

Religious Studies

Curriculum Principles

What is the vision for the curriculum in this subject?

Our vision is that students explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions.

It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

By the end of their all-through education, a student at Glossopdale School and Sixth Form will:

- Know the key beliefs and values of world faiths and other beliefs and their influence upon individuals, communities and cultures. Students will know how to interpret, analyse and evaluate religious, sociological, philosophical and ethical thinking.
- Understand how to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Students will understand and respect the commonality and diversity among world faiths and other beliefs.
- Students will enter into the world equipped with the skills needed to respond to a range of moral and social issues and more importantly to show equality and respect diversity.

Why is the subject important?

Young people face many challenges in the modern world. Amongst these is learning to navigate the world of religion and belief. Controversy abounds and, in the midst of this, young people are seeking to understand the complex issues that are debated and to make their own decisions on these controversial matters. This is an academically demanding task. For many years, Religious Education (RE) has been the school subject that has most equipped them for this task. In its history, RE has significantly changed its approach in response to the changing nature of society. The time is now ripe for another development in approach if the subject is to be fit for purpose for the decades to come.

In order to achieve a true understanding of RS topics, they have been sequenced on the following rationale:

- The Derbyshire agreed syllabus
- Research from NATRE
- Research Review OFSTED May 2021

Threshold Concepts

Having explored many different models and other school ideas about threshold concepts, we consider the following concepts important for the learning progression of all concepts and these are mapped out against the curriculum.

TC1 – To understand the core beliefs and practices which lie at the heart of any religious or non-religious tradition.

TC2 - To understand how core beliefs and practices influence religious believers and non-religious believers today.

TC3 - To understand how core beliefs and practices address 'Ultimate Questions' (*Why are we here? What happens when we die? Where does the universe come from? Is there a God?*)

TC4 - To understand that religious beliefs and practices are interpreted differently and have varying levels of adoption, even within the same religion.

TC5 - To address the misconceptions that exist surrounding religious beliefs and practices.

TC6 - To understand the varying impact of modern challenges on religious beliefs and practices.

TC7 - To understand that religious values can be accepted and shared between religions and by non-religious believers.

Curriculum Overview

All students are entitled to a curriculum and to the powerful knowledge that will enhance their learning experiences through key learning strands based on study of Religion/Theology, Sociological Concepts, Philosophy and Ethics. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building a secure schema.

At times lessons may deviate from the planned curriculum below in order to address moral or social issues that are occurring in the world at that particular time. This is an opportunity to gain a deeper understanding of the underlying issues and to explore a range of beliefs.

| | | Autumn | Autumn/Spring | Spring | Summer | Not Taught |
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| YEAR 7 | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | What is Religion? What makes a religion and why are some people religious and not? | Religious Founders How did each of the six world religions begin and how are they revered by their followers? | SIKHISM Key religious teaching and practices | A to Z of Religious Beliefs With a literacy focus, students explore a variety of religious specific keywords that also entails how these impact on societies both locally, nationally and worldwide. | Introduction to the Old Testament Concepts surrounding God, and core religious teachings within Judaism/Christianity. |
| | THRESHOLD Concept | TC1, TC2, TC5, TC7 | TC1, TC2, TC3 | TC1, TC2, TC4, TC5, TC7 | TC1, TC2, TC3, TC5, TC6 | TC1, TC3, TC5 |
| | Vertical and Horizontal Interleaving | | Y7A1 | Y7AC1 – apply model learnt to Sikhism. Y7AC2 – build on teachings of Guru Nanak | Y7A1 – key ingredients, focus on core beliefs | Y7AC1 – links to core beliefs of a religion. |

