



RE Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7		Belief and God – Philosophy 4 Children and an introduction to 5 world religions.	Christianity – beliefs and practices.			
Year 8	Islam – beliefs and practices.	Islam – gifts to the world, media portrayal and misconceptions.	Creation and environment – religious creation stories, science and creation, attitudes towards the environment.	→	Hinduism – beliefs and practices.	→
Year 9	Life, rights & Responsibilities – Animal rights, human rights and their advocates, violations of rights, Social Justice	Life, rights & Responsibilities – Religion, Peace and Conflict	→ Judaism – beliefs and practices.	→	The Holocaust – how and why did it happen? Who was to blame? Where was god at Auschwitz? Jewish responses.	Buddhism – beliefs and practices.
Year 10 Edexcell GCSE (9-1) Religious Studies B	EDEXCEL GCSE: 1. Christianity - beliefs	EDEXCEL GCSE: 2. Christianity – marriage and the family	EDEXCEL GCSE: 3. Islam – beliefs	EDEXCEL GCSE: 4. Islam – crime and punishment	EDEXCEL GCSE: 5. Christianity – living the religious life	EDEXCEL GCSE: 6. Islam – living the religious life
Year 11	EDEXCEL GCSE: 7. Christianity – Matters of life and death	EDEXCEL GCSE: 8. Islam – peace and conflict	EDEXCEL GCSE: Revision and exam technique	EDEXCEL GCSE: Revision and exam technique	Edexcell Full Course 2 exams 1 hour 45 minutes each Paper 1 – Religion and Ethics: Christianity - beliefs, marriage and the family, living the religious life and matters of life and death Paper 2 – Religion Peace and Conflict: Islam - beliefs,	



					crime and punishment, living the religious life, peace and conflict
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NC Requirements: Learning about and from religion

Making links to your own experience.

Describing and using religious materials (sources of wisdom and authority).

Using correct vocabulary to show understanding of religion.

Applying religious and spiritual ideas yourself.

Explaining similarities and differences and the impact of religion in people's lives.

Expressing own views in the light of religious explanations

Explaining and interpreting religion in depth and in diverse ways.

Expressing own insights into religious, spiritual and moral questions and issues

Showing coherent understanding and accounting for religion.

Critically and personally evaluating religious questions and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.

Contextualising, analysing and synthesising your understanding of religion.

Justifying your views with comprehensive and balanced conclusions.



Year 7 Term 1, 2, 5, 6: N/A
Assessment
Skills
Knowledge

Year 7 Term 2: Belief and God
Assessment:
CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) focusing on key features of the religions studied, similarities and differences between them, key philosophical question: does God exist? (self/teacher assessment).
Skills
Making links to your own experience. Describing and using religious materials. Using correct vocabulary to show understanding of religion. Applying religious and spiritual ideas yourself Explaining similarities and differences and the impact of religion in people's lives. Expressing own views in the light of religious explanations
Knowledge:
Belief and God – Introduction to polytheistic, monotheistic and atheistic beliefs with explicit reference to the key features of Christianity, Judaism, Buddhism, Islam and Hinduism. Non-religious views explored – atheism and agnosticism. Introduction to some of the traditional debates surrounding the existence of God including the problem of evil, the design argument.

Year 7 Term 3: Christianity
Assessment:
CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) focusing on key features of Christianity, the Bible as a source of wisdom and authority, the life and teachings of Jesus, Christian worship.
Skills:
Making links to your own experience. Describing religious materials. Using correct vocabulary to show understanding of religion. Applying religious and spiritual ideas yourself Explaining similarities and differences and the impact of religion in people's lives. Expressing own views in the light of religious explanations Explaining and interpreting religion in depth and in diverse ways.
Knowledge:
Christianity – A focus on main Christian principles, the life of Jesus (including key teachings found in miracles and parables), denominational differences. Consideration of Christian worship and the reflection of this in the Church.



Year 8 Term 1 and 2: Islam

Assessment:

CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) focusing on key features of Islam (e.g. the Five Pillars), the Qur'an as a source of wisdom and authority, lifestyles, challenges for Muslims living in Britain.

Skills:

- Making links to your own experience.**
- Describing religious materials.**
- Using correct vocabulary to show understanding of religion.**
- Applying religious and spiritual ideas yourself**
- Explaining similarities and differences and the impact of religion in people's lives.**
- Expressing own views in the light of religious explanations**
- Explaining and interpreting religion in depth and in diverse ways.**
- Expressing own insights into religious, spiritual and moral questions and issues**
- Showing coherent understanding and accounting for religion.**

Knowledge:

Islam – significance of the 5 pillars, beliefs about Allah, the life of Muhammad (p.b.u.h), importance of the Quran, practices reflected and worship, Islamic lifestyles, media portrayal of Islam, challenges for Muslims living in Britain.

