

Religious Studies Year 9	Autumn Term 1	2	Spring term 3	4	Summer term 5	6
Topic Summary	Plato & the Cave/Humanism & Atheism/Secularization	Inspirational People	Inspirational People	The Big Story	The Big Story	Hindu Teachings, Beliefs & Practices
<b>Thinking Hard</b> <b>Developing Character</b> <b>Understanding Diversity</b> <b>Literacy Reading, Oracy</b> <b>Gatsby, Careers</b>	<b>Acquiring knowledge</b> - What is reality? Is religion still relevant in today's society?	<b>Changing the world</b> - How can people from the past and present inspire us?	<b>Not fearing failure</b> - What can we learn from inspirational figures?	<b>Changing the World</b> - How can something written so long ago still influence so many people?	<b>Being creative</b> - How can we understand the back stories to Christianity?	<b>Creating independence</b> - 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
	<b>Mindfulness/optimism</b> - Students will reflect upon whether religion is still necessary and important in today's world.	<b>Kindness/Gratitude</b> - Students will investigate the lives and achievements of a range of people including Gandhi, MLK, Oscar Romero, Elizabeth Fry, Amanda Gorman and Malala.	<b>Grit/Self-Control</b> - Students will reflect upon the impact of inspirational figures on the world today.	<b>Curiosity/Self-Assurance</b> - Students will question their own responses in relation to the BQ and reflect upon issues such as whether duties are necessary.	<b>Grit/Curiosity</b> - Students will use grit to investigate different interpretation of events.	<b>Grit/Self-Control</b> - Students will demonstrate grit in learning key vocabulary to show their understanding of Hinduism.
	<b>Respecting human rights</b> - Can Humanists, atheists and theists exist side by side in society?	<b>Acquiring cultural capital</b> - Inspirational figures will reflect a range of ages, genders and ethnicities.	<b>Being a world citizen</b> - How can the actions of a handful of people impact upon lives today in different ways?	<b>Understanding mental and physical diversity</b> - Students will reflect upon their own philosophies for life.	<b>Understanding environmental diversity</b> - Students will look at how Christianity affects different denominations.	<b>Being a world citizen</b> - Students will reflect upon the impact of beliefs and values on individuals, communities and society.
	Developing the skills to answer evaluation questions/P4C - use of article to act as stimulus for P4C lesson	P4C	Reading on Judaism	P4C	P4C/Interpretation of texts	Learning key concepts and their meanings/Reading about the Three Hindu Ways of Salvation
	Humanist Speaker	Social Worker	Registrar	Therapist	Counsellor	Nursery Nurse
<b>Mental and Physical Well-being</b>	Discussion about Truman's mental wellbeing and the impact of the way he was raised. Impact of communication on actions - positive or negative.	Reflection upon the impact on society - mindfulness	Emotional Intelligence	Mindfulness - Reflection	The change in self	Does having a faith improve someone's well being? Does it make you cope better with low moods?
<b>Cross-Curricular Links</b> <b>Extra-Curricular Links</b>	European Day of Languages/SMSC-Spiritual reflection on the self and the way that personal beliefs have changed over the years	Black History Month/STEM Day/SMSC-cultural- how have people inspired others with their beliefs and values?	History - Inspirational Figures from History/SMSC-moral development of values/RSHE-how can we be inspired to do good by following key figures from history?	History - Is it still relevant?/SMSC-cultural development and understanding of the UK as a Christian country historically	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?	Geography - links to demographics and census/SMSC- cultural development of the UK as a multifaith country and its roots as a Christian country/RSHE- the Census data and how it is reflected locally
	Visit from a Humanist/World Mental Health Day	Remembrance Day/Anti Bullying Week	Visit from a charity/Holocaust Memorial Service/Random Acts of Kindness Month	Visit from Hart Plain Church/International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	World Health Day/International Earth Day/Stress Awareness Month	Trip to Bhaktivedanta Manor/World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>ELCs</b>	30th October - Plato's Cave, Reality & Freewill	2nd December - Can individuals change the world? (15)	To be confirmed	To be confirmed	To be confirmed	To be confirmed
<b>Precise Learning Endpoints</b> 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. Describe key figures in the study of religion eg MLK, Gandhi & Elizabeth Fry. 2. Analyse links between the individual's beliefs and their actions.	1. Analyse links between inspirational people and their impact upon the lives of those around them. 2. Identify key topics linked to the key figures.	1. Explain the key events before the life of Jesus. 2. Evaluate the impact of the life and death of Jesus on Christians. 3. Create a context for the events which happen in the New Testament	1. Analyse 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. Explain the relationship between key concepts and evaluate their importance in the lives of individuals and society. 2. Identify and describe ideas about the creation of the world in relation to science. 3. Explain the importance of pilgrimage and festivals to the concept of community in relation to Hinduism.