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| YEAR 8 | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | Introduction to Buddhism Key religious teachings and practices | What is so radical about Jesus? Exploring religious and non-religious ideas about Jesus. | Anti-Racism in the UK Looking at racism both religiously and historically in the UK/USA. | Ethical and Moral thinking How do you go about making a right decision? Kant Vs Utilitarianism Applying two theories to Animal rights | Religion and the Environment Philosophical arguments surrounding the creation of the universe and Earth. Comparison of Christian, Buddhist and Muslim ideas about looking after the environment. | Relationships and Intimacy What does intimacy look like? What is a healthy relationship? |
| | THRESHOLD Concept | TC1, TC2, TC4, TC5, TC7 | TC1, TC2, TC4, TC5, TC7 | TC6, TC7, TC2 | TC3, TC5, TC6, TC7 | TC2, TC3, TC7 | TC2, TC4, TC7 |
| | Vertical and Horizontal Interleaving | Y7A1 – model of what makes a religion? Y7A2 – they should know who Siddhartha is? Re-cap build on Buddhist teachings around four sights. | Y7Su1 – build on prophecy of Jesus in the OT. Nature of God in the OT in comparison to Jesus’ teachings | Y8A1 – teachings about karma (golden rule) | Y7AC1 – core religious beliefs Y8Su1 – looking after the environment. | Y7Sp1 – Creation/Evolution Y7Su1 – Creation story in OT Y8A1 – re-call of 8-fold path | Mapped on with PD sessions a SLD. |

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| YEAR 9 | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | Why is there suffering? Problem of Evil feeds into Christian ideas of God from the Bible and responses to evil and suffering. Buddhist attitudes explored in contrast – no God, so why? Religious responses to overcoming suffering. | Is death the end? Contrasting religious and non-religious ideas about life after death are explored. | Consent, conception and Contraception inc. online safety Students are introduced to the three central themes and focus on health concerns, emotional support, the law and religious attitudes today. This is aimed at students feeling equipped with a wealth of knowledge and understanding to make good choices. | Crime and Punishment Students explore the social reasons some people commit crimes. We examine the reasons why we punish people and whether or not certain punishments work. Christian and Buddhist ideas are applied too. | Peace & Conflict Through the topic of conflict and terrorism, students look at historical cases of terrorism and how they have impacted on the world today. Case studies include Nelson Mandela and 9/11. |
| | THRESHOLD Concept | TC1, TC2, TC3, TC6, TC7 | TC1, TC2, TC3, TC6, TC7 | TC7, TC6, TC2 | TC7, TC6, TC2 | TC7, TC6, TC2 |

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| | Vertical and Horizontal Interleaving | <p>Y7Su1 – the fall/original sin</p> <p>Y8A1 – law of karma and 3 poisons.</p> <p>Y8Sp1 – Jesus’ Parable of the Sheep and Goat/importance of the crucifixion.</p> | <p>Y7Sp1 – Heaven and Hell</p> <p>Y7SP2 – Sikh ideas</p> <p>Y8A1 – Buddhist ideas.</p> <p>Y8Sp1 – role of Jesus in Salvation</p> | Mapped out with PD sessions and SLD. | <p>Y8A1 – Buddhist ideas.</p> <p>Y8Sp1 – teachings of Jesus.</p> <p>Y9A1 – moral evil</p> <p>Y9A2 – sin and how God punishes</p> | <p>Y9A1 – link to evil and suffering topic.</p> <p>Y10A1 – students will build upon thread of Islamophobia as a result of 9/11 and how it affects Muslims in the UK.</p> |
| YEAR 10 B+V | <p>STRANDS</p> <p>Study of Religion/Theology</p> <p>Sociology</p> <p>Philosophy & Ethics</p> | <p>Community Cohesion</p> <p>Exploration of different issues that affect British communities today. This ranges from racial prejudice to religious pluralism.</p> | <p>Drugs & Alcohol</p> <p>Students explore the issues young people face with drug and alcohol use. Students examine a range of different drugs and what impact these have on the users and what the law in the UK states about each drug.</p> | <p>Islam</p> <p>Introduction to the main teachings and practices within Islam. Exploring misconceptions around gender and equality. The rise in Islamophobia.</p> | <p>Relationships</p> <p>Students look at the religious and secular views on:</p> <ul style="list-style-type: none"> - Sexuality, Contraception and Sex before Marriage. - Marriage and Divorce. - Family Life - Gender | |
| | THRESHOLD Concept | TC7, TC6, TC2 | TC7, TC6, TC2 | TC1, TC2, TC4, TC5, TC7 | TC2, TC4, TC6, TC7 | |
| | Vertical and Horizontal Interleaving | Y8A2 | Mapped against PD and SLD | Y7A1+2 Y9 A2 +S2 | Mapped against PD and SLD Y9 Sp2 Y10Sp2 | |

