

Religious Studies

Curriculum Principles

What is the vision for the curriculum in this subject?

Our vision is that students explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions.

It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

By the end of their all-through education, a student at Glossopdale School and Sixth Form will:

- Know the key beliefs and values of world faiths and other beliefs and their influence upon individuals, communities and cultures. Students will know how to interpret, analyse and evaluate religious, sociological, philosophical and ethical thinking.
- Understand how to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Students will understand and respect the commonality and diversity among world faiths and other beliefs.
- Students will enter into the world equipped with the skills needed to respond to a range of moral and social issues and more importantly to show equality and respect diversity.

Why is the subject important?

Young people face many challenges in the modern world. Amongst these is learning to navigate the world of religion and belief. Controversy abounds and, in the midst of this, young people are seeking to understand the complex issues that are debated and to make their own decisions on these controversial matters. This is an academically demanding task. For many years, Religious Education (RE) has been the school subject that has most equipped them for this task. In its history, RE has significantly changed its approach in response to the changing nature of society. The time is now ripe for another development in approach if the subject is to be fit for purpose for the decades to come.

In order to achieve a true understanding of RS topics, they have been sequenced on the following rationale:

- The Derbyshire agreed syllabus
- Research from NATRE
- Research Review OFSTED May 2021

Threshold Concepts

Having explored many different models and other school ideas about threshold concepts, we consider the following concepts important for the learning progression of all concepts and these are mapped out against the curriculum.

TC1 – To understand the core beliefs and practices which lie at the heart of any religious or non-religious tradition.

TC2 - To understand how core beliefs and practices influence religious believers and non-religious believers today.

TC3 - To understand how core beliefs and practices address 'Ultimate Questions' (*Why are we here? What happens when we die? Where does the universe come from? Is there a God?*)

TC4 - To understand that religious beliefs and practices are interpreted differently and have varying levels of adoption, even within the same religion.

TC5 - To address the misconceptions that exist surrounding religious beliefs and practices.

TC6 - To understand the varying impact of modern challenges on religious beliefs and practices.

TC7 - To understand that religious values can be accepted and shared between religions and by non-religious believers.

Curriculum Overview

All students are entitled to a curriculum and to the powerful knowledge that will enhance their learning experiences through key learning strands based on study of Religion/Theology, Sociological Concepts, Philosophy and Ethics. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building a secure schema.

		<i>Knowledge, skills and understanding to be gained at each stage</i>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 7	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	What is Religion? What makes a religion and why are some people religious and not?	Religious Founders How did each of the six world religions begin and how are they revered by their followers?	A to Z of Religious Beliefs With a literacy focus, students explore a variety of religious specific keywords that also entails how these impact on societies both locally, nationally and worldwide.	SIKHISM Key religious teaching and practices	Introduction to the Old Testament Concepts surrounding God, and core religious teachings within Judaism/Christianity.	
	THRESHOLD Concept	TC1, TC2, TC5, TC7	TC1, TC2, TC3	TC1, TC2, TC3, TC5, TC6	TC1, TC2, TC4, TC5, TC7	TC1, TC3, TC5	
	Vertical and Horizontal Interleaving		Y7A1	Y7A1 – key ingredients, focus on core beliefs	Y7AC1 – apply model learnt to Sikhism. Y7AC2 – build on teachings of Guru Nanak	Y7AC1 – links to core beliefs of a religion.	

Y E A R 8	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Introduction to Buddhism Key religious teachings and practices	Anti-Racism in the UK Looking at racism both religiously and historically in the UK/USA.	What is so radical about Jesus? Exploring religious and non-religious ideas about Jesus.	Relationships and Intimacy What does intimacy look like? What is a healthy relationship?	Religion and the Environment Philosophical arguments surrounding the creation of the universe and Earth. Comparison of Christian, Buddhist and Muslim ideas about looking after the environment.	Ethical and Moral thinking How do you go about making a right decision? Kant Vs Utilitarianism Applying two theories to Animal rights
	THRESHOLD Concept	TC1, TC2, TC4, TC5, TC7	TC6, TC7, TC2	TC1, TC2, TC4, TC5, TC7	TC2, TC4, TC6, TC7	TC2, TC3, TC7	TC3, TC5, TC6, TC7
	Vertical and Horizontal Interleaving	Y7A1 – model of what makes a religion? Y7A2 – they should know who Siddhartha is? Re-cap build on Buddhist teachings around four sights.	Y8A1 – teachings about karma (golden rule)	Y7Su1 – build on prophecy of Jesus in the OT. Nature of God in the OT in comparison to Jesus’ teachings	Mapped out with PD sessions and SLD.	Y7Sp1 – Creation/Evolution Y7Su1 – Creation story in OT Y8A1 – re-call of 8-fold path	Y7AC1 – core religious beliefs Y8Su1 – looking after the environment.

