



Religious Studies  
Department

# 7 Year Curriculum Plan



### **Knowledge:**

Philosophical Exploration of faith and belief and its impact on attitudes and behaviour.

Philosophical arguments for creation

The influence of myths and tribal culture.

Living World Religions:

Christianity

Hinduism

Sikhism



### **Assessment:**

AFL

DIRT Activities

Low stakes testing

Presentations

Display Work

End of Year Exam



### **Reading with Metacognition:**

Introduction to subject specific vocabulary, e.g. agnostic, theist, atheist

Introduction to wider reading for each topic

Introduction to the importance of questioning wider reading



### **Skills:**

Memory

Expression

Enquiry

Reflection

Understanding

Evaluation

Year 7



### **Knowledge:**

Ethics and Religion with reference to medical ethics  
Non-religious ethical theories/beliefs with reference to Utilitarianism and Humanism  
Religion in Society - peace and conflict  
Living World Religions  
Islam  
Judaism  
Buddhism



### **Assessment:**

AFL  
DIRT Activities  
Low stakes testing  
Presentations  
Display Work  
End of Year Exam



### **Reading with Metacognition:**

Increasing the range and use of subject specific vocabulary, for example, Ethical terms - Hedonic Calculus etc.  
Increasing the use of wider reading and integrating wider reading into written and verbal responses  
Developing student confidence in questioning and analysis of wider reading



### **Skills:**

Memory  
Expression  
Enquiry  
Reflection  
Understanding  
Evaluation  
Application  
Analysis

**Year 8**



### **Knowledge:**

GCSE Paper Two -  
Religion, Peace and Conflict  
through Christianity  
Crime and Punishment  
Christian Beliefs  
Christian and non-religious responses  
to peace and conflict  
Exploration of Situation Ethics and  
Utilitarian responses to social issues



### **Assessment:**

AFL  
Unit Tests  
DIRT Activities  
Low stakes testing  
AO1 and AO2 assessment criteria  
Introduction to student review sheet,  
whereby students assess their current  
attainment and plan for future  
progress.



### **Reading with Metacognition:**

Students can use a range of terms  
accurately and continue to increase  
their subject specific vocabulary  
Developing the use of Oracy to  
improve reading, this is achieved via:  
Reasoning with evidence  
Improving expression in written and  
oral work  
Developing a critical response to  
wider reading  
Organization/ Prioritisation of  
knowledge based on reading



### **Skills:**

Memory  
Understanding  
Evaluation  
Application  
Analysis

**Year 9**



**Knowledge:**

Living the Christian Life  
Introduction to GCSE Paper One -  
Religion and Ethics through Islam  
Muslim Belief  
Marriage and the Family



**Assessment:**

AFL  
Unit Tests  
Mid-terms  
DIRT Activities  
Low stakes testing  
Assessing student confidence in  
answering AO1 and AO2 questions  
Increasing the use of student review  
and planning sheets



**Reading with Metacognition:**

Accurate use of a wide range of  
subject terminology supports an  
enhanced vocabulary  
Increased use of Oracy to support  
enhanced reading skills  
Wider reading used regularly in  
classwork to extend and enrich  
knowledge



**Skills:**

Memory  
Understanding  
Evaluation  
Application  
Analysis

Year 10



**Knowledge:**

Living the Muslim Life  
Matters of Life and Death in Islam  
Career Aspirations using RS



**Assessment:**

AFL  
Unit Tests  
Mocks  
DIRT Activities  
Aiming for excellence in students AO1  
and AO2 responses  
Data analysis and use in future  
planning



**Reading with Metacognition:**

Extensive vocabulary demonstrated by  
students  
Expert level of oracy used in lessons  
by students  
Reading is extensive and evidenced in  
written and oral work  
Students have confidence in  
questioning their reading



**Skills:**

Memory  
Understanding  
Evaluation  
Application  
Analysis  
Exam Skills

Year 11



### **Knowledge:**

Hagiographical and mythological accounts of the life of the Buddha and the four sights.

Buddha's awakening.

The nature of ultimate reality and key Buddhist concepts.

Key Buddhist practices, e.g. meditation.

Philosophical arguments (deductive and inductive) arguments for the existence of God.

The philosophical problem of evil and challenges to religious belief.

A philosophical analysis of religious experience and miracles.

Deontological and Consequentialist ethical theories, (Utilitarianism, Situation Ethics and Natural Law.

Career aspirations using RS



### **Assessment:**

Students demonstrate thorough, accurate and extensive knowledge and understanding of religious belief.

Their responses demonstrate extensive depth and breadth with insightful connections made underpinned by an extensive range of views, scholarly reference and use of sacred texts.

They are confident in critical analysis and show perceptive analysis of the views/issues covered.

DIRT activities.

Independent research.

Effective questioning

Timed essays in class along with analysis of internal exams.



### **Reading with Metacognition:**

Introduction to effective use of wider vocabulary and subject-specific terminology.

Extensive application of wider reading incorporated within essays.

Expert level of oracy demonstrates improved memory and critical analysis of wider reading.



### **Skills:**

Transition to A Level strategies support ability to apply wider reading, note scholarly opinion and increase vocabulary.

Use of timed essays in class support long-term memory.

Confidence in analysing the value of different arguments.

Developing skills of completing essays to a high standard within timed conditions

**Year 12**



### **Knowledge:**

Significant historical and social developments in Buddhism, Japanese Buddhism, secularisation, science and feminism.

Analysis of sacred texts within Buddhism.

Philosophical analysis of religious language, including logical positivist, cognitive and non-cognitive responses to meaning.

An analysis of meta ethical approaches to ethical thought, including Naturalism, Intuitionism, cognitive and non-cognitive approaches.

An analysis of determinism and free will.

Career aspirations using RS



### **Assessment:**

Students demonstrate thorough, accurate and extensive knowledge and understanding of religious belief.

Their responses demonstrate extensive depth and breadth with insightful connections made underpinned by an extensive range of views, scholarly reference and use of sacred texts.

They are confident in critical analysis and show perceptive analysis of the views/issues covered.

DIRT activities.

Independent research.

Effective questioning

Timed essays in class along with analysis of internal exams.



### **Reading with Metacognition:**

Effective use of wider vocabulary and subject-specific terminology.

Extensive application of wider reading incorporated within essays.

Expert level of oracy demonstrates improved memory and critical analysis of wider reading.



### **Skills:**

Expert application of wider reading, scholarly opinion and vocabulary.

Use of timed essays in class support long-term memory.

Confidence in analysing the value of different arguments.

Effective skills demonstrated when completing essays to a high standard within timed conditions

**Year 13**