

Bede Academy

Religious Studies Curriculum Map





Religious Studies Curriculum Map

Religious Studies at Bede Academy is underpinned by the Big Story of the Bible. Within the Big Story, the concept of ‘salvation’ is at the heart of our curriculum from KS2-KS5 as a learning metanarrative. We want students to understand how religious and non-religious believers grapple with the ‘truth’ of life and salvation both **socially** and **theologically**, and how this ultimately influences their worldview both **philosophically** and **ethically**. Throughout KS3, there is a particular focus given to the ‘Big Story’ of Christianity; however, this does not come at the expense of other living world religious and non-religious worldviews which are studied rigorously as students progress throughout each Key Stage. We want students to study and grapple with the variety of truth claims offered throughout 21st century Britain and beyond. Religious Studies at Bede Academy is inter-disciplinary dealing with units of **philosophy, theology** and **ethics**. We want students to grapple with such disciplines and subsequent big questions, understanding how they ultimately influence an individual’s (both religious and non-religious!) ontological reality, as well as a broader worldview.

As we identify the key knowledge students should master in **Religious Studies** we think carefully about *how* we want students to think as **philosophers/theologians/ethicists**. We want students to:

- be able to philosophically enquire about life's big questions linked to identity, purpose, existence and nature of the divine, discerning truth and goodness, the world and how we live in it.
- develop personal responses to the line of enquiry found within Abrahamic and Dharmic faiths.
- critically evaluate religious answers and other world views including humanism and atheism.
- explore ethical and moral responsibility from a range of religious viewpoints and perspectives, including community cohesion.
- Ultimately, analyse how salvation motivates religious and non-religious beliefs and practice.

The Religious Studies curriculum is sequenced around the following key concepts:

God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Is there a God? What is the nature of God?	Why is there evil and suffering? What do religious believers believe and why? How does this impact the way they live?	Why is there evil and suffering? Is there a divine plan?	What do religious believers believe and why? How does this impact the way they live?	What is the nature of God? How do we make the world a better place? How can we live the best possible lives?	Why do people take part in religious practices? How do we make the world a better place? How should we be good?	All questions mentioned!	What happens when we die? Is there divine plan?

Our all-through curriculum is:

...knowledge-rich with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

...enabling as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

...responsive as assessment identifies security of learning and students are supported to achieve our curriculum goals;

...inspiring as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

...transformative as by developing character, we build learners who exemplify the

- **Small steps approach** to curriculum progression and mastery.
- **Building on ‘Understanding Christianity’ of KS2** though Key Concepts
- **Coherent progression** through a range of units building and spiralling up to add depth.
- **Emphasis on Key Concepts & sub-concepts fluency** & where relevant different faith comparison
- **Application to students cultural context / community**
- **DINT quizzes/End of Unit assessment** used to identify gaps and inform teaching.
- **Regular use of discussion / debate / short questioning to identify misconceptions**
- **Regular retrieval practice** eg Do Now to check prior learning to build long-term memory
- **Building resilience** and ‘can do’ approach to subject.
- **Developing reasoning and problem solving** through contextual application /case studies.
- **Engaging students in metacognition** to develop independence and further study.



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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	What are religions?	Who is God and who was Jesus?	What is the good news that Jesus brings?	Why does Easter matter to Christians?	Who is a Muslim and how do they live? (1)	Who is a Muslim and how do they live? (2)
2	Who do Christians believe made the world?	How do children and families celebrate Christmas?	Why does faith matter to Christians?	What do Christians learn from Easter?	What is Hinduism and what do Hindus believe about God?	What do Hindus believe and how do they worship?
3	What happened after the Fall?	What were God's covenants?	What is the Trinity?	What kind of world did Jesus want?	How do festivals and worship show what matters to a Muslim?	What does it mean to be a Muslim in Britain today?
4	What do Christians learn from the Fall?	What was the ministry and miracles of Jesus?	What kind of world does Jesus want?	What do Christians believe about salvation/redemption?	Who is Jewish and how do they live?	Why is the Torah so important to Jewish people?
5	What is Islam?	Was Jesus the Messiah?	What difference does the resurrection make to Christians?	What is the Kingdom of God?	What does it mean to be a Hindu in Britain today?	Why do Hindus want to be good?
6	Are Creation and science conflicting or complementary?	What is the incarnation?	Who are the People of God?	What difference does the resurrection make to Christians?	Why continue being Jewish?	Why do some people believe in God and some not?
7	Introduction: The Big Story of Salvation and Worldviews Is there a God?	What is Judaism?	Who is Jesus?	How did the early Church spread?	What can we learn from Mark?	What is Islam?
8	Introduction: The Big Story of Salvation and Worldviews What does Genesis 1-3 teach? (Abrahamic/Worldviews)	Are holy books a good source of wisdom and authority? (Judaism, Christianity, Islam)	What is a place of worship and how are they used today? (Judaism, Christianity, Islam)	What is a rite of passage? (Judaism, Christianity, Islam)	What is Hinduism?	What is Buddhism?
9	Introduction: The Big Story of Salvation and Worldviews Is there a supreme being? (Christianity, Islam, Hinduism)	What is the problem of evil? (Judaism, Christianity, Islam)	How can we respond to ethical dilemmas?	How have people put their faith into action?	How does the Book of Revelation complete the Big Story of Salvation?	
10	Judaism: Beliefs and Teachings		Judaism: Practices	Christianity: Beliefs and Teachings	Christianity: Practices	
11	Theme A: Relationships and Families	Theme B: Religion and Life	Theme D: Peace and Conflict	Theme E: Crime and Punishment		

Year Group					
12	Christianity: Sources of Wisdom and Authority Ethics: Normative Ethics Philosophy: Arguments for the Existence of God	Christianity: God Ethics: Application of Normative ethics Philosophy: The Problem of Evil and Suffering	Christianity: Self, Death and the Afterlife Ethics: Introduction to meta-ethics: the meaning of right and wrong Philosophy: Religious Experience	Christianity: Good Conduct and Key Moral Principles Ethics: Free Will and Moral Responsibility Philosophy: Religious Language	Christianity: Expressions of Religious Identity Ethics: Conscience Philosophy: Miracles
13	Christianity: Christianity, Gender and Sexuality Ethics: Bentham and Kant Philosophy: Self, Death and the Afterlife	Christianity: Science and Religion	Christianity: Christianity and the Challenge of Secularisation	Christianity: Christianity, Migration and Pluralism	Christianity: Dialogues



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Early Years Links	Nursery	<ul style="list-style-type: none"> •Has a sense of own immediate family and relations (PC). • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (PC). •Beginning to have their own friends (PC). •Learns that they have similarities and differences that connect them to, and distinguish them from, others (PC). •Shows interest in the lives of people who are familiar to them (PC). •Remembers and talks about significant events in their own experience (PC). •Recognises and describes special times or events for family or friends (PC). •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR). •Shows interest in different occupations and ways of life (PC). •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family (PC). •Aware of own feelings, and knows that some actions and words can hurt others’ feelings (MFB).
	Reception	<ul style="list-style-type: none"> •Enjoys joining in with family customs and routines (PC). •Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (MFB). •Aware of the boundaries set, and of behavioural expectations in the setting (MFB). •Children talk about past and present events in their own lives and in the lives of family members (PC). •Explains own knowledge and understanding, and asks appropriate questions of others (MR). •Takes steps to resolve conflicts with other children, e.g. finding a compromise (MR). <p>They know that other children don’t always enjoy the same things, and are sensitive to this (PC).</p> <ul style="list-style-type: none"> •They know about similarities and differences between themselves and others, and among families, communities and traditions (PC). •They show sensitivity to others’ needs and feelings, and form positive relationships (MR). •Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules (MFB). <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings • Listens and responds to ideas expressed by others in conversation or discussion • Understands (‘and asks’ DM C&L) questions such as who; why; when; where and how



