

SNS Curriculum Map for Religious Studies

Curriculum purpose – What are the aims for the RE curriculum?

- Explain the key symbols, places of worship, holy books and practices of key world religions
- Apply religious beliefs to the modern world e.g. Islamophobia and know how to be model citizens in promoting tolerance of others
- Know the importance of religious role models and significant individuals
- Compare the beliefs of different religions and non-religious world views
- Understand broader religious concepts such as belief, freedom and rituals, and make comparisons between religions
- To understand how religions have evolved over time and predict how religions may change in the future

What values underpin the curriculum content?

- Tolerance: pupils developing and understanding, acceptance and tolerance of other religions and cultures. Pupils recognise differences between groups of people and their beliefs.
- Human rights: Freedom of religious expression and non-religious expression. Freedom of speech coupled with empathy and respect for the other.
- Acceptance of difference and diversity within communities. Freedom of thought (every individual should be entitled to make up their own mind about their beliefs).

How are British Values taught through RE?

In our RE lessons, we aim to foster mutual respect through structured debate and discussion. Pupils are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the RE curriculum is focused on understanding the beliefs and worldviews of different people all over the world and through understanding, true tolerance develops.

Students to follow the AQA exam board for GCSE Religious Studies (Christianity and Islam)

Component 1: The study of religions, beliefs, teachings and practices (Christianity and Islam)

Component 2: Thematic Studies

Year 9 – Term 1

Christianity – Beliefs and Teachings

Introduction to Christianity, The early of Jesus in Egypt – the young Messiah, The start of Jesus mission -baptism, The teachings of Jesus - forgiveness of sin, The miracles of Jesus – proof he is the Messiah and The arrest of Jesus

The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering

The Trinity: Father, Son and Holy Spirit

Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3)

Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell

The incarnation and Jesus as the Son of God

The crucifixion, resurrection, and ascension

Sin, including original sin

The means of salvation, including law, grace, and Spirit

The role of Christ in salvation including the idea of atonement

Year 9 – Term 1 Continued

Christianity – Practices

Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible / Private worship.

Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer

The meaning of sacrament and the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism

The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning
The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona
The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today
The role of the Church in the local community, including food banks and street pastors
The place of mission, evangelism and Church growth
The importance of the worldwide Church including: working for reconciliation/how Christian churches respond to persecution/the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.
Year 9 – Term 2
Islam – Beliefs and Teachings
Introduction to Islam – Pre-Islamic Arabia, Who was Mohammed?
The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences.
Tawhid (the Oneness of God), Qur’an Surah 112
The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence
Angels, their nature and role, including Jibril and Mika’il
Predestination and human freedom and its relationship to the Day of Judgement
Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell
Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad
Qur’an: revelation and authority
Holy Books - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority
The imamate in Shi’a Islam: its role and significance
Year 9 – Term 2 Continued
Islam – Practices
Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam)
Shahadah: declaration of faith and its place in Muslim practice
Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jumma; key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer
Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur’an 96:1-5
Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi’a Islam
Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance
Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad
Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura
Year 10 – Term 1
Theme A – Relationships and Families
Human sexuality including: heterosexual and homosexual relationships
Sexual relationships before and outside of marriage
Contraception and family planning
The nature and purpose of marriage
Same-sex marriage and cohabitation
Divorce, including reasons for divorce, and remarrying
Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion
The nature of families, including: the role of parents and children/extended families and the nuclear family.
The purpose of families - stability and the protection of children/educating children in a faith
Contemporary family issues including: same-sex parents/polygamy
The roles of men and women
Gender equality/ Gender prejudice and discrimination, including examples
Year 10 – Term 2
Theme B - Religion and life

The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these/ the relationship between scientific views, such as the Big Bang theory, and religious views
The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder
The use and abuse of the environment, including the use of natural resources, pollution
The use and abuse of animals, including: animal experimentation / the use of animals for food.
The origins of life, including: religious teachings about the origins of human life, and different interpretations of these / the relationship between scientific views, such as evolution, and religious views.
The concepts of sanctity of life and the quality of life
Abortion, including situations when the mother's life is at risk.
Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.
Euthanasia
Beliefs about death and an afterlife, and their impact on beliefs about the value of human life
Year 10 – Term 3
Theme D - Religion, peace and conflict
The meaning and significance of: peace / justice / forgiveness / reconciliation
Violence, including violent protest
Terrorism
Reasons for war, including greed, self-defence and retaliation
The just war theory, including the criteria for a just war
Holy war
Pacifism
Religion and belief as a cause of war and violence in the contemporary world
Nuclear weapons, including nuclear deterrence
The use of weapons of mass destruction
Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching
Religious responses to the victims of war including the work of one present day religious organisation
Year 11 – Term 1
Theme E - Religion, crime and punishment
Good and evil intentions and actions, including whether it can ever be good to cause suffering
Reasons for crime, including: poverty and upbringing/mental illness and addiction/greed and hate opposition to an unjust law
Views about people who break the law for these reasons
Views about different types of crime, including hate crimes, theft and murder
The aims of punishment, including:/retribution/deterrence/reformation
The treatment of criminals, including: Prison/ corporal punishment/ community service
Forgiveness
The death penalty - Should the death sentence be restored?
Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life
Year 11 – Term 2
Revision
Students to work on exam practice supported by the AQA revision workbook
Year 11 – Term 3
Exam
Paper 1 & Paper 2 sat in early May
Assessment Focus
<ul style="list-style-type: none"> Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt. At the end of each unit pupils complete a mock paper in the lesson which is marked and graded. There are also whole school mock data collection points