

Curriculum Map 2021/2022



YEAR 9 RS

Question Understand Accept

- Religious Studies allows students to respectfully question the views of others and their own.
- Religious Studies provides students with a good understanding of the thoughts, values and practices of others.
- Religious Studies encourages students to accept people and the diverse communities in which we live in

	Autumn 1 <i>Buddhism</i>	Autumn 2 <i>Suffering and Evil</i>	Spring 1 <i>What was so radical about Jesus?</i>	Spring 2/Summer 1 and 2 <i>The existence of God and revelation and human rights, religion and justice</i> <i>(GCSE topics- using AQA specification)</i>
CONTENT	<ul style="list-style-type: none"> ▪ How did Buddhism begin? ▪ The 4 sights ▪ The 4 noble truths ▪ Who was Siddhartha Gautama ▪ The middle way ▪ The eightfold path ▪ Monks ▪ Buddhism today ▪ Festivals ▪ The temple ▪ Buddhism and ethical issues Life after death 	<ul style="list-style-type: none"> ▪ The properties of God ▪ The creation of the world ▪ The problem of evil ▪ The response for the problem of evil from the Christian perspective ▪ The response for the problem of evil from the Islamic perspective The response for the problem of evil from the Buddhist perspective 	<ul style="list-style-type: none"> ▪ The historical person of Jesus ▪ Was Jesus just an influential teaching? ▪ The Transfiguration ▪ Calling of the disciples ▪ Miracles ▪ Parables ▪ Caesarea Philippi ▪ The temptation Titles for Jesus 	<p>The existence of God and revelation:</p> <ul style="list-style-type: none"> ▪ Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism: ▪ Visions. ▪ Miracles. ▪ Nature as general revelation. ▪ Students will study philosophical arguments for and against the existence of God, such as The Design, The First Cause argument, The argument from miracles, Evil and suffering as an argument against the existence of God and arguments based on science against the existence of God. ▪ ▪ Students will also study the nature of the divine and revelation such as, special revelation as a source of knowledge about the divine, enlightenment as a source of knowledge about the divine, general revelation. <p>Human rights, religion and justice:</p> <ul style="list-style-type: none"> • Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and non-religious beliefs such as atheism and humanism:

				<ul style="list-style-type: none"> • Status of women in religion. • The uses of wealth. • Freedom of religious expression. <p>Students will study, prejudice and discrimination in religion and belief, with predominant focus on race and gender.</p> <p>Students will also study wealth and exploitation focusing on; the right attitude to wealth, the uses of wealth and people-trafficking.</p>
Skills	<ul style="list-style-type: none"> • Beliefs and practices 1. <i>Explain</i> and <i>interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. • Identity and belonging 1. <i>Clearly and coherently</i> explain the foundation and leadership of religions and worldviews. 2. <i>Evaluate the impact</i> of their leadership, drawing on a range of personal and critical responses. 3. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; 4. <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity 	<ul style="list-style-type: none"> • Beliefs and practices 1. <i>Explain</i> and <i>interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. • Sources of wisdom 1. <i>Explain</i> and <i>interpret</i> a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world. • Symbols and actions 1. <i>Explain how</i> and <i>why</i> individuals and communities express the meaning of their beliefs and values in many different forms and ways of living; 2. <i>recognise</i> and <i>enquire</i> into the variety, differences and relationships that exist 	<ul style="list-style-type: none"> • Beliefs and practices 1. <i>Explain</i> and <i>interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. • Symbols and actions 1. <i>Explain how</i> and <i>why</i> individuals and communities express the meaning of their beliefs and values in many different forms and ways of living; 2. <i>recognise</i> and <i>enquire</i> into the variety, differences and relationships that exist within and between religions and worldviews • Identity and belonging 1. <i>Clearly and coherently</i> explain the foundation and leadership of religions and worldviews. 2. <i>Evaluate the impact</i> of their leadership, drawing on a range of personal and critical responses. 3. <i>Observe and interpret</i> a wide range of ways in which commitment and identity are expressed; 4. <i>develop insightful analysis and evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact 	<ul style="list-style-type: none"> • Beliefs and practices 1. Explain and interpret the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. • Identity and belonging 1. Clearly and coherently explain the foundation and leadership of religions and worldviews. 2. Evaluate the impact of their leadership, drawing on a range of personal and critical responses. 3. Observe and interpret a wide range of ways in which commitment and identity are expressed; 4. develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. • Human responsibility and values 1. Examine and evaluate ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity. • Sources of wisdom 1. Explain and interpret a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world.

	<p>within and between communities.</p> <ul style="list-style-type: none"> • Human responsibility and values <p><i>Examine and evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.</p>	<p>within and between religions and worldviews</p> <ul style="list-style-type: none"> • Prayer, worship and reflection <p><i>Research and explore</i> the diversity of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness. <i>Develop</i> a deeper appreciation of the meaning and impact of worship, prayer and reflection on believers' lives.</p>	<p>of diversity within and between communities.</p> <ul style="list-style-type: none"> • Human responsibility and values <p><i>Examine and evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity.</p>	
Key Questions	<ol style="list-style-type: none"> 1. What do all Buddhists believe? 2. What did Siddhartha Sautama teach that was so revolutionary? 3. How do monks live out their beliefs today? 4. How can the eightfold path and the middle way be applied to life today? <p>What is the importance of temple worship and home worship?</p>	<ol style="list-style-type: none"> 1. Can could an all-loving, all-powerful and all-knowing God allow evil to exist? 2. What types of evil exist? 3. How does evil manifest itself today? <p>How do religious people overcome the problem of evil?</p>	<ol style="list-style-type: none"> 1. Who was the historical person of Jesus? 2. Was Jesus really the Son of God? 3. Why do Christians give Jesus so many names? 4. What are the non-Christian views of Jesus? 5. How did Jesus gain such large following? 6. Was God present with Jesus in the wilderness? <p>What is the significance of the baptism of Jesus?</p>	<ol style="list-style-type: none"> 1. Can philosophical arguments prove/disprove the existence of God? 2. Does the logical and sound nature of an argument prove the existence of God? 3. Are a priori or a posteriori arguments more persuasive? 4. How can religious people display their faith through fighting for justice? 5. Are we all equal? 6. Is there a place for religion in modern society? <p>What are religious attitudes towards gender equality, sexual orientation and employment rights?</p>
Assessment	Students complete a 4 mark question midway through this topic and a full section of one paper at the end of the topic.	Students have a GCSE style exam at the end of the unit covering all exam skills.	GCSE style 12 mark question: Was Jesus a liar, lunatic or Lord?	A range of GCSE style questions. Skills test to be completed each fortnight.