

RS Curriculum Maps 2024-25

The Humanities Faculty intend their curriculum to support the development of:

- **Questioning and curious students:** Foster a love for the Humanities subjects, whilst being challenged to interact and to ask and pose questions about the world around them.
- **Deep thinking and critical students:** To develop their oracy, think critically and form their own judgements and arguments backed by evidence, whilst reflecting on experiences other than their own.
- **Independent students:** Opportunities for students to develop metacognitive strategies and revision tools alongside soft skills such as teamwork and reflection.
- **Global citizens:** Students will learn about people and places within and outside their own experiences allowing them to challenge stereotypes and place themselves in the world around them.

RS Curriculum Intent:

- Analyse and evaluate sources of wisdom and authority.
- Develop a greater sense of self and ability to express thoughts, ideas and concepts.
- Foster a greater understanding of British Values such as tolerance, democracy and the rule of law to prepare them for life in Modern Britain.

Year 7

Year 7	Term 1	Term 2	Term 3	End Points
	Hinduism and Christianity	Hinduism	Islam and Sikhism	
Topic	Why do people have different beliefs about God?	How are our identities shaped by beliefs?	As humans what responsibilities do we have?	
Skill	Explain and critique ideas offering opinions and arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own			By the end of the year RS students have been able to:
Content	<ul style="list-style-type: none"> • Influence of upbringing and family • Festivals and worship 	<ul style="list-style-type: none"> • Concepts in Hinduism such as karma • The Stages of Life 	<ul style="list-style-type: none"> • Responsibility to others • Treatment of animals and the environment 	Understand different philosophical, ethical

	<ul style="list-style-type: none"> Theism, religion and agnosticism – Hinduism and Christianity Atheism, secularism and Humanism Changes to belief over time 	<ul style="list-style-type: none"> The Caste System within Hinduism Forms of Divine Justice 	<ul style="list-style-type: none"> Ideas about the world and creation from Islam and Sikhism 	<p>and religious viewpoints</p> <p>Able to pose their own questions or critical thinking</p>
Prior Knowledge Required	Knowledge of the six major religions	Knowledge of Hinduism	Knowledge of the environment and world religions	
Feedback Points	<p>SMP: Explain the reasons why some people may believe in God</p> <p>Feedback: Explain the reasons why some people may not believe in God</p>	<p>SMP: ‘The caste system is not fair’ Do you agree?</p> <p>Feedback: ‘The caste system is justice served’. Do you agree?</p>	<p>SMP: Quiz on the environment</p> <p>Feedback: How do we show responsibility in the environment that we live in?</p> <p>Assessment Window</p>	<p>Able to intelligently comment on contemporary debates, laws, views or institutions in society</p>
Focus Questions	<ul style="list-style-type: none"> Is science the only factor in making people atheist? How do family backgrounds influence beliefs about God? 	<ul style="list-style-type: none"> Why do Hindus still believe in the caste system? How does karma determine people’s identity in the Varna? 	<ul style="list-style-type: none"> What is the concept of Sewa in Sikhism? What role does the Langar play in fostering a sense of community and belonging among Sikhs? Why do Muslims have to pay 2.5% of their earnings to charity? 	<p>Demonstrate the values and attributes of being a good citizen</p>
Homework	<ul style="list-style-type: none"> Quizzes of key terms and content Reading process 			
Direct Vocab Instruction or Key Terminology	Theist Agnostic Belief	Atman Karma Samsara Moksha Dharma	Sewa Langar Zakat/Zakah	

Year 8

Year 8	Term 1	Term 2	Term 3	End Points
	Christianity and Buddhism	Christianity and Buddhism	Judaism, Islam, Christianity, Sikhism and Buddhism	
Topic	Why does the idea of evil and suffering negate the existence of God?	What do we mean by living a virtuous life?	How do leaders influence their followers?	
Skill	Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including ethical thought, sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own			By the end of the year for Core RS students have been able to:
Content	<ul style="list-style-type: none"> What is evil and suffering (two types of evil) Suffering in the world and the forms and causes Buddhism – dukka and the Four Noble Truths Christianity – Story of Job Jesus Crucifixion and resurrection Classical theism Theodicy (free will defence) and Inconsistent Triad 	<ul style="list-style-type: none"> Introduction to Morality and virtue Morality and virtue in Christianity including the Golden Rule Morality and virtue in Buddhism including the Middle Way Morality in culture and society (role models that have displayed aspects of virtuous behavior) Moral dilemmas and diverse moral principles 	<ul style="list-style-type: none"> Who are the leaders? What makes a good leader? What do religious leaders have in common? Abraham/ Moses (Judaism) Jesus (Christianity) Prophet Muhammad (Islam) Guru Nanak (Sikhism) Siddhartha Gautama (Buddhism) 	Understand different philosophical, ethical and religious viewpoints Able to pose their own questions or critical thinking Able to intelligently comment on contemporary debates, laws, views or institutions in society
Prior Knowledge Required	Types of evil and suffering Religious ideas about evil and suffering	Types of moral questions The Decalogue or Ten Commandments The Golden Rule	Knowledge of religious characters and individuals from KS1/2/3	Demonstrate the values and attributes of being a good citizen
Feedback Points	SMP: Explain reasons why some people still believe in God in the midst of evil and suffering in the world. (Focus on one side of the evaluation). Feedback: 'The idea of evil and suffering proves God doesn't exist'. Evaluate this statement.	SMP: 'Apply knowledge of virtues to a moral dilemma Feedback: As above, but to another moral dilemma	SMP: Quiz on leaders Assessment Window	
Focus Question	<ul style="list-style-type: none"> What is the problem of evil? How does the existence of evil challenge the notion of an 	<ul style="list-style-type: none"> How does culture categorise the concept of virtue? In life what are we judged by? 	<ul style="list-style-type: none"> How are the religious leaders' actions conveyed in scriptures? 	

