

Religious Studies	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Plato & the Cave/Humanism & Atheism/Secularization	The Big Story	The Big Story	Inspirational People	Inspirational People	Christian Teachings, Beliefs & Practices
Thinking Hard	Acquiring knowledge - What is reality? Is religion still relevant in today's society?	Changing the World - How can something written so long ago still influence so many people?	Being creative - How can we understand the back stories to Christianity?	Changing the world - How can people from the past and present inspire us?	Not fearing failure - What can we learn from inspirational figures?	Creating ambition - How do Christian teachings, beliefs and actions affect those with faith and without?
Developing Character	Mindfulness/optimism - Students will reflect upon whether religion is still necessary and important in today's world.	Curiosity/Self-Assurance - Students will question their own responses in relation to the BQ and reflect upon issues such as whether duties are necessary.	Grit/Curiosity - Students will use grit to investigate different interpretation of events.	Kindness/Gratitude - Students will investigate the lives and achievements of a range of people including Gandhi, MLK, Oscar Romero, Elizabeth Fry, Amanda Gorman and Malala.	Grit/Self-Control - Students will reflect upon the impact of inspirational figures on the world today.	Mindfulness/Self-Control - Students will be mindful of how teachings impact upon their own lives and 21st century Britain.
Understanding Diversity	Respecting human rights - Can Humanists, atheists and theists exist side by side in society?	Understanding mental and physical diversity - Students will reflect upon their own philosophies for life.	Understanding environmental diversity - Students will look at how Christianity affects different denominations.	Acquiring cultural capital - Inspirational figures will reflect a range of ages, genders and ethnicities.	Being a world citizen - How can the actions of a handful of people impact upon lives today in different ways?	No limits to your destination - Does Christianity have a future in Britain?
Literacy Reading, Oracy	Developing the skills to answer evaluation questions/P4C - use of article to act as stimulus for P4C lesson		P4C/Interpretation of texts		Reading on Judaism	
Gatsby, Careers	Humanist Speaker		Counsellor		Registrar	
Mental and Physical Well-being	Discussion about Truman's mental wellbeing and the impact of the way he was raised. Impact of communication on actions - positive or negative.		Mindfulness - Reflection		Emotional Intelligence	
Cross-Curricular Links	European Day of Languages/SMSC-Spiritual reflection on the self and the way that personal beliefs have changed over the years		Links to the Romans in History/SMSC-moral understanding of the Bible as a guidance on right and wrong/RSHE-how can the Ten Commandments influence our behaviour today?		History - Inspirational Figures from History/SMSC-moral development of values/RSHE-how can we inspired to do good by following key figures from history?	
Extra-Curricular Links	Visit from a Humanist/World Mental Health Day		Remembrance Day/Anti Bullying Week		Visit from Hart Plain Church/International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	
Precise Learning Endpoints We want students to learn/be able to:	1. Develop a philosophical approach to study. 2. Understand the differences between the Humanists and Atheists.		1. Analyze the historical context of the Bible. 2. Explain The Ten Commandments and their significance. 3. Explain the story of The Fall and its significance.		1. Describe key figures in the study of religion eg MLK, Gandhi & Elizabeth Fry. 2. Analyze links between the individual's beliefs and their actions.	
Religious Studies	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Christian Teachings, Beliefs & Practices		Issues of Human Rights		Issues of Life & Death	
Thinking Hard	Acquiring knowledge - How do Christians worship? How do Christians feel the invisible presence of God? What is baptism and how does it affect God? How do Christians remember God?	Changing the World - Do all people deserve Human Rights? What can be done if people are denied their Human Rights?	Being creative - What if we all had the same wealth? How can we stop prejudice and discrimination forever? When is it right to censor information?	Acquiring knowledge - Whose life is it anyway? Should we kill someone for killing someone? When is abortion acceptable? Is it necessary to have a funeral?	Not fearing failure - How was the world created? How should the world and its creatures be treated? Quality of life or sanctity of life: which is more important?	Changing the world - What makes an act 'wrong'? What causes crimes to be committed? Can we ever get rid of crime using punishment?
Developing Character	Kindness/Gratitude - Students will reflect upon whether they believe agape should be shown to all people and whether the UK is a Christian country.	Curiosity/Mindfulness - Students will demonstrate a range of the school values in relation to the issues raised in the unit eg self assurance and grit.	Mindfulness/Gratitude - Students will be able to demonstrate empathy in relation to key concepts discussed.	Mindfulness/Self Control - Students will develop the ability to objectively study material which they may feel emotional about and understand a range of different viewpoints.	Curiosity/Self-Assurance - Students will empathise with the different positions held by individuals and communities regarding ethical issues.	Kindness/Optimism - Students will evaluate issues relating to crime and punishment and question the issue of evil using the nature/nurture argument.
