

## Curriculum Overview –

### All Saints' Curriculum Intent Statement:

*Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.*

### Religious Studies Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The Religious Studies curriculum ensures all students are systematically prepared for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief. That as members of society they can confidently and coherently articulate their beliefs, ideas and values. Whilst demonstrating mutual respect, tolerance and appreciation of all aspects of diversity.

### The curriculum intends:

1. To encourage students to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
2. To develop students' knowledge and understanding of Christianity, other principal religions, fostering personal reflection and spiritual development
3. To enable students to build their sense of identity and belonging, to help them flourish within their communities and as citizens in a diverse society.
4. To challenge stereotypes and build resilience to anti-democratic or extremist narratives.
5. To cultivate respect for others, including people with different faiths and beliefs to challenge prejudice.
6. To consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

	Cycle 1	Cycle 2	Cycle 3
Year 7	<p><b><u>Topic 1- Life from Beginning to End</u></b></p> <p><b>Overview:</b> This theme begins with 'grand narratives' such as the origin of the world and humanity, comparing different religious beliefs and scientific theories. Followed by ultimate questions and responses to the problem of evil and suffering. The origin and purpose of rules and rites of passage in a person's lifetime. Finally, it considers religious and non-religious beliefs about death and the afterlife.</p>	<p><b><u>Topic 2- Key beliefs and practices in Sikhism</u></b></p> <p><b>Overview:</b> This unit begins with the origin of Sikhism starting with the early life of Guru Nanak, the mystical experiences he underwent and his reactive teachings about God and equality. The other Gurus appointed and their contribution to Sikhism including the Guru Grant Sahib. The Khalsa and 5Ks, festivals and worship in the Gurdwara. Finally, it considers Sikh family life and important rites of passage.</p>	<p><b><u>Topic 3- Made in God's Image</u></b></p> <p><b>Overview:</b> This theme begins by exploring the diversity that exists both nationally and locally. Understand why people choose/have to migrate with reference to a variety of push and pull factors. The advantages and disadvantages of living in a multicultural society. The causes and effects of segregation. Religious prejudice, discrimination and persecution; The Holocaust case study. How the Worldwide Church helps those who are persecuted around the world. Finally, it considers religious teachings on equality and social justice and the importance of interfaith dialogue to support community cohesion.</p>
	<p>Big ideas: Continuity, Change and Diversity, Words and beyond, A Good Life, Making Sense of Life's Experiences, Influence and Power, The Big Picture</p>	<p>Big ideas: Continuity, Change and Diversity, Words and beyond, A Good Life, Making Sense of Life's Experiences, Influence and Power, The Big Picture</p>	<p>Big ideas: Continuity, Change and Diversity, A Good Life, Making Sense of Life's Experiences, Influence and Power, The Big Picture</p>
	<p>Assessment: Autumn Term Assessment (Topic 1)</p>	<p>Assessment: Spring Term Assessment (Topic 1 and 2)</p>	<p>Assessment: Summer Term Assessment (Topics 1/2/3)</p>
Year 8	Cycle 4	Cycle 5	Cycle 6
	<p><b><u>Topic 1- Religion and the Media</u></b></p> <p><b>Overview:</b> This theme begins with different forms/types of media and evaluation of their level of influence on individuals and groups. Then students will revisit the nature of God with a focus of his</p>	<p><b><u>Topic 2- Key beliefs and practices in Buddhism</u></b></p> <p><b>Overview:</b> This unit begins with the origin of Buddhism starting with the early life of Siddhartha Gautama. His understanding of dukkha, and how to overcome suffering and obtain enlightenment with reference</p>	<p><b><u>Topic 3- Our planet, your voice</u></b></p> <p><b>Overview:</b> This theme will begin with revisiting the origin of the world and humanity, comparing religious beliefs and scientific theories. The concepts of stewardship and dominion. The use and</p>

	<p>portrayal in the media and different religious attitudes to various portrayals. The use of satire – Charlie Hebdo case study. The advantages and disadvantages of cultural and religious stereotypes. Finally, it considers religious attitudes towards Violence in the media and the purpose of censorship. concluding with the difference between free speech and hate speech.</p>	<p>to the Four Noble Truths, Five Precepts and Eightfold Path. Buddhist sacred scripture; the Tipitaka and Pali Canon. Buddhist festivals, worship at home and in the Vihara. Finally, it considers Buddhist family life, important rites of passage and what life is like for a Buddhist Monk.</p>	<p>abuse of the environment including the cause and effect of various types of pollution. Ocean plastic/Palm oil case study. Sustainable development and renewable energy as a way forward. The treatment of animals and arguments for and against animal experimentation. Finally, it considers the work of Environmental pressure groups; Greenpeace and animal rights activists; PETA.</p>
	<p>Big ideas: Continuity, Change and Diversity, Words and beyond, A Good Life, Influence and Power</p>	<p>Big ideas: Continuity, Change and Diversity, Words and beyond, A Good Life, Making Sense of Life's Experiences, Influence and Power, The Big Picture</p>	<p>Big ideas: Continuity, Change and Diversity, A Good Life, Making Sense of Life's Experiences, Influence and Power, The Big Picture</p>
	<p>Assessment: Autumn Term Assessment (Topic 1)</p>	<p>Assessment: Spring Term Assessment (Topic 1 and 2)</p>	<p>Assessment: Summer Term Assessment (Topics 1/2/3)</p>
	<p>Cycle 7</p>	<p>Cycle 8</p>	<p>Cycle 9</p>
<p>Year 9</p>	<p><b><u>Topic 1- Debating the existence of God</u></b></p> <p><b>Overview:</b> This theme is about philosophical reasoning, God and ethics. The theme starts with an introduction to philosophy, ultimate questions and the key works Plato and Aristotle. Next, students consider some of the key arguments for God's existence, namely the cosmological and the teleological arguments and will evaluate their effectiveness at proving God's existence. This is followed by historic and present day revelation/experience as evidence for the existence of God. Lastly students will be exploring different methods of moral decision making; deontology,</p>	<p><b><u>Topic 2- Key beliefs and Practices in Islam</u></b></p> <p><b>Overview:</b> This unit begins with the origin of Suni and Shia Islam, the Six Articles of Faith and Five Roots of Usul-ad-Din, the nature of Allah, the concept of Rislah, the Quran and its authority, angles and beliefs about life after death. next, students will explore each of the Five Pillars of Islam and Ten Obligatory Acts. Concluding, with Islamic festivals.</p>	<p><b><u>Topic 3- Religion, Human Rights and Social Justice</u></b></p> <p><b>Overview:</b>This theme is broken into two parts; firstly, human rights, what they are, why we should have them and how religious people may view them. from this comes the issue of prejudice, what it is and why it may happen; religious attitudes to prejudice and discrimination, both generally and in specific situations. Finally, poverty, both in the UK and across the world; religious attitudes towards poverty and helping those in poverty. All these themes can be viewed through the idea of human rights and social justice, that society should be a fair place, and those</p>