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Unit	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Gospel What is the good news Jesus brings?	Salvation Why does Easter matter to Christians?	Islam What do Muslims believe?	God What do Christians believe God is like?
Key Concepts	Nature of God Stewardship	Nature of God Love and compassion	Love and compassion Justice and forgiveness Redemption	Justice and forgiveness Redemption	Understanding and living with others Nature of God	Nature of God Understanding and living with others Identity and purpose
Prior Learning	The word God is a name. Christians believe God is the Creator of the universe. Christians believe God made our wonderful world and so we should look after it.	Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.		Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.		
Key Knowledge	<p>Substantive God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p> <p>Disciplinary I can retell the story of creation from Genesis 1:1–2.3 simply. I can recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. I can give at least one example of what Christians do to say thank you to God for the Creation. I can think, talk and ask questions about living in an amazing world.</p>	<p>Substantive Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>Disciplinary I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. I can recognise that stories of Jesus' life come from the Gospels. I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. I can decide what I personally have to be thankful for at Christmas time.</p>	<p>Substantive Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Disciplinary I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. I can recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p>Substantive Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Disciplinary I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). I can recognise that Jesus gives instructions about how to behave. I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Substantive At the heart of Islam is the belief in one God called Allah. Muslims have 99 different names for Allah. Muslims learn about Allah from a holy book called the Qur'an. Muslims follow one god, Allah and have great respect for him. The main prophet of Islam is Muhammad.</p> <p>Disciplinary I can recognise that Allah is the god of the Muslim religion. I can think, talk and ask questions about what it means to be a Muslim. I can recognise that the Qur'an is to Muslims what the Bible is to Christians.</p>	<p>Substantive Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him</p> <p>Disciplinary I can identify what a parable is. I can tell the story of the Lost Son and recognise a link with God as a forgiving Father. I can give a clear, simple account of what this story means to Christians. I can give an example of how Christians put their beliefs into practice in worship by saying sorry to God. I can think, talk and ask questions about the Bible story.</p>
Next Steps	Year 2: Creation	Year 2: Incarnation	Year 2: Gospel	Year 2: Salvation	Year 3: Islam	Year 2: God
Enrichment /Careers						

Year 1



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Year 2	Unit	Creation Who made the world? (Dig deeper)	Incarnation Why does Christmas matter to Christians? (Dig deeper)	Gospel What is the good news Jesus brings? (Dig deeper)	Salvation Why does Easter matter to Christians? (Dig deeper)	God What do Christians believe God is like? (Dig deeper)	Judaism Jewish Traditions
	Key Concepts	Nature of God Stewardship	Nature of God Love and compassion	Love and compassion Justice and forgiveness Redemption	Justice and forgiveness Redemption	Nature of God Understanding and living with others Identity and purpose	Nature of God Identity and purpose Understanding and living with others.
	Prior Learning	Christians believe that God created the world and universe. Christians believe that God created the world in 6 days.	Christians believe that Jesus is God and he was born as a baby in Bethlehem. The Bible tells us that Jesus' birth showed he was extraordinary and that he came to bring good news	The Gospel stories are found in the New Testament. The word 'Gospel' means good news.	Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. That Christians learn about God from a book called the Bible.	
	Key Knowledge	<p>Substantive God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings. Humans should care for the world because it belongs to God.</p> <p>Disciplinary I can retell the story of creation from Genesis 1:1–2:3 simply. I can say what the story tells Christians about God, creation and the world. I can give at least two examples of what Christians do to look after the world for God. I can think, talk and ask questions about living in an amazing world.</p>	<p>Substantive Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p>Disciplinary I can recognise that Incarnation is part of the 'Big Story' of the Bible. I can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. I can give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. I can think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous</p>	<p>Substantive Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Disciplinary I can tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. I can give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. I can describe how Christians show their beliefs: for example, thanking God in prayer. I can give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. I can think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>	<p>Substantive Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Disciplinary I can recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. I can tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). I can give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. I can think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Substantive Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.</p> <p>Disciplinary I can tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. I can give clear, simple accounts of what the text means to Christians. I can give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. I can give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>Substantive Shabbat is a special day of rest for Jewish people. They spend time with family and think about God. Shabbat begins on Friday at dusk and finishes on Saturday at dusk. The synagogue brings Jewish people together to pray to God, to learn and share ideas, to meet friends and family and to celebrate special occasions. The Torah is the first part of the Jewish bible. It is the central and most important document of Judaism and has been used by Jews through the ages.</p> <p>Disciplinary I can think, talk and ask questions about Judaism. I can recognise that the Torah is to the Jews what the Bible is to Christians.</p>
	Next Steps	Year 3: Creation/Fall	Year 3: Incarnation	Year 3: Gospel	Year 4: Salvation	Year 3: People of God	Year 4: Judaism
	Enrichment /Careers						



Religious Studies Curriculum Map

Unit	Creation/Fall What do Christians learn from the creation story?	People of God What is it like to follow God?	Incarnation What is the Trinity?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Islam Opening up the Qur'an	Gospel What kind of world does Jesus want?
Key Concepts	Nature of God Identity and Purpose Justice and forgiveness	Identity and Purpose Understanding and living others Justice and forgiveness	Nature of God Identity and Purpose	Love and compassion Redemption Identity and purpose	Nature of God Identity and purpose	Love and compassion Justice and Forgiveness Identity and purpose
Prior Learning	God created the universe. Christians believe God made our wonderful world and so we should look after it.	Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving,	Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	Jesus' death and resurrection effect the rescue or salvation of humans. Salvation means being saved. Jesus opens the way back to God.	At the heart of Islam is the belief in one God called Allah. Muslims have 99 different names for Allah. Muslims learn about Allah from a holy book called the Qur'an	Christians believe that Jesus: Brings good news for all people. Is a friend to the poor and friendless. Taught people to think hard about how to live and show them the right way.
Key Knowledge	<p>Substantive God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>Disciplinary I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. I can make clear links between Genesis 1 and what Christians believe about God and Creation. I can describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>Substantive The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>Disciplinary I can make clear links between the story of Noah and the idea of covenant. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. I can make links between the story of Noah and how we live in school and the wider world</p>	<p>Substantive Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Disciplinary I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. I can offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p>Substantive Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection</p> <p>Disciplinary I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. I can give examples of what the texts studied mean to some Christians. I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their my clearly.</p>	<p>Substantive The Qur'an is Islam's holy book and it is precious to Muslims. The Qur'an helps believers understand and know how to live a good life that pleases Allah. The Qur'an was revealed to the prophet Muhammad. Muhammad was able to record the words of the Qur'an even though he was unable to read or write. Muhammad faced a lot of criticism and rejection when he first revealed Allah's message but he stood up for what he believed in.</p> <p>Disciplinary I can offer suggestions about what it means to live a good life for a Muslim. I can explain why Muslims view Muhammad as a special prophet. I can retell some of the stories from the Qur'an.</p>	<p>Substantive Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Disciplinary I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian. I can make simple links between Bible texts and the concept of 'Gospel' (good news). I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of my own clearly.</p>
Next Steps	Year 4: Creation/Fall	Year 4: Judaism	Year 4: Incarnation	Year 4: Salvation	Year 5: Islam	Year 4: Gospel
Enrichment /Careers						

Year 3



Religious Studies Curriculum Map

Unit	Creation/Fall What do Christians learn from the creation story? (Dig deeper)	Incarnation What is the Trinity? (Dig deeper)	Gospel What kind of world does Jesus want? (Dig deeper)	Salvation Why do Christians call the day Jesus died 'Good Friday'? (Dig deeper)	Kingdom of God When Jesus left, what was the impact of Pentecost?	Judaism What does it mean to be a Jewish person?
Key Concepts	Nature of God Identity and Purpose Justice and forgiveness	Identity and Purpose Understanding and living others Justice and forgiveness	Nature of God Identity and Purpose	Love and compassion Redemption Identity and purpose	Nature of God Identity and purpose	Love and compassion Justice and Forgiveness Identity and purpose
Prior Learning	Christians believe that God created the world in six days and rested on the seventh. This day is Sunday, the day Christians consider the most holy. Christians believe that the Maker's Manual is written by God to give his people a way of understanding life and how to live it.	God is Trinity (three in one)-God the Father, God the Son and God the Holy Spirit	Matthew, Mark, Luke and John wrote the four gospels. The gospels are the events of Jesus' life, death and resurrection.	Three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday), the day Jesus died (Good Friday), and the day Jesus came back to life (Easter Sunday).	For Christians today, following God still means trusting his word (the Bible) and doing what he asks	Shabbat is a special day of rest for Jewish people. They spend time with family and think about God. Shabbat begins on Friday at dusk and finishes on Saturday at dusk.
Key Knowledge	<p>Substantive The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p> <p>Disciplinary I can place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. I can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. I can describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. I can make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave</p>	<p>Substantive Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Disciplinary I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. I can offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. I can describe how Christians show their beliefs about God the Trinity in the way they live. I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of my own clearly.</p>	<p>Substantive Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>Disciplinary I can list two distinguishing features of a parable. I can make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. Offer some ideas about the meaning of the Good Samaritan story to Christians. I can make simple links between the Good Samaritan story and the importance of charity in Christian life. I can give some examples of how Christians act to show that they are following Jesus. I can make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of my own clearly.</p>	<p>Substantive Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Disciplinary I can offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. I can give examples of what the texts studied mean to some Christians. I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p>Substantive Christians believe that Jesus inaugurated the 'Kingdom of God'. Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</p> <p>Disciplinary I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. I can offer suggestions about what the description of Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now. I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of my own ideas.</p>	<p>Substantive For Jewish people, the home is very important and there are certain religious rituals which they carry out. There are similarities and differences between synagogues and churches. Jewish people take God's command to keep the Sabbath holy very seriously. They keep Saturday rather than Sunday holy and call it the "Shabbat". No work is done by Jewish people including cooking, cleaning, writing etc... The Passover is important to Jewish people. The Old Testament is important to Jews and Christians.</p> <p>Disciplinary I can describe the similarities and differences between a church and a synagogue. I can identify the Jewish day of worship and explain why it is special. I can make links between what Christians believe and what Jewish people believe.</p>
Next Steps	Year 6: Creation/Fall	Year 5: Incarnation	Year 5: Gospel	Year 5: Salvation	Year 5: Kingdom of God	Year 6: Judaism
Enrichment /Careers						