Understanding Diversity	Being a world citizen - Are people prejudiced against Christians and are Christians prejudiced against women and homosexuals?	Awareness of where you live - will understand the ideas of relative and absolute poverty as well as the issue of whether all people deserve human rights.	Respecting human rights - Students will be able to reflect upon the differences in the lives of individuals, communities and society.	No limits to your destination - Students will learn about Humanists/Atheists and their responses and reactions to the issues raised in the unit.	Understanding mental and physical diversity - Students will be able to identify how their viewpoints differ from other people's.	Respecting human rights - Are those who commit crimes entitled to the same human rights as others? Why are young black men targeted by the police?
Literacy Reading, Oracy	Using connectives		Developing the use of evidence and examples to support statements		Debating skills	
Gatsby, Careers	Journalist		Librarian		Nurse	
Mental and Physical Well-being	Exam anxiety		Reflection and mindfulness		Showing empathy	
Cross-Curricular Links	Geography - Census and distribution of religion in UK/SMSC-Spiritual ability to be reflective about their own beliefs (religious or not) and perspectives on life		History - links with WW2 and the introduction of DHR/SMSC-social development and acceptance and engagement with the fundamental British values		Links with History - Civil Rights in America/SMSC-cultural development and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain	
Extra-Curricular Links	Visit to Hart Plain Church and the London Road Baptist Church/Holocaust Memorial Service/Random Acts of Kindness Month		Holocaust Memorial Service/Random Acts of Kindness Month		International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	
Precise Learning Endpoints We want students to learn/be able to:	1. Explain a range of Christian teachings, beliefs and practices and how they impact upon the modern world. 2. Explain the similarities and differences between infant and adult baptism. 3. Explain how the Christian concept of agape impacts upon the world.		1. Explain the importance of human rights for individuals and society. 2. Explain the work of individuals who campaigned for equality. 3. Explain why Hindus and Christians believe all people deserve human rights but may not demonstrate this in their actions.		1. Explain how religious teachings about wealth encourage individuals to support charities. 2. Evaluate how and why individuals campaigned against prejudice and discrimination to make changes in the world. 3. Explain why some people's personal conviction has made them question the laws in place in their countries.	
Religious Studies	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Issues of Relationships		Hindu Teachings, Beliefs & Practices		Revision	
Thinking Hard	Mastery of learning - Is there such a thing as a typical family? Are people who cohabit fully committed to each other? What are Hindu attitudes to the family? Does marriage have any value today?	Creating independence - Should duties be the most important thing in life? Does it matter if we know how the world was created? Is a festival just an excuse for a good time?	Mastery of Learning - What do Hindus believe about God? What is atman and where does it live? Is it worth doing your duties?	Development of literacy - Revision		Not fearing failure - What can we learn from inspirational figures?
Developing Character	Self-control/Self-assurance - Students will evaluate their own responses in relation to other people's and reflect upon their own prejudices.	Grit/Self-Control - Students will demonstrate grit in learning key vocabulary to show their understanding of Hinduism.	Curiosity/Self-Assurance - Students will question their own responses in relation to the BQ and reflect upon issues such as whether duties are necessary.	Grit and Self-Assurance		Grit/Self-Control - Students will reflect upon the impact of inspirational figures on the world today.
Understanding Diversity	Understanding environmental diversity - Students will discuss whether same sex relationships are equal to straight relationships in the eyes of Christians and Hindus as well as evaluating the roles of women in worship.	Being a world citizen - Students will reflect upon the impact of beliefs and values on individuals, communities and society.	Understanding mental and physical diversity - Students will reflect upon the similarities and differences between Hindu beliefs, teachings and practices and their own.	No limits to your destination - Being able to evaluate a range of different viewpoints in order to answer D Questions		Being a world citizen - How can the actions of a handful of people impact upon lives today in different ways?
Literacy Reading, Oracy	P4C		Learning key concepts and their meanings/Reading about the Three Hindu Ways of Salvation		P4C/Reading about Jains and Their Respect for Life	
					Note taking	
					Developing the ability to evaluate a range of different views	
					Reading on Judaism	