	utilitarianism and situation ethics and apply these approaches to the moral issues abortion and euthanasia.		who are victims must be helped and protected.
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	Assessment: Autumn Term Assessment (Topic 1)	Assessment: Spring Term Assessment (Topic 1 and 2)	Assessment: Summer Term Assessment (Topics 1/2/3)
	Cycle 10		Cycle 11
Year 10	<b><u>Topic 1- Christian Beliefs</u></b>	<b><u>Topic 2- Marriage and the Family</u></b>	<b><u>Topic 3- Muslim Beliefs</u></b>
	<b>Overview:</b> This unit begins with the nature of God including the oneness of God and the Trinity. Followed by Christian beliefs about creation of the universe and humanity. This leads onto the incarnation of Jesus, with a focus on the crucifixion, resurrection and ascension. Sin and salvation and the role of Christ in salvation. Finally, it considers	<b>Overview:</b> This theme begins with personal and sexual relationships, including heterosexual and homosexual relationships. How people show their commitment through marriage and other forms of cohabitation and what the family in the twenty-first century looks like. Sometimes relationships end, so the theme also explores divorce as well as remarriage. Finally, it considers	<b>Overview:</b> This unit, begins with the Six articles of faith of Sunni Islam and five roots of Shia Islam. This leads onto the nature of Allah. Prophet hood (Risalah) with a focus on; Adam, Ibrahim and Muhammad. The Quran and other holy books. Angels, their nature, purpose and individual roles. Finally, it considers beliefs about Predestination (Al-Qadr) and the afterlife (Akhirah).
	Cycle 12		<b><u>Topic 5- Christian Practices</u></b>  <b>Overview:</b> This unit begins with different acts of Christian worship with a focus on prayer and the sacraments; baptism and Holy Communion. Followed by the role of pilgrimage (case study- Lourdes/Iona). Christian festivals, how and why they are celebrated. Leading onto the role of the church in the local community and the place of mission and evangelism in church growth. Finally, it considers Christian persecution and the church's response to both persecution and world poverty.

	divergent beliefs about the afterlife; judgement, heaven and hell.	gender equality, particularly in the context of roles in the home, but also in society. Alongside the application and evaluation of religious attitudes to the above.		application and evaluation of religious attitudes to the above.	
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	Assessment: (Topic 1)	Assessment: (Topics 1 and 2)	Assessment: (Topic 3)	Assessment: (Topics 3 and 4)	Assessment: (Topics 1/2/5)
Year 11	Cycle 13		Cycle 14		
	<p><b><u>Topic 6- Muslim Practices</u></b></p> <p><b>Overview:</b> This unit, begins with an overview of the Five Pillars of Islam and the Ten Obligatory Acts of Shia Islam. Each of the Pillars (Shahadah, Salah, Zakah,</p>	<p><b><u>Topic 7- Peace and Conflict</u></b></p> <p><b>Overview:</b> This theme is about war, peace and Justice, including violent protests and terrorism. It goes on to explore reasons for war and nuclear war and</p>	<p><b><u>Topic 8- Matters of Life and Death</u></b></p> <p><b>Overview:</b> This theme begins with the complex relationship between science and religion; especially ideas about the origins of the universe and life. This leads onto the value of the world, including environmental issues and animal rights. Finally, it considers the value of human life, including the issues of euthanasia and abortion. Alongside the application and evaluation of religious attitudes to the above.</p>		

<p>Sawm and Hajj) are explored individually in greater detail. This leads onto the concept of Jihad and the distinction between greater and lesser Jihad. Finally, it considers key Muslim festivals (Eid and Ashura) how and why they are celebrated or commemorated.</p>	<p>weapons of mass destruction. Followed by the Just War Theory, Holy War and religion as a cause of war. Pacifism, and peace-making. Finally, it considers victims of war and religious responses to victims of war. Alongside the application and evaluation of religious attitudes to the above.</p>		
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<p>Assessment: (Topics 3/4/6)</p>	<p>Assessment: (Topics 3/4/6&amp;7)</p>	<p>Assessment: (Topics 1/2/5&amp;8)</p>	