

Religion & Philosophy Curriculum Map

Intent – The Religion and Philosophy curriculum aims to inspire students to become theologians and philosophers who can make critical and balanced judgements. By developing their religious literacy and conceptual understanding, students can practice and develop their tolerance and empathy for others. Through a knowledge rich, cyclical curriculum, pupils acquire an in-depth understanding of beliefs of the Abrahamic religions and how these beliefs influence religious believers in their daily practice. Students develop their philosophical and ethical knowledge and apply their learning to contemporary issues within modern society allowing them to reflect on their own communities and religion in a global context.

Implementation								
Term	1	2		3	4	5		6
Year 7	<p>Religion Locally & Nationally</p> <p>This introductory unit allows students to explore the current religious landscape of England, Wales and their local area. This unit aims to ensure that all students have the appropriate vocabulary of key faiths and non-religious traditions in Britain, including names of religious buildings and widely used symbols. Students will be studying how social sciences impact the data surrounding the census from 2021. They will then be comparing the national data to their local data and considering why the number of each group is changing over time.</p> <p>Jewish beliefs & practices</p> <p>Students are introduced to the Abrahamic faith with an overview of the Bible: Old Testament and New Testament. They are then immersed into the rich stories of the Old Testament, starting with the story of Creation and the Fall. Here they encounter the theme of Original Sin, a reoccurring theme in RE. Students meet key patriarchs such as Noah, Moses and Abraham and explore their role in Judaism and their covenant relationship with God. Having a solid foundation of the origins of Judaism, students then compare and contrast reform and orthodox Judaism, before exploring Jewish practices such as the Temple, synagogue and festivals. At the end of the module, students explore antisemitism, learning the dangers of prejudice and discrimination throughout history and in a modern context.</p>		Synoptic Assessment	<p>Christian beliefs & practices</p> <p>The unit of work begins with the Nativity story where students explore complex themes such as the immaculate conception and Trinity. Students learn about the significance of Jesus' teachings, his crucifixion and resurrection.</p> <p>Student focus shifts to looking at Christianity through a historical lens when they meet Constantine and Martin Luther who they meet again when they study the Reformation in Year 8 History lessons. Finally, Year 7 explore how Charismatic Christianity is practiced and debate Catholic female ordination and gender roles, which they revisit at KS4.</p>		Revision in preparation for assessment	Synoptic Assessment	Assessment feedback
Year 8	<p>Islamic beliefs & practices</p> <p>Students gain knowledge of core Islamic vocabulary and concepts such as Tawhid, the sin of shirk, the Muslim holy book (Quran) and examine the role of prophets. Here they draw parallels between key patriarchs in the Bible, Torah and Quran, comparing the role of Jesus in Islam. Students are introduced to the Four Rightly Guided Caliphs in Sunni Islam, leading onto comparing Sunni and Shia similarities and differences. The Five Pillars of Islam are studied in great depth, developing religious literacy and then students study contentious issues such as Jihad and religious headdress for Muslim women.</p>			<p>Introduction to Dharmic Traditions</p> <p>This introduction unit introduces students to the origins and core ideas of the Dharmic faiths, including beliefs about samsara, karma, and the goal of liberation. It helps students understand how these traditions developed in India and how they are lived in the UK today.</p> <p>Hindu beliefs & practices</p> <p>This unit helps students understand key Hindu beliefs such as Brahman (ultimate reality), Atman (inner self), and the Trimurti (Brahma, Vishnu, Shiva). They learn about important texts like the Vedas and the Bhagavad Gita, and how these guide ideas of duty, devotion, and freedom. Students explore how Hindus worship at home and in the mandir, celebrate festivals like Diwali, and mark life events. They also study values like ahimsa (non-violence) and how Hindu beliefs shape daily life in India and the UK.</p>		Revision of units 3 and 4 in preparation for the assessment		Assessment feedback

