

## CURRICULUM OVERVIEW OF: RELIGIOUS STUDIES

|                         | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| <b>Year 7 Topics</b>    | <p><b><u>Introduction to RS</u></b><br/>What is RS and why study it?<br/>Baseline<br/>RS Skills<br/>World Religions and their founders</p> <p><b><u>Christianity – the Life of Jesus</u></b><br/>Historical setting for Jesus<br/>Birth of Jesus<br/>Baptism</p>   | <p><b><u>Christianity – the life of Jesus Continued</u></b><br/>Teachings of Jesus – The parable of the lost Son<br/>Teachings of Jesus – The parable of the Good Samaritan<br/>Jesus Death – Holy week<br/>Jesus &amp; Salvation</p> | <p><b><u>Islam – Practises</u></b><br/>Five Pillars of Islam<br/>Salah<br/>Fasting<br/>Zakah<br/>Pilgrimage<br/>The Mosque</p>                            | <p><b><u>Christianity – Practises</u></b><br/>Faith<br/>Denominations<br/>The Bible<br/>Church buildings<br/>Prayer</p>                                      | <p><b><u>Judaism – Practises</u></b><br/>Introduction to Judaism<br/>Synagogue – key features<br/>Synagogue – importance<br/>Shabbat – what happens?</p> | <p><b><u>Judaism – Practises continued</u></b><br/>Shabbat – importance<br/>Kosher &amp; Trefah<br/>Passover<br/>Passover today</p> |
| <b>Year 7 Rationale</b> | <ul style="list-style-type: none"> <li>• Students will build up their knowledge and understanding of world religions - learning about the beliefs, teaching and sources of authority in the major religions and examining religious practices and ways of life.</li> <li>• In year 7 the main focus is on the life of Jesus and the practises within Christianity, Islam and Judaism.</li> <li>• Students will be encouraged to develop and express their own views and opinions.</li> <li>• Students will be encouraged to develop their own spiritual, moral, social and cultural understanding of the world.</li> <li>• Students will begin to develop the examination skills needed for Key stage 4 and will be supported to write independently explaining their own opinions.</li> <li>• Students will develop independent learning skills.</li> <li>• The curriculum meets standards of the Wigan agreed SACRE</li> </ul> |   |   |  |  |   |
| <b>Year 8</b>           | <p><b><u>Sikhism – Beliefs and Practises</u></b><br/>Guru Nanak<br/>Gurus<br/>Khalsa<br/>5 K's<br/>Gurdwara</p>  | <p><b><u>Prejudice and Discrimination</u></b><br/>Equality<br/>Racism<br/>Faith in action<br/>Anti-Semitism– Holocaust<br/>Islamophobia<br/>Extremism &amp; Radicalisation</p>  | <p><b><u>Philosophy</u></b><br/>What do we believe?<br/>The nature of God<br/>Origins of life<br/>Stewardship<br/>The problem of evil &amp; suffering</p> | <p><b><u>Religions of the world</u></b><br/>Buddhism – The study of the Buddha<br/>The four Noble Truths<br/>The Eight fold path<br/>Practising Buddhism</p> | <p><b><u>Religions of the world continued</u></b><br/>Hinduism – Hindu Gods<br/>Rama and Sita<br/>The Mandir<br/>Festivals – Diwali<br/>Karma</p>        | <p><b><u>Judaism – Beliefs God</u></b><br/>The Shema<br/>Abraham<br/>Moses</p>  |

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| <p><b>Year8 Rationale</b></p>                                  | <ul style="list-style-type: none"> <li>• Students will continue to develop their knowledge and understanding of world religions.</li> <li>• In Year 8 the main focus is on Sikhism, and the beliefs within Christianity and Judaism. Students will also study two contemporary issues in society.</li> <li>• The Year 8 curriculum has a more philosophical approach as students continue to develop their own understanding of religion and the world.</li> <li>• Students will continue to develop examination skills and will be encouraged to develop their evaluation skills further developing reasoned judgements.</li> <li>• The curriculum meets standards of the Wigan agreed SACRE</li> </ul>  |
| <p><b>Assessment &amp; Progression within Year 7 and 8</b></p> | <p>In year 7 and 8 students will complete 6 interim assessments (IA) and 4 key assessments (KA) throughout the year. IA's are formative assessments and will feed into the KA's. R&amp;R tasks will be completed which allow the students the opportunity to feedback. Students are directed by staff to address areas for development or misconceptions before attempting the summative KA.</p> <p>KA's are formal assessments that are completed periodically throughout the year. The assessments follow the GCSE style and mode of questioning so that students can develop the key questioning skills that are needed. Each IA will support students with the KA's.</p> <p>Through assessments students should become more familiar with subject specific vocabulary to aid their engagement in assessment. Ongoing checks of retention of knowledge are built into lesson planning and homework tasks. Students are expected to retain ideas and share them in class to demonstrate the progress that they have made. Planned discussion take place and questioning plays a key role in assessing student understanding and engagement with a particular topic.</p> |

Students sit their GCSE examination at the end of Year 10. The Key Stage 3 curriculum has been designed to give students a broad knowledge and understanding of world religions and support students in developing their own opinions. More curriculum time has been given to two religions from the GCSE – Christianity and Judaism so that students have a strong knowledge and understanding of key beliefs and practises within these religions to support them within Key Stage 4.