Religious Studies Year 10	Autumn Term 1	2	Spring term 3	4	Summer term 5	6
Topic Summary	Hindu Teachings, Beliefs & Practices	Hindu Teachings, Beliefs & Practices	Issues of Human Rights	Issues of Human Rights	Issues of Life & Death	Issues of Life & Death
<b>Thinking Hard</b> <b>Developing Character</b> <b>Understanding Diversity</b> <b>Literacy Reading, Oracy</b> <b>Gatsby, Careers</b>	<b>Mastery of Learning</b> - What do Hindus believe about God? What is atman and where does it live? Is it worth doing your duties?	<b>Creating independence</b> - 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?	<b>Changing the World</b> - Do all people deserve Human Rights? What can be done if people are denied their Human Rights?	<b>Being creative</b> - What if we all had the same wealth? How can we stop prejudice and discrimination forever? When is it right to censor information?	<b>Acquiring knowledge</b> - Whose life is it anyway? Should we kill someone for killing someone? When is abortion acceptable? Is it necessary to have a funeral?	<b>Not fearing failure</b> - 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?
	<b>Curiosity/Self-Assurance</b> - Students will question their own responses in relation to the BQ and reflect upon issues such as whether duties are necessary.	<b>Grit/Self-Control</b> - Students will demonstrate grit in learning key vocabulary to show their understanding of Hinduism.	<b>Curiosity/Mindfulness</b> - Students will demonstrate a range of the school values in relation to the issues raised in the unit eg self assurance and grit.	<b>Mindfulness/Gratitude</b> - Students will be able to demonstrate empathy in relation to key concepts discussed.	<b>Mindfulness/Self Control</b> - Students will develop the ability to objectively study material which they may feel emotional about and understand a range of different viewpoints.	<b>Curiosity/Self-Assurance</b> - Students will empathise with the different positions held by individuals and communities regarding ethical issues.
	<b>Understanding mental and physical diversity</b> - Students will reflect upon the similarities and differences between Hindu beliefs, teachings and practices and their own.	<b>Being a world citizen</b> - Students will reflect upon the impact of beliefs and values on individuals, communities and society.	<b>Awareness of where you live</b> - will understand the ideas of relative and absolute poverty as well as the issue of whether all people deserve human rights.	<b>Respecting human rights</b> - Students will be able to reflect upon the differences in the lives of individuals, communities and society.	<b>No limits to your destination</b> - Students will learn about Humanists/Atheists and their responses and reactions to the issues raised in the unit.	<b>Understanding mental and physical diversity</b> - Students will be able to identify how their viewpoints differ from other people's.
	P4C/Reading about Jains and Their Respect for Life	Learning key concepts and their meanings/Reading about the Three Hindu Ways of Salvation	Reading aloud the Declaration of Human Rights	Developing the use of evidence and examples to support statements	Debating skills	Writing styles for exams
	Charity Worker	Nursery Nurse	Cabin Crew	Librarian	Nurse	Volunteer
<b>Mental and Physical Well-being</b>	Meditation exercise/Low mood	Yoga	Reflection and mindfulness	Showing empathy	The Teenage Brain	Showing empathy
<b>Cross-Curricular Links</b>	European Day of Languages/SMSC-Spiritual knowledge of, and respect for, different people's faiths, feelings and values	Learning technical vocabulary - English/Black History Month/STEM Day/SMSC-cultural development and the ability to recognise and value the things we have in common across communities	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	Geography - Quality of life definition/SMSC-Moral understanding of the consequences of behaviour and actions/RSHE-understanding other people's opinions are as valuable as our own	Different writing styles eg persuasive writing- English/SMSC- moral understanding and interest in investigating and offering reasoned views about moral and ethical issues and the ability to appreciate the viewpoints of others on these issues
<b>Extra-Curricular Links</b>	World Mental Health Day	Visit to Bhaktivedanta Manor/Remembrance Day/Anti Bullying Week	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	Visit from SPUB & Brook Advisory Clinic/World Health Day/International Earth Day/Stress Awareness Month	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>ELCs</b>	23rd September - Christianity (15marks) 14th October (5&8marks)	4th November - Christianity (15 marks) 16th December - Human Rights (5&8marks) 25th November - Human Rights (15marks)	To be confirmed	confirmed	To be confirmed	To be confirmed
<b>Precise Learning Endpoints</b> We want students to learn/be able to:	1. Explain key concepts related to the Hindu religion. 2. Identify and explain how these affect actions and behaviour. 3. Use key terminology to explain the main concepts in Hinduism.	1. Explain the relationship between key concepts and evaluate their importance in the lives of individuals and society. 2. Identify and describe ideas about the creation of the world in relation to science. 3. Explain the importance of pilgrimage and festivals to the concept of community in relation to Hinduism.	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.	1. Analyse and explain their own views about medical ethics in relation to religious views. 2. Describe other people's point of view in addition to their own. 3. Use evidence and arguments to support their own points of view. 4. Develop empathy with regard to other people's feelings and attitudes.	1. Evaluate whether science and religion can work together to explain the mysteries of creation for some people. 2. Explain attitudes to the environment, linked with ideas about creation. 3. Describe how stewardship and dominion affect people's attitudes to the environment. 4. Understand the meaning and impact of environmental sustainability.