Year 4



Religious Studies Curriculum Map

Year 5	Unit	Unit: People of God How can following God bring freedom and justice?	Unit: Incarnation Was Jesus the Messiah?	Unit: Gospel What would Jesus do?	Unit: Salvation What did Jesus do to save human beings?	Unit: Islam What does it mean to be a Muslim?	Unit: Kingdom of God What is God's Kingdom like?
	Key Concepts	Nature of God Identity & Purpose Justice & Forgiveness	Nature of God Identity & Purpose Redemption	Redemption Love & Compassion Justice & Forgiveness	Nature of God Redemption Identity & Purpose	Nature of God Identity & Purpose Redemption	Identity & Purpose Redemption Justice & Forgiveness
	Prior Learning	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians try to be like Jesus and show the love and kindness God has shown them to other people. Christians believe Jesus challenges people who pretend to be good (hypocrites) and shows love and forgiveness to unlikely people.	Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. Christians believe that Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God.	Islam is a religion followed by many people in the world. Muslims believe in one god, Allah with whom they have great respect for.	Christians believe that after Jesus returned to be with God the Father, He sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians believe that Jesus inaugurated the 'Kingdom of God'
	Key Knowledge	Substantive The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Disciplinary I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying my responses.	Substantive Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour. Disciplinary I can explain the place of Incarnation and Messiah within the 'big story' of the Bible. I can identify Gospel and prophecy texts, using technical terms. I can explain connections between biblical texts, Incarnation and Messiah, using theological terms. I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	Substantive The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. Disciplinary I can identify features of Gospel texts (for example, teachings, parable, narrative). I can take account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of my own community in the world today, offering insights of my own.	Substantive Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. Disciplinary I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. I can suggest meanings for narratives of Jesus' death/ resurrection. I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. I can show how Christians put their beliefs into practice.	Substantive The Five Pillars of Islam are: Shahadah: sincerely reciting the Muslim profession of faith Salat: performing ritual prayers in the proper way five times each day Zakat: paying alms (or charity) tax to benefit the poor and the needy Sawm: fasting during the month of Ramadan Hajj: pilgrimage to Mecca The main prophet of Islam is Muhammad The god of Islam is called Allah Islam's holy book is called the Qur'an Islam's holy city is Mecca Muslim fast at Ramadan and Eid ul Fitr. Disciplinary I can explain the Five Pillars of Islam. I can compare some of these pillars with Christian beliefs eg Salat, Zakat. I can comment on the importance of Mecca to Muslims. I can consider why it is important for a Muslim to make a Hajj at least once in their life time.	Substantive Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. Disciplinary I can explain connections between biblical texts and the concept of the Kingdom of God. I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
	Next Steps	Year 6: People of God	Year 6: Incarnation	Year 7: Who is Jesus?	Year 6: Salvation	Year 7: What do comparative religions believe?	Year 8: Discipleship
	Enrichment /Careers						



Religious Studies Curriculum Map

Unit	Creation/Fall Creation and science: Conflicting or complementary?	People of God How are God's people distinctive?	Incarnation Was Jesus the Messiah? (Dig deeper)	Salvation What difference does the resurrection make to Christians?	Judaism Why continue being Jewish?	God What does it mean if God is holy and loving?
Key Concepts	Nature of God Identity & Purpose	Identity & Purpose Nature of God Redemption	Nature of God Identity & Purpose Redemption	Nature of God Redemption Identity & Purpose	Nature of God Identity & Purpose	Nature of God Identity & Purpose Redemption
Prior Learning	Many Christians believe that God cares for his own 'very good' creation, including humans. They believe that God loves the world he has made and would want it to be treated well. In the Creation story, God gives humans the special job of caring for his world.	Christians believe Jesus is coming back one day to get rid of all the evil in the world and make a new, perfect world where everyone who is part of his kingdom can live forever.	All through the Old Testament, Jewish people were waiting for a Messiah. The Christmas story begins to show Jesus as Messiah. The fact that Jesus is the Messiah makes sense in the wider story of the Bible.	God created the world. Humans sinned. God sent people to show us the way back to God. Jesus came to earth as a baby. Jesus died so we could come back to God and be forgiven.	God's people in the Old Testament, the people of Israel, were Jews, and Jesus was Jewish. However, Jews do not accept that Jesus is the Messiah, the Son of God. They believe in the Old Testament and not the New.	Just like the master in the parable of the Great Banquet, God wants his banqueting hall to be filled with the people whom He loves.
Key Knowledge	Substantive There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator. Disciplinary I can outline the importance of Creation on the timeline of the 'big story' of the Bible. I can identify what type of text some Christians say Genesis 1 is, and its purpose. I can take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. I can make clear connections between Genesis 1 and Christian belief about God as Creator. I can show understanding of why many Christians find science and faith go together. I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account	Substantive The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world. Disciplinary I can explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. I can identify examples of Law texts and suggest how believers might interpret them. I can show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. I can weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of my own.	Substantive Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights. Disciplinary I can explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. I can make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. I can show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. I can weigh up how far the world needs a Messiah, expressing my own insights.	Substantive Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). Disciplinary I can explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. I can take account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. I can weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in my own thinking.	Substantive Jewish people were persecuted for their faith during World War II Suffering can be a time of testing for people who follow a religion. God – Jews believe in a creator God who made people in his image. Torah – The Torah is the Jewish holy book. Land and community are important ideas in the Jewish religion Holocaust survivors have left us evidence and personal accounts of what happened to them and their families. Disciplinary I can make clear connections between Jewish persecution in World War II and persecutions in the Bible eg Egypt. I understand why Israel is important for Jewish people. I can compare stories in the Torah and the Christian Bible eg Old Testament characters such as Abraham, Moses, David.	Substantive Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information. Disciplinary I can identify some different types of biblical texts, using technical terms accurately. I can explain connections between biblical texts and Christian ideas of God, using theological terms. I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. I can show how Christians put their beliefs into practice in worship. I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.
Next Steps	Year 7: Creation Fall and redemption	Year 8: People with a purpose	Year 7: Who is Jesus?	Year 7: Justice: Crime and Punishment	Year 7: What do comparative religions believe?	Year 7: Introduction to the Bible and Nature of God
Enrichment /Careers						

