evaluate what difference belief in the Trinity makes to how Christians live	Formal written assessment – *Why do Christians worship God as the Trinity?*	IP 8.6 Why do Christians believe an understanding of Trinity is important? BoS 1a God, 1f Trinity, 1g Apostles' Creed, 3k sacramental worship (baptism)	3.1 What does it mean for Christians to believe in God as Trinity?

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Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	❖ How is the Trinity shown in Christian baptism and worship? ❖ What difference does belief in the Trinity make to how Christians live?	and Holy Spirit", in worship, and in Christian life				
Half-term 4	**How do Hindu beliefs and practices influence the lives of Hindus today?** ❖ What are the key features of Hinduism? ❖ What do Hindus believe about God? ❖ Why are there different deities in Hinduism? ❖ Is death the beginning or end? ❖ What is the Mandir and how is it used for worship? ❖ How do Hindus worship at home? ❖ Which events bring the Hindu community together? (Diwali)	• **Key concepts:** Brahman, deity, atman, samsara, karma, moksha, mandir, puja, murti • **Beliefs and teachings:** many Hindus believe in Brahman, the ultimate reality, worshipped through many deities, such as Vishnu and Shiva. Many Hindus believe the atman (soul) is reborn in a cycle of samsara, shaped by karma, until it reaches moksha (liberation). • **Practice and lived experience:** puja at the mandir and at home shrines, and festivals that bring communities together, such	• Explain how Hindus understand Brahman and the many deities • Interpret Hindu beliefs about samsara, karma, and moksha • Compare worship at the mandir and at home • Assess the significance of festivals such as Diwali and the Kumbh Mela for Hindu communities	No formal written assessment. Knowledge learnt will be assessed through recall quizzes on Satchel One.	IP 7.3 What does it mean to be a person of faith?	3.9 Why don't Hindus want to be reincarnated and what do they do about it?

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Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	❖ Which events bring the Hindu community together (Kumbh Mela)	as Diwali and the Kumbh Mela				
SUMMER TERM						
Half-term 5	**What does it mean to be a good steward in the 21st century?** ❖ What does it mean to be a good steward? ❖ What is our relationship with our planet? ❖ How does the Genesis creation story influence Christian behaviour? ❖ Should Christians be greener than everyone else? ❖ How does stewardship affect the way we treat people? ❖ How do churches support their local communities? ❖ How do religious communities respond to	• **Key concepts:** stewardship, creation, dominion, sustainability, charity, social justice, poverty • **Beliefs and teachings:** many Christians believe God created the world, as told in Genesis, and gave humans the role of stewards, caring for creation and for other people. Jesus' teaching to love your neighbour shapes Christian responses to people in need. • **Practice and lived experience:** how churches and faith communities respond to local and global issues, such as poverty, homelessness, and climate	• Interpret how Christians understand the Genesis creation stories and the idea of stewardship • Apply Christian teachings to environmental and social issues • Analyse how churches and faith communities respond to local and global needs • Evaluate whether Christians should be greener than everyone else, giving more than one view	Formal written assessment – *What does it mean to be a good steward?*	IP 9.4 What does it mean to be a good steward in the 21st century? BoS 6a interpretations of creation, 8 rights and responsibilities, 9b wealth, 9e environment	3.2 Should Christians be greener than everyone else?

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Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
	poverty and homelessness? ❖ How do faith communities respond to local issues? ❖ How do faith communities respond to global issues? ❖ How can an individual make a difference?	change, and how individuals can make a difference				
Half-term 6	**Is death the end?** ❖ Why do people believe in life after death? ❖ What do Christians believe about life after death? ❖ What do other religions say about life after death? ❖ How do beliefs about death shape the lives of faith communities? ❖ How does faith support people who are grieving? ❖ Is it important to remember the dead? ❖ Can beliefs about life after death give people hope? ❖ Is death the end?	• **Key concepts:** afterlife, resurrection, eternal life, heaven, hell, judgement, reincarnation, remembrance • **Beliefs and teachings:** many Christians believe in resurrection and eternal life with God because of Jesus' resurrection, and in judgement, heaven, and hell. Other religions teach different beliefs, such as reincarnation in Hinduism, and non-religious people may believe death is the end. • **Practice and lived experience:** how beliefs	• Explain why people believe, or do not believe, in life after death • Compare Christian beliefs about life after death with those of other religions • Analyse how beliefs about death shape funerals, remembrance, and support for the grieving • Evaluate whether death is the end, reaching a justified conclusion	No formal written assessment. Knowledge learnt will be assessed through recall quizzes on Satchel One.	IP 8.4 What is the evidence of life after death? Is death the end? BoS 1e life after death	3.15 How far does it make a difference if you believe in life after death?