Religious Studies Year 11	Autumn Term 1	2	Spring term 3	4	Summer term 5	6
Topic Summary	Issues of Good & Evil	Issues of Relationships	Christian Teachings, Beliefs & Practices	Revision	Revision	
<b>Thinking Hard</b>	<b>Changing the world</b> - What makes an act 'wrong'? What causes crimes to be committed? Can we ever get rid of crime using punishment?	<b>Mastery of learning</b> - 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?	<b>Acquiring knowledge</b> - 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?			
			<b>Development of literacy</b> - Revision	<b>Not fearing failure</b> - Revision		
<b>Developing Character</b>	<b>Kindness/Optimism</b> - Students will evaluate issues relating to crime and punishment and question the issue of evil using the nature/nurture argument.	<b>Self-control/Self-assurance</b> - Students will evaluate their own responses in relation to other people's and reflect upon their own prejudices.	<b>Kindness/Gratitude</b> - Students will reflect upon whether they believe agape should be shown to all people and whether the UK is a Christian country.	<b>Grit and Self-Assurance</b>	<b>Grit and Self-Assurance</b>	
<b>Understanding Diversity</b> <b>Literacy</b> <b>Reading, Oracy</b>	<b>Respecting human rights</b> - Are those who commit crimes entitled to the same human rights as others? Why are young black men targeted by the police?	<b>Understanding environmental diversity</b> - 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.	<b>Being a world citizen</b> - Are people prejudiced against Christians and are Christians prejudiced against women and homosexuals?	<b>No limits to your destination</b> - Being able to evaluate a range of different viewpoints in order to answer D Questions	<b>No limits to your destination</b> -Being able to evaluate a range of different viewpoints in order to answer D Questions	
	P4C to develop literacy/Article about a young couple that were beaten up and killed by teenagers	P4C	Using connectives	Note taking	Developing the ability to evaluate a range of different views	
<b>Gatsby, Careers</b>	Prison Chaplain	Doctor	Journalist	Psychiatrist	Charity Worker	

Mental and Physical Well-being	Discussion about whether people who commit evil acts are the result of nature or nurture/mindfulness	Discussion about how families can support each other physically and mentally	Exam anxiety	Stress Management	Stress Management	
	European Day of Languages/SMSC-social development and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance	SMSC-spiritual knowledge of and respect for other people's values and feelings/RSHE - Marriage and relationships/Black History Month/STEM Day	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			
Cross-Curricular Links				SMSC-Spiritual willingness to reflect upon their experiences	SMSC-Spiritual willingness to reflect upon their experiences	
Extra-Curricular Links	Visit from a Prison Chaplain/World Mental Health Day	Remembrance Day/Anti-Bullying Week	Visit to Hart Plain Church and the London Road Baptist Church/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	World Health Day/International Earth Day/Stress Awareness Month	
ELCs	9th September - Forgiveness (15marks) Life & Death (5&8marks) 30th September - 21st October - Human Rights (15marks)	18th November - Good & Evil (5&8marks) Life & Death (15marks) 9th December -	confirmed To be	confirmed To be	To be confirmed	
Precise Learning Endpoints We want students to learn/be able to:	1. Explain the aims of punishment and how the existence of good and evil are justified by religious people. 2. Explain whether an 'evil' person is the result of nature or nurture. 3. Reflect upon whether criminals are entitled to the same rights as others.	1. Explain the importance of relationships for human beings. 2. Evaluate their impact upon individuals and communities. 3. Explain the role of men and women in Hinduism and Christianity both within the sacred building and without.	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. Recall previously learnt work in preparation for their GCSE. 2. Demonstrate the correct exam technique in order to maximise marks. 3. Ensure that the 15 mark question contains evaluation points.	1. Recall previously learnt work in preparation for their GCSE. 2. Demonstrate the correct exam technique in order to maximise marks. 3. Ensure that the 15 mark question contains evaluation points.	