Year 6



Religious Studies Curriculum Map

Year 7

Unit	Is there a God?	What is Judaism?	Who is Jesus?	How did the early Church spread?	What can we learn from Mark?	What is Islam?
Key Concept	God People of God Salvation	God Creation People of God	God Incarnation Gospel Salvation	People of God Salvation	People of God Gospel Incarnation Kingdom of God Salvation	God People of God Gospel Salvation
Prior Learning	Year 6: God: What does it mean if God is holy and loving? God as omnipotent & omniscient Salvation God as forgiving	Year 5 How can following God bring freedom and justice? Year 6 Judaism	Year 6: Salvation: Jesus death and resurrection Incarnation: Who was Jesus the Messiah? Salvation: What difference does the resurrection make to Christians?	Year 6: People of God: People of the Old Testament serving God Year 7: Who is Jesus? How beliefs about Jesus and His divinity are central to early Church schisms.	Year 7: Who is Jesus? The person of Jesus and His divinity	Year 3: Islam Opening up the Qur'an Year 5: Islam What does it mean to be Muslim?
Key Knowledge	<p>Substantive Understand and define the concept of polytheism and monotheism Define basic beliefs about a 'supreme being' Reflect and analyse their own worldview on whether there is a supreme being.</p> <p>Disciplinary Students will use such knowledge to gain an understanding where belief in God originates from, as well as begin to articulate why they believe/don't believe in a concept of God. More importantly, they will understand why other people have different beliefs to themselves and be able to explain why some people believe in a god/gods,</p> <p>Skills of analysis will be essential in demonstrating this, with use of key terminology surrounding rites of passages.</p> <p>Students will also be able to analyse and evaluate different arguments for against the existence of aGod/gods.</p>	<p>Substantive: Understand the origins of Judaism, and the impact of covenants (Abrahamic and Mosaic) on Jewish belief. Define basic Jewish beliefs, as well as explain the importance of the 613 mitzvot. Moreover, begin to recognise the varying forms of Judaism within the contemporary world (Orthodox and Reform)</p> <p>Disciplinary Students will use such knowledge to explain varying Jewish beliefs from history (covenants, mitzvot, commandments, and sources of authority), as well as analyse why there are varying traditions of Judaism within the contemporary world. Within their core assessment, students will define key words associated with historical and contemporary Judaism, as well as evaluate the importance of such Jewish beliefs.</p>	<p>Substantive Understand and define the concept of salvation Understand the differing views towards the person of Jesus both theologically and historically Define Old Testament prophecy regarding the Messiah (Old Testament) Understand the different interpretations of the I Am Sayings Define the Last Supper, Crucifixion and Resurrection Jesus' role in salvation</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the person of Jesus, historically, culturally, and theologically as well as His impact upon society. Students will analyse and articulate the main impacts of Jesus in contemporary society within their final core assessment (key knowledge retrieval, and then extended writing piece).</p> <p>Skills of analysis will be essential in demonstrating this, with use of key terminology surrounding Jesus (for example, resurrection and bread of life).</p> <p>Students will also be able to analyse whether Jesus helps people be 'saved'.</p>	<p>Substantive Understand salvation as a motivating factor for early Church disputes Define the Roman Empire and its impact upon early Christian life Understand the Nicene Creed both in content and theological focus Define the Arian Controversy Understand The Great Schism of 1054 Define Martin Luther and the Protestant Reformation</p> <p>Disciplinary Students will use such knowledge to gain an understanding of early Church beliefs, expansion and schisms. Students will be tested on retrieval of key terminology, as well analyse and articulate the core reasons behind schisms within the early Church and the extent to which this due to different beliefs about salvation or something else (for example, the divinity of Jesus) in their core assessment.</p> <p>Skills of analysis will be essential in demonstrating this, with use of key terminology surrounding early Church beliefs (for example, Nicene Creed and Arius).</p>	<p>Substantive Define the Gospel of Mark, its origins and presentation of the life of Jesus. Define key events and themes within the Gospel of Mark (discipleship, miracles, parables, Kingdom of God).</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the key motifs, themes and chronology of Mark's Gospel. Students will be able to define key events from Mark's Gospel, as well as define the underlying messages of key events, miracles and parables (particularly evident in the key knowledge retrieval part of the core assessment).</p> <p>Skills of analysis will also be essential in the extended writing section of the core assessment, where students will analyse and articulate the extent to which salvation is the key message of Mark, in contrast to other themes such as the Kingdom of God or evangelism).</p>	<p>Substantive Understand and define: Prophet Muhammad (pbuh) Night of Power Qur'an 5 Pillars of Islam</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the development of Islam from the Night of Power, through to contemporary practice of the Five Pillars in the United Kingdom today. Students will be able to define key terminology, as well as analyse the extent to which belief in salvation motivates a Muslim through the practicing of the 5 Pillars - core assessment).</p> <p>Skills of analysis will be essential in the extended writing piece, where students will be analysing the importance of each pillar within the contemporary world. Understanding of key terminology associated with each pillar will be form a key part of students demonstrating progress in this written component.</p>
Next Steps	Year 7: Who is Jesus?	Year 7: Who is Jesus?	Year 7: How did the early Church spread?	Year 7: How did Christianity arrive in Northumbria?	Year 7: What can we learn from Mark?	Year 8: What does Genesis 1-3 teach?



Religious Studies Curriculum Map

Unit	What does Genesis 1-3 teach?	Are holy books a good source of wisdom and authority?	What is a place of worship and how are they used today?	What is a rite of passage?	What is Hinduism?	Who was Siddhartha Gautama?
Key Concepts	God Creation Fall Salvation	God Gospel Salvation	God Kingdom of God Salvation	People of God Salvation	God People of God Salvation	People of God Salvation
Prior Learning	Year 7: How was the Bible put together? Canonisation of Old Testament Need for salvation found in the Fall.	Year 8: What does Genesis 1-3 teach? Genesis 1-3 as foundational to the Abrahamic religions	Year 7: How do people 'believe' and 'belong'? Rites of passages and their place within places of worship	Year 8: holy books and places of worship Now that students have examined holy texts and places, they can begin to study and see how key milestones are both influenced by holy book teachings, as well as how they occur in their respective places of worship.	Year 7: Worldviews Within this introductory unit, students will have filled in a grid focusing on the 'big six' religions in the contemporary world. One of which, was Hinduism. Students will have a basic grasp from this of holy book, founder, place of worship etc. This unit is designed to build upon this as an introductory unit to Hinduism.	Year 8: What is a rite of passage? Rites of passages in Buddhism that originate from the life and teachings of Siddhartha Gautama
Key Knowledge	<p>Substantive Understand the origins of Genesis as a biblical book and revelation, from Moses on Mount Sinai. Examine the textual accounts presented: Creation, Adam and Eve, and Fall. Analyse different interpretations to Genesis 1-3 from feminists, psychologists and scientific perspectives.</p> <p>Disciplinary Students will be able to define and describe key events within Genesis 1-3 from Creation through to Fall (core assessment).</p> <p>Students will then be able to analyse the different teachings and interpretations of Genesis 1-3, and the extent to which there is a salvation narrative presented within Genesis 1-3 in their extended writing piece.</p>	<p>Substantive Be able to define and understand Tenakh (Judaism); Bible (Christianity); Qur'an (Islam) Understand the role of important woman in the Bible (Eve, Esther, Ruth, Deborah, Mary Magdalene, Priscilla). Salvation narrative presented within each of the above holy books.</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the role of holy books in each of the Abrahamic religions, as well as their impact on day-to-day life in their core assessment.</p> <p>Skills of analysis will be essential in demonstrating this, with use of key terminology surrounding holy books (for example Torah, Nevi'im, Ketuvim) to be able to analyse this impact.</p> <p>Students will also be able to analyse whether salvation is the key narrative presented within holy books in contrast to topics such as judgement or commandments.</p>	<p>Substantive Be able to define places of worship and key features of a Catholic Church, Protestant (Baptist), Mosque and Synagogue. Students will also be able to explain their day-to-day use from the perspective of a priest, and imam. Analyse the extent to which a place of worship helps a believer understand salvation (shape, decoration, use, psychological effect, figures etc.).</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the role of places of worship in a believer's life, as well as their day-to-day use in their core assessment.</p> <p>Skills of analysis will be essential in demonstrating their importance in contrast to holy books (previous unit), with use of key terminology surrounding places of worship (i.e. Ner Tamid, representing eternal light of G-d's teachings).</p> <p>Students ultimately analyse whether salvation is central to the influence/impact of the place of worship on the believer in contrast to topics such as history of the faith.</p>	<p>Substantive Be able to define key rites of passages amongst Jews (Brit milah and Bar/Bat Mitzvah), Muslims (Adhan at Birth and Hajj), and Hindu (naming ceremonies and the sacred thread).</p> <p>Disciplinary Students will use such knowledge to gain an understanding of the key beliefs and practices surrounding rites of passages in the above religions, as well as the extent to which salvation is the motivating factor surrounding such practices.</p> <p>Skills of retrieval will be used in the first part of the core assessment, where students will retrieve knowledge associated with each rite of passage. In the latter part of the assessment, students will use skills of analysis in analysing the extent to which rites of passages are motivated by belief in salvation, in contrast to reasons such as remembering history or marking covenants (for example, with brit milah in marking the Abrahamic covenant).</p>	<p>Substantive: Be able to define key Hindu beliefs in Brahman, the soul (atman) and how Karma influences Hindu rebirth and the pursuit of Moksha. Students will also understand key practices of Hindus in the world today, particularly that of puja, as well as how Hindu worldviews are diverse and influenced by a variety of sources of authorities including the Vedas, Bhagavad Gita, Gurus and beyond.... Students will ultimately realise that Hinduism is a diverse living religion, with a variety of different worldviews being held by Hindus both in Great Britain and beyond....</p> <p>Disciplinary Students will use such knowledge to recall and define key Sanskrit terminology associated with Hindu beliefs and practices, as well as explain key Hindu beliefs within their core assessment.</p>	<p>Substantive Be able to define key events from the life of Siddhartha Gautama (The 4 Sights, Ascetic life and teachings, Nirvana under the Bodhi Tree)</p> <p>Disciplinary Students will use such knowledge to gain an understanding or key events in the original Buddha's (Siddhartha Gautama) life, of which they will retrieve and define in the first part of the core assessment (retrieval of key knowledge).</p> <p>Skills of analysis will be used in the latter part of the assessment (extended writing) where students will articulate which event in the Buddha's life is most important in influencing/impacting on a Buddhist's life today (for example, his teachings on suffering influencing the Four Noble Truths).</p>
Next Steps	Year 8: Are holy books a good source of wisdom and authority?	Year 8: What is a place of worship and how are they used today?	Year 8: What is a rite of passage?	Year 8: Who was Siddhartha Gautama?	Who was Siddhartha Gautama?	Year 9: What is a supreme being?