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Year 8	Enquiry Questions	Substantive Knowledge	Disciplinary Knowledge	Assessment	Alignment to Liverpool Diocese Scheme *(Illuminating Pathways)*	Alignment to Manchester Diocese Scheme
		shape funerals and remembrance, how faith communities support people who are grieving, and how belief in an afterlife can give hope				

Students have two lessons each week.

Key

Substantive Knowledge: what pupils learn: key concepts, beliefs and teachings, and how beliefs are lived out.
Disciplinary Knowledge: how pupils learn: what they do with their knowledge, building on Year 7 towards analysing and evaluating across the year.
IP: Illuminating Pathways schemes of work (Dioceses of Blackburn, Chester, and Liverpool): unit number and title.
BoS: Breadth of Study strand, Liverpool DBE Services Framework for Religious Education (2022), Appendix 4.
Manchester: unit key questions from the Manchester Diocese RE Syllabus 2023 (KS3 units 3.1 to 3.18).

Religious Studies GCSE

Year 9 Subject Overview Map

Year 9	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
AUTUMN TERM					
Half-term 1	**Christian beliefs and teachings** ❖ The nature of God ❖ Different Christian beliefs about creation including the role of Word and Spirit ❖ Different Christian beliefs about the afterlife and their importance ❖ Jesus Christ and salvation ❖ The problem of Evil and Suffering	• **Key concepts:** omnipotent, omnibenevolent, just, Trinity, incarnation, resurrection, ascension, judgement, original sin, salvation, grace, atonement • **Beliefs and teachings:** God as omnipotent, loving, and just, and the problem of evil and suffering; the oneness of God and the Trinity; different beliefs about creation, including the role of the Word and Spirit (John 1:1–3, Genesis 1:1–3); different beliefs about resurrection, judgement, heaven, and hell; Jesus as the incarnate Son of God, and his crucifixion, resurrection, and ascension; sin, including original sin; salvation through law, grace, and Spirit; and atonement. • **Practice and lived experience:** how these beliefs influence Christians today, including different Catholic, Orthodox, and Protestant views	• Explain how key Christian beliefs influence Christians today • Use Bible passages, such as John 1:1–3 and Genesis 1:1–3, to support explanations • Explain different Christian interpretations of creation and the afterlife • Evaluate statements about Christian beliefs, reaching a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment.	Paper 1: 3.1.2.1 Christianity: Beliefs and teachings

Religious Studies GCSE

Year 9 Subject Overview Map

Year 9	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
Half-term 2	**Christian Practices** ❖ Different forms of worship ❖ Private worship ❖ Prayer ❖ Sacraments – Baptism and Eucharist ❖ Pilgrimage: Lourdes and Iona ❖ Festivals: Christmas and Easter	• **Key concepts:** liturgical, non-liturgical, informal and private worship, sacrament, baptism, Eucharist, pilgrimage • **Beliefs and teachings:** the meaning of sacrament; different beliefs about infant and believers' baptism; different interpretations of Holy Communion; and the significance of prayer, including the Lord's Prayer. • **Practice and lived experience:** worship, including the use of the Bible; set and informal prayer; how baptism and Holy Communion are celebrated in different denominations; pilgrimage to Lourdes and Iona; and Christmas and Easter in Great Britain today	• Explain different ways Christians worship and why • Explain different Christian views on baptism and Holy Communion • Use sources of Christian belief and teaching to explain the importance of practices • Evaluate the importance of practices, such as prayer and pilgrimage, with a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment.	Paper 1: 3.1.2.2 Christianity: Practices (Worship and festivals)
SPRING TERM					
Half-term 3	**Theme E: Religion, crime and punishment** ❖ Causes of Crime ❖ Types of crime, including hate crimes, theft and murder ❖ Aims of Punishment ❖ Prisons ❖ Community service ❖ Corporal Punishment	• **Key concepts:** retribution, deterrence, reformation, corporal punishment, death penalty, forgiveness, sanctity of life, principle of utility • **Beliefs and teachings:** Christian teachings on good and evil intentions, the aims of punishment, corporal punishment, the death penalty, and forgiveness, including ethical arguments on the death penalty based on utility and the sanctity of life,	• Explain similar and different religious beliefs about punishment and forgiveness • Apply Christian teachings to issues of crime and punishment • Analyse ethical arguments for and against the death penalty	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation),	Paper 2A: 3.2.1.5 Theme E: Religion, crime and punishment