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| YEAR 11 B+V | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | Introduction to Philosophy and Ethics Students look at a range of different ethical theories and apply them to real life scenarios. Students also explore their own moral compass. Students are introduced to key historical philosophers and their contribution to this field of study. | Medical Ethics Students explore the following topics from a religious and secular view point: <ul style="list-style-type: none"> - Abortion - Euthanasia - Cloning/DNA/Miracle babies - Organ Transplant | Human Rights Students look at the topics of Human rights and modern day examples where abuses occur around the world. Students apply their knowledge of ethical theories to case studies, such as the use of torture and modern day slavery. | Revision |
| | THRESHOLD Concept | TC3, TC5, TC6, TC7 | TC2, TC4, TC6, TC7 | TC2, TC6 | |
| | Vertical and Horizontal Interleaving | Continuation of Y10 Term 6 work | Application of Y10 Term 6 and Y11 Term 1 of ethical theories to case studies | Application of Term 1 Y11 theories | |

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| YEAR 10 RS GCSE | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | Christian Beliefs Introduction to key Christian teachings and the stories of Jesus. | Buddhist Beliefs Introduction to Buddhist teachings centred on the life of Siddhartha Gautama and the stories he taught. | Buddhist Practices How Buddhists go about practicing their religion on a day by day basis. This topic covers key festivals and links to putting Buddhist teachings into practice. | Christian Practices How Christians go about practicing their religion on a day by day basis. This topic covers key festivals and links to putting Christian teachings into practice. | Religion and Life This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> • Scientific and religious ideas about the creation of the universe and evolution on Earth. • Environmental issues and the value of the world. • Abortion • Euthanasia • Life after Death |
| | THRESHOLD Concept | TC1, TC2, TC3, TC4 | TC1, TC2, TC3, TC4 | TC1, TC2, TC3, TC4 | TC1, TC2, TC3, TC4 | TC2, TC4, TC6, C7 |
| | Vertical and Horizontal Interleaving | Y7 A2, Y8 Sp1, Y10 S1 | Y8 A1 Y9 A1+A2 | Y8 A1, Y10 A2 | Y8 Sp1, Y10A1 | Y10 A1 to Sp2 – application of Beliefs and practices. |

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| YEAR 11 RS GCSE | STRANDS Study of Religion/Theology Sociology Philosophy & Ethics | Relationships and Families This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - Sexuality, Contraception and Sex before Marriage. - Marriage and Divorce. - Family Life - Gender | Peace & Conflict This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - War, Holy/Just Wars, examples of war. - Pacifism - Violence and Terrorism. - WMDs | Crime & Punishment This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - Why people commit crimes? - Hate/Theft/Murder - Aim of Punishment - Prison vs Corporal vs Community Service - Capital Punishment | Revision | |
| | THRESHOLD Concept | TC2, TC4, TC6, C7 | TC2, TC4, TC6, C7 | TC2, TC4, TC6, C7 | | |
| | Vertical and Horizontal Interleaving | Y10 A1 to Sp2 – application of Beliefs and practices. | Y10 A1 to Sp2 – application of Beliefs and practices. | Y10 A1 to Sp2 – application of Beliefs and practices. | | |