Year 8



Religious Studies Curriculum Map

Year 9	Unit	What is a Supreme Being?	What is the problem of evil and suffering?	How can we respond to ethical dilemmas?	How have people put their faith into action?	How does the Book of Revelation complete the Big Story of Salvation? How do Hindus compare in their approach to Salvation?
	Key Concept	God Salvation	God Fall Salvation	People of God Salvation	People of God Salvation	People of God God Salvation Kingdom of God
	Prior Learning	Year 7: How was the Bible put together? Genesis as a revelation from God and the authority carried with it. Year 8: Are holy books a good source of wisdom and authority? The themes of the Old Testament, particular judgement, sin, and salvation in Genesis.	Year 8: Genesis 1-3 The Fall of man, and the implications of sin and salvation Year 9: What is a supreme being? God as omnibenevolent and omnipotent in the face of evil and suffering	Year 9: What is the problem of evil and suffering How religious believers respond to evil and use their free will live morally/ethically. Year 8: Are holy books a good source of wisdom and authority? How religious texts influence religious believers when making ethical decisions.	Year 9: How can we respond to ethical dilemmas? How faith in God and biblical teachings influence moral/ethical conduct. Year 8: Are holy books a good source of wisdom and authority? How religious texts influence religious believers when making ethical decisions.	Year 8: Genesis 1-3 The Fall of man, and how the book of revelation is the fulfilment of the Salvation narrative? Year 8: Are holy books a good source of wisdom and authority? How religious texts influence religious believers in practice. The same method will be applied to the study of
	Key Knowledge	Substantive Define the differences between physical and metaphysical. Explain Hindu, Muslim, and Christian attitudes to the 'supreme being' (Brahman, Allah, God). Analyse views in favour and against God's existence, with reference to David Hume and William Paley. Disciplinary Recall and explain different Christian, Hindu and Muslim beliefs about their 'supreme being' (God). Students should subsequently be able to analyse the strengths and flaws of God's existence, using a range of tools including 'empiricism' and 'religious truth' in their extended writing part of the core assessment . Students will ultimately draw upon these beliefs and arguments to analyse and evaluate arguments for and against God's existence, as well as whether salvation is central to belief in God.	Substantive Define Christian, Muslim, Jewish and Buddhist attitudes to evil and suffering. Irenaeus' response to evil and suffering (theodicy) Analyse the extent to which suffering contributes towards salvation. Disciplinary Students will use such knowledge to gain an understanding of how Buddhists, Christians, Muslims, and Jews respond to evil and suffering in their core assessment . In the recall part of the assessment, students will need to define key terminology in relation to religious views on evil and suffering (for example, halakah in Judaism). Skills of analysis will be essential in students ultimately analysing (extended writing section) whether or not suffering is essential for salvation in contrast with different attitudes (for example, suffering being a test of faith, or down to free will).	Substantive Define key terms associated with ethical approaches to crime and punishment (reformation, retribution and deterrence) from the perspective of Christians. Analyse the extent to which capital punishment can ever be justified within Christianity and broader secular society. Disciplinary Students will use such knowledge to gain an understanding of how Christians have a varying approach to the ethical issues of crime and punishment, based on differencing interpretations of Old Testament commandments and the later teachings of Jesus. Skills of retrieval will be used in the first part of the core assessment , where students will retrieve knowledge associated with the aims of punishments, as well as key scriptural passages focusing on crime and punishment. Students will also use skills of analysis in analysing the extent to which the focus of punishment should be deterrence, reformation, or retribution. Students will also consider this in relation to salvation , and the importance of prison chaplains trying to 'save' prisoners through the Christian faith (salvation).	Substantive Define key terms associated with ethical living, as well as key people of faith who have contributed/exemplified ethical living (Titus Salt, Cuthberts Fisherman Mission, Ian McDowell and Arthur White, Malala). Explain the impact these people have had on ethical approaches within contemporary religion. Disciplinary Students will use such knowledge to gain an understanding of how these people of faith are influenced ethically by their religious beliefs (based on scriptural teachings). Skills of retrieval will be used in the first part of the core assessment , where students will retrieve knowledge associated with key figures who have put 'faith into action'. Students will also use skills of analysis in analysing the extent to which belief in salvation has motivated their actions.	Substantive Define the Book of Revelation (authorship, as well as salvation narrative fulfilment – particularly through Revelation 4 and 5) Compare and contrast Christian views on salvation to Hindu views towards liberation from Moksha Disciplinary Recall of events from Revelation 4 and 5 as well as how this 'fulfils' the Big Story of Salvation narrative. Students will evaluate the impact of Jesus within the Christian salvation through the lens of Revelation. Students will also analyse the similarities/differences in Hindu views towards salvation (liberation from Moksha).
	Next Steps	Year 9: What is the problem of evil?	Year 9: How can we respond to ethical dilemmas?	Year 9: How have people put their faith into action?	Year 9: What is beyond the Big Six?	Year 10: Christian Beliefs and Teachings



Religious Studies Curriculum Map

Unit	Judaism - Beliefs	Judaism - Practices	Christianity -Beliefs	Christianity -Practices
Key Concepts	God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God
Prior Learning	Year 8: Are holy books a good source of wisdom and authority? Key messages of the Tanakh Year 9: What is a supreme being? Jewish beliefs about G-d.	Year 8: What is a place of worship and how are they used today? Synagogue Year 8: Are holy books a good source of wisdom and authority? How the Tenakh influences Jews in day to day life, for example worship, food laws and living out the 6143 mitzvot more generally.	Year 7: Who is Jesus? Titles of Jesus Year 8: Are holy books a good source of wisdom and authority? Key messages of the Old Testament (judgement) and New Testament (Salvation) Year 8: What is a place of worship and how are they used today? Roman Catholic Church Year 8: What is a rite of passage? Baptism and confirmation Year 9: What is a supreme being? Christian beliefs about God.	Year 10: Christianity - beliefs Christian beliefs about God The different qualities of God The Trinity The creation of the Earth The incarnation The importance of the Crucifixion The resurrection of Jesus Christian beliefs about life after death Beliefs about judgement and the afterlife The literal and modern interpretations of heaven and hell Sin/original sin? The role of Christ in salvation
Key Knowledge	Substantive Understand the variations in Jewish sects today (Orthodox and Reform mainly) Understand the Patriarchal Covenants and their impact upon Jewish belief and practice today. Understand core beliefs in G-ds nature (Shechinah, Lawgiver, Judge, Creator). Understand the origins of the 613 mitzvot. Understand the Jewish attitudes to death, afterlife, and the nature of the resurrected body (Gehenna, Gan Eden, Messianic Age). Understand key moral principles in Judaism (Chesed, Tikkun Olam, Tzedakah, Pikuach Nefesh) Disciplinary Explain a range of key beliefs within Judaism, formulating this in the context of recall (1 and 2 mark questions), explanation (4 and 4 mark questions), and evaluation (12 mark questions). Understand and articulate the meaning behind these beliefs and how they differ between Orthodox and Reformed Judaism, based on interpretation of the 613 mitzvot. Evaluate the relative importance of these beliefs, of which is crucial in 12 mark responses.	Substantive Understand different Jewish rites of passages (brit milah, bar/bat mitzvah, weddings and funerals). Understand differing core Jewish practices (dietary laws and prayers – Amidah, Aleinu, Kaddish, Shema) Understand the features of a synagogue and their impact upon Jewish practice. Understand core Jewish festivals and holy days (Shabbat, Rosh Hashanah, Yom Kippur and Hannukah). Disciplinary Explain a range of key practices within Judaism, formulating this in the context of recall (1 and 2 mark questions), explanation (4 and 4 mark questions), and evaluation (12 mark questions). Understand and articulate the diversity in practices between Orthodox and Reform Judaism, based on interpretation of the 613 mitzvot. Evaluate the relative importance of these practices, of which is crucial in 12 mark responses.	Substantive Understand the importance of Christianity as a world faith and consider what they believe about the nature of God. Understand the different qualities of God. Consider to what extent these qualities of God can be found in human beings. Understand the concept of the Trinity and consider the conflicting ideas about the Trinity. Understand different Christian beliefs about how the earth was created and how they link to the Trinity. Understand the incarnation of Jesus and that Jesus was the Son of God. Understand what happened at the crucifixion of Jesus and why it is important for Christians today. Understand the meaning and significance of Jesus' resurrection and ascension Understand the meaning and importance of Christian beliefs about resurrection and life after death and how these beliefs impact on the way Christians live. Understand the different Christian beliefs about the afterlife and judgement and how these beliefs impact on the life of a Christian. Understand the Christian concepts of heaven and hell as well as the difference between literal and modern interpretations. Understand Christian beliefs about sin Understand the role of Christ in salvation Disciplinary Explain a range of key beliefs within Christianity, formulating this in the context of recall (1 and 2 mark questions), explanation (4 and 4 mark questions), and evaluation (12 mark questions). Understand and articulate the meaning behind these beliefs and how they differ between Christian denomination, based on biblical interpretation. Evaluate the relative importance of these beliefs, of which is crucial in 12 mark responses.	Substantive Understand what is meant by worship and its importance for Christians Understand the differences between liturgical, informal and private worship Understand the nature and use of prayer and its significance. Understand the meaning, role and significance of baptism for Christians and the different forms of baptism. Understand the sacrament of Holy Communion and its importance for Christians Understand the different ways in which Christians celebrate Holy Communion Understand the role and importance of pilgrimage for Christians. They should contrast Lourdes with Iona. Understand the role and importance of festivals for Christians Understand how and why Christians celebrate Christmas and Easter. Understand what help the church provides for the local community (e.g. food banks) Understand how the church makes a positive contribution to the local community through Street Pastors. Understand the place of mission and evangelism in the church Understand where and how Christianity is spreading worldwide Understand the role of the church in working for reconciliation. Understand how the church helps with persecution Understand the church's response to world poverty and the work and motivation of three Christian charities. Disciplinary Explain a range of key practices within Christianity, formulating this in the context of recall (1 and 2 mark questions), explanation (4 and 4 mark questions), and evaluation (12 mark questions). Understand and articulate the diversity in practices between Christian denominations based on biblical interpretation. Evaluate the relative importance of these practices, of which is crucial in 12 mark responses.
Next Steps	Year 10: Judaism Practices	Year 10: Christianity Beliefs and Teachings	Year 10: Christianity - practices	Year 11: Theme A: Relationships and Families