Year 9	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
	❖ Capital Punishment ❖ Ethical arguments about the death penalty ❖ Forgiveness ❖ Good and evil intentions and actions	and non-religious views such as humanism. • **Practice and lived experience:** reasons for crime, including poverty, upbringing, mental health problems, addiction, greed, hate, and opposition to an unjust law; types of crime, including hate crimes, theft, and murder; and prison, community service, and corporal punishment	• Evaluate statements about crime and punishment, considering religious and non-religious views	alongside Satchel One keyword quizzes and an end-of-unit assessment.	
Half-term 4	**Christian Practices – Christian Community** ❖ The role of the church in the local community – Foodbanks and Street Pastors ❖ Mission, evangelism and Church growth ❖ The importance of the worldwide Church ❖ Reconciliation ❖ Persecution ❖ Christian Aid	• **Key concepts:** mission, evangelism, Church growth, reconciliation, persecution, worldwide Church • **Beliefs and teachings:** many Christians believe they are called to love their neighbour, to share their faith (Matthew 28:19–20), and to work for reconciliation and justice. • **Practice and lived experience:** food banks and Street Pastors; mission and evangelism; working for reconciliation; responding to persecution; and the work of Christian Aid	• Explain how Christian teachings influence the work of the Church locally and worldwide • Use sources of Christian teaching to explain the importance of mission and reconciliation • Analyse how effectively churches respond to need and persecution • Evaluate the importance of the worldwide Church, with a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment.	Paper 1: 3.1.2.2 Christianity: Practices (The role of the church in the local and worldwide community)
SUMMER TERM					

Religious Studies GCSE

Year 9 Subject Overview Map

Year 9	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
Half-term 5	**Theme F: Human Rights and Social Justice** ❖ Human Rights ❖ Treatment of women ❖ Treatment of those in same-sex relationships ❖ Religious expression ❖ Racism ❖ Positive discrimination ❖ Social Justice ❖ Attitudes to Wealth ❖ Causes of Poverty ❖ Exploitation: fair pay, excessive interest and people-trafficking ❖ Help for those in Poverty ❖ Charities	• **Key concepts:** human rights, social justice, prejudice, discrimination, positive discrimination, freedom of religious expression, exploitation, charity • **Beliefs and teachings:** Christian teachings on equality, the status of women in religion, the uses of wealth, and freedom of religious expression, including ethical arguments about racial discrimination based on equality and justice, and non-religious views. • **Practice and lived experience:** the treatment of women and of those in same-sex relationships within religion; racial prejudice; attitudes to wealth; exploitation through unfair pay, excessive interest on loans, and people-trafficking; and the responsibilities of those living in poverty, and charity	• Explain different religious beliefs about human rights, prejudice, and wealth • Apply Christian teachings to issues of social justice • Analyse ethical arguments about discrimination, including positive discrimination • Evaluate statements about human rights and poverty, reaching a justified conclusion	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment.	Paper 2A: 3.2.1.6 Theme F: Religion, human rights and social justice
Half-term 6	**Theme A – Relationships & Families** ❖ Human Sexuality ❖ Sex before and outside Marriage ❖ Contraception and family planning ❖ Marriage	• **Key concepts:** sexuality, contraception, family planning, cohabitation, marriage, divorce, remarriage, procreation, gender equality • **Beliefs and teachings:** Christian teachings on contraception, sex before marriage, and same-sex relationships; the nature and purpose of marriage; ethical arguments about divorce based on the	• Explain different Christian beliefs about relationships and families • Use sources of authority to support explanations of religious teachings • Analyse ethical arguments about divorce and contemporary family issues	Past-paper and exam-style questions assessing AO1 (knowledge and understanding) and AO2 (analysis and	Paper 2A: 3.2.1.1 Theme A: Relationships and families

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Year 9	Specification content	Substantive Knowledge	Disciplinary Knowledge	Assessment	Link to AQA specification
	❖ Cohabitation and same-sex marriage ❖ Nature of Families ❖ Purpose of Families ❖ Contemporary family issues: same-sex parents and polygamy ❖ Divorce ❖ Remarriage ❖ Roles of men and women and gender equality ❖ Gender prejudice and discrimination	sanctity of vows and compassion; the roles of men and women; and non-religious views. • **Practice and lived experience:** nuclear and extended families; the purpose of families, including procreation, stability, and educating children in a faith; same-sex parents and polygamy; and gender prejudice and discrimination	• Evaluate statements about relationships and families, considering religious and non-religious views	evaluation), alongside Satchel One keyword quizzes and an end-of-unit assessment.	

Students have three lessons each week.

Students sit a mock examinations in the sports hall to practise working under exam conditions.

Key

Substantive Knowledge: what pupils learn: key concepts, beliefs and teachings, and how beliefs are lived out.

Disciplinary Knowledge: how pupils learn: what they do with their knowledge, building on Key Stage 3 towards GCSE explanation (AO1) and evaluation (AO2).

AQA: section number in the AQA GCSE Religious Studies A (8062) specification, September 2025 version. Paper 1 covers the study of religions (Christianity and Judaism); Paper 2A covers the four thematic studies.