	<p>omnipotent, omniscient, and omnibenevolent God?</p> <ul style="list-style-type: none"> How does the theodicy counter the atheistic arguments from classical theism? 	<ul style="list-style-type: none"> How do we become virtuous? Do we all strive for the same virtues? 	<ul style="list-style-type: none"> What led these individuals in their spiritual quest? What was the turning point in the lives of these leaders? 	
Homework	<ul style="list-style-type: none"> Quizzes of key terms and content Reading process 			
Direct Vocab Instruction or Key Terminology	<p>Theodicy Classical theism Inconsistent Triad Moral and Natural evil</p>	<p>Virtue Ethics Morality Conscience</p>	<p>Inspirational Charismatic Role model Scripture</p>	

Year 9

Year 9	Term 1	Term 2	Term 3	End Points
	Judaism, Christianity and Islam	Judaism and Christianity	Christianity, Hinduism and Islam	
Topic	Why is Jerusalem important to the Abrahamic faiths?	How did genocides affect peoples' faith?	What are the different ways to campaign for social justice?	
Skill	<p style="text-align: center;">Critique ideas and opinions and create own arguments Justify responses or perspectives with evidence Ability to evaluate a range of knowledge or 'truths', including articles and sources of wisdom and authority Listen to and demonstrate respect when coming across a range of opinions that may not reflect their own</p>			By the end of the year for Core RS students have been able to:
Content	<ul style="list-style-type: none"> The location and how the religions began in Jerusalem The religious figures or founders that were linked to Jerusalem – Abraham, Jesus and Mohammad That Jerusalem is a multi-faith city 	<ul style="list-style-type: none"> Definitions and concepts of genocide What differentiates genocides from other conflicts Jewish responses to the Holocaust or Shoah 	<ul style="list-style-type: none"> Gandhi as a Hindu leader within India Martin Luther King as a Christian leader within the USA Malcolm X as a Muslim leader within the USA 	Understand different philosophical, ethical and religious viewpoints

	<ul style="list-style-type: none"> Jerusalem is important to Jews because of the Wailing Wall Jerusalem is important to Christians because of the Church of the Holy Sepulchre Jerusalem is important to Muslims because of the Dome of the Rock 	<ul style="list-style-type: none"> Christian responses to the Rwandan Genocide including the actions of the Red Cross 	<ul style="list-style-type: none"> Nelson Mandela as a Christian and the challenge towards apartheid 	<p>Able to pose their own questions or critical thinking</p> <p>Able to intelligently comment on contemporary debates, laws, views or institutions in society</p> <p>Demonstrate the values and attributes of being a good citizen</p>
Prior Knowledge Required	Knowledge of Jerusalem, Christianity and Islam	Knowledge of the Holocaust	Knowledge of religious leaders from KS3 or from KS1/2	
Feedback Points	<p>SMP: Explain why Jerusalem is important in Judaism.</p> <p>Feedback: Explain why Jerusalem is important in Judaism and Christianity.</p>	<p>SMP: ‘Where was God during the holocaust’. Evaluate this statement.</p> <p>Feedback: ‘People lost their faith during the Rwandan genocide’. Evaluate this statement.</p> <p>Assessment Window 1</p>	<p>SMP: Explain two similar ways that social justice was achieved by Gandhi and Martin Luther King.</p> <p>Feedback: Explain two contrasting ways that social justice was achieved by Malcolm X and Nelson Mandela.</p>	
Focus Question	<ul style="list-style-type: none"> What are the important places in Jerusalem to the Abrahamic faiths? Why is Jerusalem important to the Abrahamic faiths? 	<ul style="list-style-type: none"> How did genocides challenge or strengthen belief in God? How do genocides challenge explanations of God's omniscience, omnipotence, and benevolence? 	<ul style="list-style-type: none"> How do different leaders campaign for human rights and social justice? How did the faith of the leaders affect their approach to social justice? 	
Homework	<ul style="list-style-type: none"> Quizzes of key terms and content Reading process 			
Direct Vocab Instruction or Key Terminology	Multifaith Temple Patriarch	Genocide Holocaust Shoah Discrimination Prejudice Ethnic Minority	Ahimsa Agape Segregation Apartheid Social Justice	