Year 10



Religious Studies Curriculum Map

Unit	Religion, Relationships and Families (Theme A)	Religion, Religion and Life (Theme B)	Religion, Peace and conflict (Theme D)	Religion, Crime, and Punishment (Theme E)
Key Concepts	People of God Salvation	People of God	People of God.	People of God. Salvation.
Prior Learning	Year 10: Christian beliefs Christian beliefs about the sanctity of life Christian Practices regarding sacraments, particularly marriage and holy orders.	Year 10: Christian beliefs Christian beliefs about creation of the world Christian creation stories, specifically Adam and Eve and the account of Genesis chapter 1 Christian and Muslim beliefs about the sanctity of life and teachings. Sin and redemption.	Year 10: Islam beliefs Allah / God as sustainer and giver of life. Year 10: Christian beliefs Christian beliefs about creation of the world Christian creation stories, specifically Adam and Eve and the account of Genesis chapter 1 Christian and Muslim beliefs about the sanctity of life and teachings. Sin and redemption.	Year 10: Christian beliefs Christian beliefs about the problem of evil. Christian practices of reconciliation.
Key Knowledge	Substantive Explore Christian beliefs about the nature and role of families both biblically and within the contemporary role. Detailed study will be given on Christian attitudes to marriage, contraception, the role of parents as well as sexuality. Disciplinary Students will be able to recall and explain different Christian (denominational/liberal/literal) attitudes to relationships and families with use of biblical examples (1, 2, 4, 5 mark questions). Students will ultimately use biblical teaching to analyse different Christian attitudes to issues pertaining to families/relationships/sexuality in the 12 mark response.	Substantive Explore Christian beliefs about the origins of the universe and the Big Bang Theory Understand Christian beliefs about the value of the world and the duty of human beings to protect it. Understand Christian beliefs about the use and abuse of the environment and know the different types of energy and resources including renewable energy and natural resources. Explore the problems caused by different types of pollution and Christian responses to pollution Understand Christian beliefs about the use and abuse of animals and how animals are used for food. Disciplinary Understand the religious beliefs about the origins of human life and relationship between evolution and creation. Understand Christian beliefs about abortion, the legal position in Britain today regarding abortion and arguments for and against abortion. Know the different types of euthanasia and Christian beliefs about euthanasia. Understand the different Christian beliefs about death and the afterlife.	Substantive Understand how war is a way of resolving differences and understand the key terms of peace, justice, forgiveness and reconciliation. Understand the UK law regarding protest. Understand terrorism as a means of conflict as well as Christian beliefs about violent protest and terrorism. Understand why wars are fought and Christian attitudes towards war. Know about the different WMD including nuclear weapons Understand the possible implications of using WMD and whether their use is justified. Disciplinary Understand the Just War Theory and be able to apply it to a specific war. Understand the features of a Holy War and whether religion is a cause of violence. Understand Christian approaches to war and violence Understand why some Christians are pacifists and the work of a Christian organisation that works for peace and a Christian peacemaker. Understand what can be done to help the victims of war and the work of Caritas and Christian Aid.	Substantive Understand different Christian/Jewish attitudes to retribution, reformation, and deterrence. Disciplinary Students will be able to recall and explain Christian (denominational/liberal/literal) attitudes to crime, punishment and whether the aim of such crimes should be retribution, deterrence or reformation (1, 2, 4, 5 mark questions). Students will ultimately use biblical teaching to analyse different Christian attitudes to the crime, punishment and the aim of punishment in the 12 mark response.
Next Steps	Year 11: Theme B: Religion and Life	Year 11: Theme D: Peace and Conflict	Year 11: Theme E: Crime and Punishment	Year 12: Normative Ethics – Theft and Lying

Year 11



Religious Studies Curriculum Map

Unit	Philosophy of Religion: Arguments for the existence of God	Philosophy of Religion: The problem of evil	Philosophy of Religion: Religious experience	Philosophy of Religion: Religious language	Philosophy of Religion: Miracles	Philosophy of Religion: Self, death and afterlife
Key Concepts	Nature of God Understanding and living with others	Nature of God Redemption	Nature of God Identity and Purpose	Nature of God Identity and Purpose	Nature of God People of God Identity and Purpose	Identity and purpose Kingdom of God Salvation
Prior Learning	Year 10: Christian beliefs Christian beliefs about God The different qualities of God The Trinity The creation of the Earth The incarnation The role of Christ in salvation	Year 12: Arguments for existence of God God as omnipotent, omniscient, omnibenevolent; omnipresent Philosophical argument – a priori/ a posteriori; Cosmological argument Principle of sufficient reason, explanation, interpretation of experience, movement, cause and effect, contingency	Year 12: Problem of Evil The nature of the problem across a range of religious traditions The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. Empiricism and the challenge of individuals such as Hume.	Year 12: Religious experience Religious experience across religious traditions, range of definitions related to belief in God, and different types. Views of W James and R Otto, Swinburne and J Hick. Strengths and weaknesses of religious experience as an argument for the existence of God. Debate between Coplestone and Russell as part of the anthology analysis	GCSE Religious Studies Retrieval of knowledge in respect of nature of God from GCSE Religious Studies Religion and Life; interleaving of the ideas of omnipotence, omnibenevolence; Christian Practices, specifically worship and prayer. Year 12: Religious experience, including Swinburne principles of credulity and testimony.	Y12 Utilitarianism, GCSE Christianity unit Benthamite Utilitarianism, Act Utilitarianism, the Hedonic Calculus; John Stuart Mill's Utilitarianism, Higher and Lower Pleasures; Rule Utilitarianism; Peter Singer and Preference Utilitarianism; Negative Utilitarianism; strengths and weaknesses of Utilitarianism according to Bernard Williams. Nature of God in Christianity, agape love, Christ's salvific death on the cross.
Key Knowledge	Substantive God as omnipotent, omniscient, omnibenevolent; omnipresent Philosophical argument – a priori/ a posteriori; Cosmological argument - Principle of sufficient reason, explanation, interpretation of experience, movement, cause and effect, contingency, infinite regress, first cause, necessary existence, Kalam version; design argument Teleological argument – Aquinas, five ways, cause and effect, principle of design, watchmaker analogy Ontological argument – Anselm and Russell; developments of these arguments by scholars; strengths and weaknesses of these arguments. Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing. Types of order and regularity, role of analogy, cumulative effect of evidence, anthropic principle, regularities of co-presence and regularities of succession	Substantive The nature of the problem across a range of religious traditions Types of evil and suffering, moral and non-moral. The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. Empiricism and the challenge of individuals such as Hume. Soul-deciding, soul-making and Process Theodicies. J Mackie – Chapter 5 'Evil and Omnipotence', pp.92-104 (Oxford University Press, 1977); Augustine and Irenaeus. Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing; answering 10 mark questions. How to analyse anthology extracts.	Substantive Religious experience across religious traditions, range of definitions related to belief in God, and different types. Views of W James and R Otto, Swinburne and J Hick. Strengths and weaknesses of religious experience as an argument for the existence of God. Debate between Coplestone and Russell as part of the anthology analysis: www.biblicalcatholic.com/apologetics/p20.htm Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing; answering	Substantive Analogy; via negative; univocal language and problems of anthropomorphism Equivocal language and univocal language Symbolic language Views of Aquinas, Tillich, Flew, Wittgenstein. Context of Logical Positivism and the Vienna Circle; implications for the claim that religious language is meaningless; 'blik's' Language Games Non-cognitive interpretation of language and criteria of coherence. Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing; critical assessment of belief claims and evidence.	Substantive Nature of miracles; miracles as supernatural/ natural events; miracles as metaphorical/ mythical; natural laws; Hume and Wiles views of the miraculous; importance to believers; examples of miracles. Disciplinary Analysis of religious and scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing; critical assessment of belief claims and evidence.	Substantive Relationship between mind and body; life after death and evidence. Views about life after death across a range of religious traditions, including Christianity, Hinduism and Buddhism; Immortality of the soul: soul as non-physical and spiritual and continuing to exist after death of body; monist and dualist views of the self; rebirth, reincarnation, replica theory, resurrection. Views of J Hick. Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses. Use of key terminology in academic writing; critical assessment of belief claims and evidence.
Next Steps	Year 12: The problem of evil	Year 12: Religious experience	Year 13: Religious language	Year 13: Work of scholars	Y12: The nature of personhood, the soul and life after death.	Y12: Natural Moral Law, application of theory to moral scenarios