Year 9	<p>Issues of Life & Death</p> <p>This unit explores important questions about life and death. Students will learn about the ideas of Joseph Fletcher and Thomas Aquinas and how they view issues like euthanasia, abortion, capital punishment, and animal ethics. They will also study key ethical theories and understand how these ideas have influenced UK laws.</p> <p>Issues of Equality</p> <p>This unit looks at equality and how it affects people based on race, gender, sexuality, and disability. Students will study religious teachings that both support and challenge equality, explore important social justice movements like the fight against slavery and LGBTQ+ rights, and learn about key figures such as Martin Luther King Jr. and Malcolm X. They will also examine real-life examples, case studies, and data to understand how religion can help or hold back equality today.</p>			<p>GCSE Christian Beliefs</p> <p>Students begin their GCSE studies beginning with Christian beliefs. They begin by learning about the nature of God and the three parts of the Trinity. Then, students consider how different Christians interpret the Creation Story. The birth, crucifixion, resurrection and ascension of Jesus are examined. Students will also study eschatological beliefs and how they vary between different Christians before finally looking at suffering and the Problem of Evil.</p>		Revision of units 5,6 and 7 in preparation for the assessment	Assessment feedback	Students revisit knowledge to ensure mastery has been achieved by all students in units 5 and 6	
Term	1	2		3		4		5	6
Year 10	<p>GCSE Christian Practices</p> <p>Students will study key Christian practices by exploring different types of prayer and worship, including liturgical, informal, and individual. They will examine the meaning and importance of the seven sacraments, the significance of pilgrimage, and the celebration of major festivals such as Christmas and Easter. The role of the Church in both local communities and the wider world will also be considered. Students will then evaluate the role of Christianity in the UK today by analysing trends and data, such as Census results. They will also explore the issue of Christian persecution and consider the challenges faced by Christian communities in countries where Christianity is not the dominant faith.</p>	<p>GCSE Islamic Beliefs</p> <p>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</p>		<p>GCSE Islamic Practices</p> <p>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</p>	Synoptic Assessment	<p>GCSE Issues of relationships</p> <p>Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will understand why different Christian groups have different responses to these issues due to their ethical approach studied in Year unit 6. Students will compare different Christian and secular views in order to make their own critical and balanced judgements on these issues.</p>		Revision of units 7 - 10 in preparation for the assessment	Assessment feedback
Year 11	<p>GCSE Issues of Good and Evil</p> <p>Students will apply their knowledge of different Christian beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. Students will revisit the problem of evil studied in Year 8 and will examine in detail Christian attitudes to good, evil and suffering, and how Christians have responded to the problem of evil through the theodicies of Irenaeus and John Hick. Through exploring case studies related to the</p>	Mock 1	<p>GCSE Issues of Human Rights</p> <p>Students will apply their knowledge of Christian theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian belief and how this is influenced by the particular ethical approach of that denomination examined in Year 9. This unit will give students the opportunity to explore complex issues within contemporary society such as the</p>	Mock 2	<p>GCSE Issues of Life and Death</p> <p>Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different</p>	Mock 3	<p>Revision of religious, philosophical and ethical studies in the modern world.</p> <p>Revision of Christian beliefs and practices.</p>	Public exams	

	above topics, students will understand the complexity of these issues and formulate their own critical and balanced judgement.		Charlie Hebdo case and recent cases of terrorism, enabling them to develop their own critical and balanced judgement.		groups of Christians view the sanctity of life, abortion, euthanasia and the afterlife. Students will apply their understanding of philosophical and ethical vocabulary acquired in Year 8 and Year 9 to a range of contemporary issues and through comparing different theological and secular responses will make critical and balanced judgements		Revision of Islamic beliefs and practices.		
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Impact: To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through homework quizzing, in class checking for understand and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery, with teaching time allocated to the re-teaching of specific knowledge. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3. The impact of the curriculum upon students becoming theologians and philosophers who can make critical and balanced judgements is assessed through students' participation in Debate Mate, whether they watch current affair programmes, read publications that relate to issues of meaning and purpose and whether students choose to do related subjects at A level and university.