Y E A R 9	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Why is there suffering? Problem of Evil feeds into Christian ideas of God from the Bible and responses to evil and suffering. Buddhist attitudes explored in contrast – no God, so why? Religious responses to overcoming suffering.	Is death the end? Contrasting religious and non-religious ideas about life after death are explored.	Crime and Punishment Students explore the social reasons some people commit crimes. We examine the reasons why we punish people and whether or not certain punishments work. Christian and Buddhist ideas are applied too.	Consent, conception and Contraception inc. online safety Students are introduced to the three central themes and focus on health concerns, emotional support, the law and religious attitudes today. This is aimed at students feeling equipped with a wealth of knowledge and understanding to make good choices.	Peace & Conflict Through the topic of conflict and terrorism, students look at historical cases of terrorism and how they have impacted on the world today. Case studies include Nelson Mandela and 9/11.
	THRESHOLD Concept	TC1, TC2, TC3, TC6, TC7	TC1, TC2, TC3, TC6, TC7	TC7, TC6, TC2	TC7, TC6, TC2	TC7, TC6, TC2
	Vertical and Horizontal Interleaving	Y7Su1 – the fall/original sin Y8A1 – law of karma and 3 poisons. Y8Sp1 – Jesus’ Parable of the Sheep and Goat/importance of the crucifixion.	Y7Sp1 – Heaven and Hell Y7SP2 – Sikh ideas Y8A1 – Buddhist ideas. Y8Sp1 – role of Jesus in Salvation	Y8A1 – Buddhist ideas. Y8Sp1 – teachings of Jesus. Y9A1 – moral evil Y9A2 – sin and how God punishes	Mapped out with PD sessions and SLD.	Y9A1 – link to evil and suffering topic. Y10A1 – students will build upon the thread of Islamophobia as a result of 9/11 and how it affects Muslims in the UK.

Y E A R 1 0 B + V	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Islam Introduction to the main teachings and practices within Islam. Exploring misconceptions around gender and equality. The rise in Islamophobia.	Drugs & Alcohol Students explore the issues young people face with drug and alcohol use. Students examine a range of different drugs and what impact these have on the users and what the law in the UK states about each drug.	Community Cohesion Exploration of different issues that affect British communities today. This ranges from racial prejudice to religious pluralism.	Relationships Students look at the religious and secular views on: <ul style="list-style-type: none"> - Sexuality, Contraception and Sex before Marriage. - Marriage and Divorce. - Family Life - Gender 	Introduction to Philosophy and Ethics Students look at a range of different ethical theories and apply them to real life scenarios. Students also explore their own moral compass. Students are introduced to key historical philosophers and their contribution to this field of study.
	THRESHOLD Concept	TC1, TC2, TC4, TC5, TC7	TC7, TC6, TC2	TC7, TC6, TC2	TC2, TC4, TC6, TC7	TC3, TC5, TC6, TC7
	Vertical and Horizontal Interleaving	Y7A1+2 Y9 A2 +S2	Mapped against PD and SLD	Y8A2	Mapped against PD and SLD Y9 Sp2 Y10Sp2	
Y E A R 1 1 B + V	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Introduction to Philosophy and Ethics Students look at a range of different ethical theories and apply them to real life scenarios. Students also explore their own moral compass. Students are introduced to key historical philosophers and their contribution to this field of study.	Medical Ethics Students explore the following topics from a religious and secular view point: <ul style="list-style-type: none"> - Abortion - Euthanasia - Cloning/DNA/Miracle babies Organ Transplant		Science Vs Philosophy of Religion Students will explore the arguments for and against the existence of God and how they conflict/support scientific views.	

	THRESHOLD Concept	TC3, TC5, TC6, TC7	TC2, TC4, TC6, TC7	Tc1, Tc3, TC4, TC6, TC7	
	Vertical and Horizontal Interleaving	Continuation of Y10 Term 6 work	Application of Y10 Term 6 and Y11 Term 1 of ethical theories to case studies		

YE A R 10 RS G CS E	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Christian Beliefs Introduction to key Christian teachings and the stories of Jesus.	Buddhist Beliefs Introduction to Buddhist teachings centred on the life of Siddhartha Gautama and the stories he taught.	Buddhist Practices How Buddhists go about practicing their religion on a day by day basis. This topic covers key festivals and links to putting Buddhist teachings into practice.	Christian Practices How Christians go about practicing their religion on a day by day basis. This topic covers key festivals and links to putting Christian teachings into practice.	Religion and Life This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> • Scientific and religious ideas about the creation of the universe and evolution on Earth. • Environmental issues and the value of the world. • Abortion • Euthanasia • Life after Death
	THRESHOLD Concept	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC1, TC2, TC3, TC4	TC2, TC4, TC6, C7
	Vertical and Horizontal Interleaving	Y7 A2, Y8 Sp1, Y10 S1	Y8 A1 Y9 A1+A2	Y8 A1, Y10 A2	Y8 Sp1, Y10A1	Y10 A1 to Sp2 – application of Beliefs and practices.

YE A R 11 RS G CS E	STRANDS Study of Religion/Theology Sociology Philosophy & Ethics	Relationships and Families This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - Sexuality, Contraception and Sex before Marriage. - Marriage and Divorce. - Family Life - Gender 	Peace & Conflict This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - War, Holy/Just Wars, examples of war. - Pacifism - Violence and Terrorism. - WMDs 	Crime & Punishment This topic explores Christian, Buddhist and Secular views on the following: <ul style="list-style-type: none"> - Why people commit crimes? - Hate/Theft/Murder - Aim of Punishment - Prison vs Corporal vs Community Service - Capital Punishment 	Revision	
	THRESHOLD Concept	TC2, TC4, TC6, C7	TC2, TC4, TC6, C7	TC2, TC4, TC6, C7		
	Vertical and Horizontal Interleaving	Y10 A1 to Sp2 – application of Beliefs and practices.	Y10 A1 to Sp2 – application of Beliefs and practices.	Y10 A1 to Sp2 – application of Beliefs and practices.		