Year 12/13



Religious Studies Curriculum Map

Year 12/13	Unit	Ethics and Religion – Normative Ethical Theories: NML	Ethics and Religion – Normative Ethical Theories: Situation Ethics	Ethics and Religion – Normative Ethical Theories: Virtue Ethics	Ethics and Religion – Life and death	Ethics and Religion – Meta ethics	Ethics and Religion – Free will, responsibility and conscience
	Key Concepts	Nature of God Identity and purpose	Love and compassion Nature of God	Nature of God Understanding and living with others People of God Academy Core Virtues	Love and compassion Identity and purpose Creation	Identity and purpose Understanding and living with others	Identity and purpose Understanding and living with others Identity and purpose
	Prior Learning	Y10 Religion & Life; abortion & euthanasia. Y12 Situation Ethics: Situationism as a 'via media' between legalism and antinomianism; Four Working Principles; Six Propositions; support of JAT Robinson; defining agape; New Testament background and links; critique by William Barclay.	GCSE Christianity unit Nature of God in Christianity, agape love, Christ's salvific death on the cross.	GCSE – Christian and Jewish practices, specifically ethical behaviour Y12: Situation Ethics, Natural Moral Law. Y12: Philosophy of God.	GCSE Religion & life unit: abortion and euthanasia; animal rights Y12: Situation Ethics, Natural Moral Law, Virtue Ethics	Y13: Philosophical Language	Y13: Ethical language
	Key Knowledge	<p>Substantive From Self (Free Will) or God Revelation of God How we act and our lives with others Thomas Aquinas' Primary and Secondary Precepts; Concepts of absolutism and legalism in ethics, early development of natural moral law, biblical and classical foundations of the approach, concepts of purpose, telos, contemporary applications and adaptations, including proportionalism. Application to issues of theft and lying.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories. Application of theory to moral scenarios. Comparison with other ethical theories, previously studied.</p>	<p>Substantive Revelation of God How we act and our lives with others? To what extent are humans loving? Joseph Fletcher and his 1960s context, including the generation gap and counter-cultural movement; Situationism as a 'via media' between legalism and antinomianism; Four Working Principles; Six Propositions; support of JAT Robinson; defining agape; New Testament background and links; critique by William Barclay. Application to issues of theft and lying.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories. Application of theory to moral scenarios.</p>	<p>Substantive <i>To what extent are humans loving?</i> <i>How we act and our lives with others?</i> Aristotelian virtue ethics – historical and cultural influences on Virtue Ethics from its beginnings to modern developments of the theory, concepts of eudaemonia and living well, the golden mean, development of virtuous character, virtuous role models, vices, contemporary applications of virtue theories. Application to issues of theft and lying.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories; relation of Biblical teachings to ethical issues and theorising; analysis of the social and cultural background and intertextuality with ethical theorising. Application of this theory to moral scenarios.</p>	<p>Substantive From Self (Free Will) or God How we act out our lives with others? To what extent Human are loving? To what extent God is loving? The status of the embryo, concepts of sanctity and value of life from religious and secular perspectives, embryo research, pre-implantation genetic diagnosis (PGD), stem cells and cord blood, fertilisation in vitro and destruction of embryos, abortion. Assisted dying, euthanasia, palliative care. Religious and secular contributions to all these issues, legal position, concepts of rights and responsibilities, personhood and human nature, options and choices. Arguments for and against Capital Punishment. The views of Peter Singer and Jonathan Glover, and Biblical texts and their application to the issues. Animal rights in respect of animal testing and farming.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories; relation of Biblical teachings to ethical issues and theorising; analysis of the social and cultural background and intertextuality with ethical theorising. Application of ethical theories to this moral issue.</p>	<p>Substantive How do we shape our identity? Understanding our own views and others Cognitive and non-cognitive uses of language, realism and anti-realism, language as factual or symbolic, the nature of ethical assertions as absolutist or relative, ethical naturalism, the naturalistic fallacy, the is–ought gap, the problem of the open question, ethical non-naturalism, intuitionism, prescriptivism. Emotivism, the influence of the logical positivism on emotivist theories of ethics, ethical language as functional and persuasive. Developments of the emotivist approach and criticism of it. Thought of A J Ayer and G E Moore.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories; relation of Biblical teachings to ethical issues and theorising; analysis of the social and cultural background and intertextuality with ethical theorising.</p>	<p>Substantive What is free will and in what ways is it limited, including the ideas of JS Mill. Views on human responsibility, including predestinarian, determinist, compatibilist and libertarian views. Responsibility and punishment or reward, including the views of Sharpe on religion and ethics. Views on the nature of conscience, both religious and secular; the role of conscience in moral decision-making and its value as a moral guide. Application of these ideas to lying, deceit and adultery.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories; relation of Biblical teachings to ethical issues and theorising; analysis of the social and cultural background and intertextuality with ethical theorising.</p>
	Next Steps	Y12: Situation Ethics	Y12: Virtue Ethics	Y12: application of normative ethical theories to questions of life and death	Y12: Metaethics and the meaning of terms such as right and wrong.	Y12: moral responsibility and the role of conscience.	Y13: Utilitarianism and Deontology compared, contrasted and evaluated.



