



Religious Studies department curriculum intent

Department curriculum intent:

RS explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.

Currently we aim to deliver the North Yorkshire Agreed Syllabus (NYAS) for RS in Key Stage 3. RS evaluations in KS3 are designed to focus attention on skills from an early age as preparation for later GCSE study.

At Key Stage 4 (and Year 9 in Key Stage 3), we aim to prepare all pupils for possible entry for GCSE Religious Studies (Edexcel B). In doing so, we will fulfil the statutory demands placed upon us via legislation through the NYAS for RS. The current Year 10 are all being prepared for exam entry at the end of this academic year. This means that much of Year 9 must remain in KS4 to allow all pupils to cover the full GCSE specification in the time allocated.

Curriculum mapping

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| Year 7 | Overall curriculum intent for year 7: A series of four investigations looking at a breadth of religious and philosophical questions in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living. | | | | | | |
| | | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| | Intent for the topic | Does religion help people to be good? | What is so radical about Jesus? | Should religious buildings be sold to feed the starving? | Do we need to prove God's existence? | | |
| Content mapping | How should we care for others and the world, and why does it matter? What can we learn from religions about deciding what is right and wrong? What matters most to Christians and Humanists? | Which people are special and why? Why is Jesus inspiring to some people? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? | What places are special and why? What makes some places sacred? Why do people pray? If God is everywhere, why go to a place of worship? | Who is a Christian, Muslim, Jewish and what do they believe? What do different people believe about God? Does God exist? Religions and worldviews: Christian, Buddhist, Atheist | | | |



| Overall curriculum intent for year 8: Four further investigations examining in greater depth philosophical and religious debates in order to increase awareness of what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living. | | | | | | |
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| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Intent for the topic | Why is there suffering? Are there any good solutions? | What is good and what is challenging about being a teenage Sikh /Muslim in Britain today? | | Is religion a power for peace or a cause of conflict in the world today? | | Is death the end? Does it matter? |
| Year 8 Content mapping | This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. | This investigation enables pupils to learn in depth from Muslims and Sikhs and their ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and in pupils' own thinking. | | This investigation enables pupils to learn in depth from different religious examples of engagement with conflict and peace, exploring the issues. It provides opportunities for 'dangerous conversation' (an idea from Prof Ted Cattle, encouraging real engagement in deep learning through exploring ideas which society often hides from view). Pupils will develop argumentative skills using different dimensions of the topic. | | This investigation enables pupils to learn in depth from different religious and spiritual ways of life about their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. Explain interpretations of views of life after death; literal or metaphorical, acknowledging diversity within traditions. Analyse what visions of life after death reflect about an individual's view of existence |



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| Year 9 | Overall curriculum intent for year 9: This area of study comprises a study in depth of Christianity as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically within families, and with regard to matters of life and death. There are four sections: Christian Beliefs, Marriage and the Family, Living the Christian Life and Matters of Life and Death. | | | | | | |
| | | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| | Intent for the topic | Christian Beliefs | Living the Christian Life | Marriage and Family Life | Matters of Life and Death | | |
| Content mapping | Trinity, Creation, Incarnation, Salvation, Eschatology and the Problem of Evil | Worship, Sacraments, Prayer, Pilgrimage, Celebrations, the future of the local and worldwide church | Marriage, Sexual Relationships, Families, Contraception, Divorce and Gender Equality | Origins of the universe and human life, sanctity of life, abortion, life after death and euthanasia. | | | |

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| Year 10 | Overall curriculum intent for year 10: This area of study comprises a study in depth of Islam as a lived religion within the United Kingdom and throughout the world, and its beliefs and teachings on life, specifically about the issues of peace and conflict, and crime and punishment. There are four sections: Islamic Beliefs, Crime and Punishment, Living the Muslim Life and Peace and Conflict. | | | | | | |
| | | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| | Intent for the topic | Muslim Beliefs | Living the Muslim Life | Crime and Punishment | Peace and Conflict | Revision and Exam Preparation | |
| Content mapping | Six beliefs, 5 Roots, Allah, Risalah, Holy Books, Malaikah Al Qadr and Akhirah | 10 Obligatory Acts, Shahadah, Salah, Sawm, Zakah and Khums, Hajj, Jihad and Celebrations | Justice, Crime, Punishment, Forgiveness, Treatment of Criminals, the Death Penalty | Peace, Conflict, Just War Theory, Holy War, WMD, Issues surrounding conflict | Review of Christianity, Islam and Moral Issues | | |