Religious Studies Curriculum Map

Unit	Christianity – Bible and authority	Christianity – nature of God	Christianity – self, death and afterlife	Christianity – good conduct and moral principles	Christianity – religious identity
Key Concepts	Revelation of God Sources of Authority	God's Character God's Nature Divinity Trinity Trinitarian Non-trinitarian	Salvation Original Sin Genesis	Discipleship Faith in action Ethical approaches to living in contemporary Britain	Faith in practice Discipleship
Prior Learning	Year 8: Bible – nature and authority; Year 10: Bible and its use in worship; Year 11: Mark's Gospel – text, authorship, key themes and teachings.	KS3 and KS4: nature of God; discussion of Christ's incarnation, titles and authority reflected in Mark's Gospel (Year 11); Trinity; Christ as Son of God (Year 10 and 11).	KS3 and KS4: Big Story of Salvation; Fall of Adam and Eve (Year 8); redemption and atonement through Christ's death on the cross (Year 10) and in Mark's Gospel (Year 11); Christian beliefs concerning the afterlife and denominational differences (Year 10); Resurrection Year 10 and Year 11, Mark's Gospel; Year 12 Philosophy – mind/ body problem; soul; death and afterlife.	Year 9: responding to ethical dilemmas; Year 10: Christian involvement in the community and ethical approaches; Year 11: Mark's Gospel – greatest commandments and Jesus' treatment of the outcasts.	Year 8: Rites of passage in Christianity; Year 9: How have people put their faith into practice? Year 10: Christian beliefs and expression in practices such as worship; denominational differences in worship and beliefs; shared beliefs e.g. Nicene Creed
Key Knowledge	<p>Substantive</p> <p>Nature and origins of the Bible; inspiration; authorship; origins of the Church; Catholic and Protestant views on the nature and authority of the Church; Church as preserver/ context of Scripture; Christ as incarnate; Christ as fulfilment of OT covenants; Jesus as greater than Moses; Jesus as ethical example of love for enemies and non-retaliation. Includes the following questions:</p> <p>What do we mean by 'The Bible'?</p> <p>Why does the Bible have authority for Christians?</p> <p>What is the Church?</p> <p>How do Catholic and Protestant Christians differ or agree in their views on the Church?</p> <p>Which has the greater authority – Scripture or the Church?</p> <p>Who was Jesus Christ?</p> <p>Why does Jesus Christ have such authority for Christians?</p> <p>Disciplinary</p> <p>Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>	<p>Substantive</p> <p>Nature of God in Classical Theism; Trinity; Jesus as Son of God; incarnation; hypostases; Nicene Creed; feminist views of God; via negative; analogy; process theology on God as omnipotent/ creator. Includes the following questions:</p> <p>What do Christians mean by 'God'?</p> <p>What issues are there in describing God?</p> <p>How can God be meaningfully spoken about?</p> <p>Why is the concept of the Trinity essential for Christians?</p> <p>What is the importance of Jesus as Son of God?</p> <p>How does Process Theology differ from traditional views of God?</p> <p>How do we understand the nature of God?</p> <p>Disciplinary</p> <p>Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>	<p>Substantive</p> <p>The purpose of life; Jesus' resurrection; Augustine's views on the resurrection; 1 Corinthians 15; ideas about the afterlife e.g. purgatory, heaven, hell; spiritual/ material views. Includes the following questions:</p> <p>What is the purpose of life?</p> <p>What makes me, me?</p> <p>Why is the concept of the resurrection essential for Christians?</p> <p>What happens after death?</p> <p>How does belief in the afterlife influence Christian behaviour?</p> <p>How does Process Theology differ from traditional views of the afterlife?</p> <p>Disciplinary</p> <p>Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>	<p>Substantive</p> <p>Views on justification, including faith and works; sanctity of life as applied to embryos; just war theory; weapons of mass destruction; stewardship and dominion; examples of Christian organisations. Includes the following questions:</p> <p>What is morality?</p> <p>Why is it important to Christians?</p> <p>How is salvation achieved?</p> <p>Why is the Sanctity of Life an important principle for Christians?</p> <p>Why are dominion and stewardship important principles for Christians?</p> <p>How do Christians apply these principles?</p> <p>Disciplinary</p> <p>Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>	<p>Substantive</p> <p>Views on identity; approaches and understandings of baptism; approaches and understandings of Eucharist; details and significance of the Last Supper in the Gospels; Christian mission into the 21st Century. Includes the following questions:</p> <p>What is identity?</p> <p>How does baptism define identity for Christians?</p> <p>How does Holy Communion define Christians' identity?</p> <p>Why was the Last Supper significant?</p> <p>How does the Church seek to fulfil the Great Commission?</p> <p>Disciplinary</p> <p>Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>
Next Steps	Exploration of the teaching of the Bible in respect of the nature of God, incarnation and Trinity.	Exploration of Christian views on the afterlife, their basis in the authority and teachings of the Bible and understandings of the nature of God.	Exploration of Christian ethical views and practices and their origin in understandings of the authority of Scripture, the nature of God and beliefs in respect of judgement and afterlife.	Exploration of Christian beliefs in respect of identity and how this is shaped by understandings of the authority of Scripture, nature of God, views on the afterlife, and ethical behaviour.	Exploration of Christian views on gender and sexual behaviour in the light of views on Scripture and its authority, the nature of God, judgement and the afterlife, ethical living and identity.

Year 12/13



Religious Studies Curriculum Map

Year 13	Unit	Ethics and Religion – Bentham and Kant	Christianity – gender and sexuality	Christianity and science	Christianity and Secularisation	Dialogues
	Key Concepts	Understanding and living with others Identity and purpose Justice and forgiveness People of God	Genesis Discipleship Identity Purpose	Genesis Purpose Revelation Sources of authority	Revelation Sources of authority Faith in practice Discipleship	Faith in practice Sources of authority Discipleship Identity Purpose Salvation
	Prior Learning	GCSE Religious Studies Retrieval of knowledge in respect of approaches to moral dilemmas from GCSE Religious Studies Religion and Life; interleaving of the ideas of consequentialism; utility.	Year 8 study of Genesis 1-2; Year 10: Christian and secular beliefs about human origins; Year 11 unit on sexual ethics and behaviour.	Year 8 study of Genesis; Year 10 study of origins of the universe; Year 12 study of Scripture as a source of authority	Year 7: humanistic worldview; Christian worldviews; Year 8: Bible as a source of authority; Year 10: non-religious views on the sanctity of life; Year 12: Bible as the source of authority.	Years 12 and 13 content throughout Philosophy, Ethics and Christianity strands; academic essay writing, especially critical essays (AO2).
	Key Knowledge	<p>Substantive From Self (Free Will) or God? How we act out our lives with others Benthamite Utilitarianism, Act Utilitarianism, the Hedonic Calculus; John Stuart Mill's Utilitarianism, Higher and Lower Pleasures; Rule Utilitarianism; Peter Singer and Preference Utilitarianism; Negative Utilitarianism; strengths and weaknesses of Utilitarianism according to Bernard Williams. How do we shape our identity? How we act out our lives with others Kantian deontology – social, political and cultural influences on Kant's ethical theory, duty-based ethics, the categorical imperative in its different formulations, prima facie duties, and contemporary applications of rule and duty-based ethics. Compatibility with religious teachings; strengths and weaknesses of this approach to ethics; application to moral dilemmas.</p> <p>Disciplinary Analysis of scholarly views; assessment of the strengths and weaknesses of those views; use of moral dilemmas in order to illustrate ethical theories; comparison and contrast with religious approaches to moral decision-making.</p>	<p>Substantive Views on gender; identity; sexuality and sexual behaviour; relevant Biblical texts; ordination of women debate; feminist approaches to Bible; social and legal changes in respect of sexuality and gender. Includes the following questions: What does the Bible teach about gender? What does the Bible teach about sex? How have attitudes towards sexuality changed over time? How have approaches to interpreting Biblical texts been influenced by views on sexuality? How have attitudes towards gender changed over time? How successfully has the Church dealt with issues of gender?</p> <p>Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; use of key terminology in academic writing.</p>	<p>Substantive Genesis 1-2; creationist and scientific views of origins of the universe; 'God of the gaps'; Theory of Evolution and Darwin; Big Bang Theory and contemporary views; Polkinghorne and other views on compatibility; genetic engineering: the law and attitudes. Includes the following questions: What does the Bible teach about Creation? How have attitudes towards Genesis' account of creation changed over time? How have approaches to interpreting Biblical texts been influenced by views on science? How has Christianity and science's relationship been positive? How has the relationship between Science and Christianity been marked by conflict? How might Christians respond to genetic engineering?</p> <p>Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; Use of key terminology in academic writing.</p>	<p>Substantive Definition of secularisation; views on wealth and poverty – Biblical and non-religious; McGrath's 'Dawkins Delusion'; Dawkins' 'God Delusion'; Fresh Expressions and House Church – history and impact; Liberation Theology – key figures and impact Includes the following questions: What does the Bible teach about wealth? How have attitudes towards truth changed over time? How have approaches to interpreting Biblical texts been influenced by increasing secularisation? How has Christianity engaged with contemporary society? What is liberation theology? How has the Church adapted its mission to a secular society?</p> <p>Disciplinary Analysis of scholarly arguments, evaluating their strengths and weaknesses; interpretation and analysis of Biblical and scholarly texts; Use of key terminology in academic writing.</p>	<p>Substantive Recapping of all previous material in Christianity, Ethics and Philosophy strands in order to respond critically to posited views on the issues studied, combining knowledge in order to synthesise a detailed, fluently-argued response.</p> <p>Disciplinary Analysis of diverse views, both in agreement and disagreement, in order to synthesise a fluent, substantiated response to a given statement; academic writing skills – including use of key terminology, scholarship and judgement.</p>
	Next Steps	Year 13: Dialogues unit	Exploration of Christian and scientific views and the relationship between the two – both positive and negative aspects.	Exploration of the growth in secularisation in the West and the influence of secular views on gender, sexual behaviour and science, as well as the influence of these upon secularisation.	Review of all units of work covered at A level in order to write critical essays which synthesise knowledge from all three strands over Years 12 and 13.	Carry the skills and knowledge gained – both substantive and disciplinary – into future studies and careers.



Religious Studies Curriculum Map