Year 8 Term 3 and 4: Creation and the Environment

Assessment:

CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) focusing on elements of creation stories from different religious traditions, religious attitudes towards the environment, sources of wisdom and authority such beliefs are based on, key philosophical question: how compatible are religious and scientific accounts of creation?

Skills:

- Making links to your own experience.**
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Knowledge:

Creation and environment – different creation stories (including Aboriginal, Chinese Pan Ku, Native American, Hindu, Judeo-Christian, Islam), similarities and differences between these stories and reasons for this. Consideration of scientific accounts of creation (The Big Bang theory and Darwin's theory of evolution and a comparison to Christian views (those of literalist Christian and non-literalist Christian) and debate whether science and religion are mutually exclusive. Religious attitudes to the environment e.g. Christian concept of stewardship.

Year 8 Term 5 and 6: Hinduism

Assessment:

CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) on key features of Hinduism, beliefs about life after death and Diwali.



Skills:

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- Expressing own insights into religious, spiritual and moral questions and issues**

Knowledge:

Hinduism – Indian origins and the diverse nature of Hinduism, the concept of Brahman and gods and goddesses (monotheism/polytheism), Hindu worship and practices, holy texts (particularly the Vedas and the Baghavad Gita), festivals, life in Britain.

Year 9 Term 1 and 2: Life, Rights and Responsibilities

Assessment:

CRAFT knowledge tests (peer/self assessed). End of unit assessment - GCSE style question (part a-d) focusing on human rights, social justice, peace and conflict (self/teacher assessed).

Skills

- Expressing own insights into religious, spiritual and moral questions and issues**
- Critically and personally evaluating religious questions and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.**
- Justifying your views with comprehensive and balanced conclusions.**

Knowledge:

Life, rights & Responsibilities

- Human Rights – what is The Universal Declaration of Human Rights and how does this relate to individual lives
- Social justice – case studies of significant figures in relation to social injustice such as Mala Yousafzai & Oscar Romero
- Animal rights and testing – Should some animals have the same rights as humans?
- Religion Peace and Conflict** – Religious and non -religious perspectives
- Just War Theory – Is conflict ever justified?
- Holy War
- Pacifism - Quakers
- Terrorism – Historical aspects of terrorism and how this has impacted lives in the modern world.
- Apocalyptic warfare – are weapons of mass destruction ever justified?



Year 9 Term 3, 4 & 5: Judaism and The Holocaust

Assessment

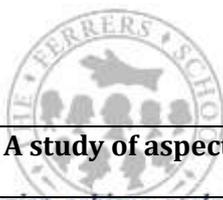
CRAFT tests (self/peer assessed). End of unit assessment (Judaism) - GCSE style question (part a-d) focusing on key features of Judaism, the Torah as a source of wisdom and authority, lifestyles (self/teacher assessed). End of unit assessment (Holocaust) GCSE style question d) section on Jewish responses to the Holocaust (could G_d have stopped the Holocaust) (teacher assessed)

Skills

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- **Showing coherent understanding and accounting for religion.**
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- **Justifying your views with comprehensive and balanced conclusions.**

Knowledge

Judaism - foundations of the religion; importance of the synagogue; relevance of the Torah , worship, rites of passage, family life – Shabbat.
 Holocaust – what it was, how it developed and why, who was responsible? Jewish responses to the Holocaust. Where was G_d at Auschwitz (the problem of evil and suffering for believers).



Year 9 Term 6: A study of aspects of Buddhism -

Assessment

CRAFT tests (self/peers assessed).

Skills

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Knowledge

Buddhism – key features of Buddhist belief; how teachings impact on life; an examination of the Buddha's Dharma including what happens when we die; comparing different religious and non-religious beliefs about the afterlife.

Year 10 Term 1: Belief / Christianity

Assessment

Edexcel: Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests

Skills

- **Making links to your own experience.**
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Knowledge

Edexcel: Beliefs – Christianity ;The Trinity, The Creation of the Universe and humanity, The Incarnation, The Last Days of Jesus' life, The Nature and significance of salvation, beliefs about Life after death, The problem, causes and responses to evil and suffering.



Year 10 Term 2: Marriage and the Family/Christianity

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
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- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**

Knowledge:

Marriage, divorce, contraception, sex before marriage, role of men and women.
The views on marriage, divorce, re-marriage, sexual relationships (i.e. sex before marriage); contraception, Prejudice and discrimination

Year 10 Term 3 – Beliefs/Islam

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
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- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**

Knowledge:

The six beliefs of Islam, Prophethood, The Day of Judgement and Resurrection, The Nature of Allah, holy books, the nature and importance of angels, Predestination, Life after death.



Year 10 Term 4: Crime and Punishment/Islam

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
- **Explaining similarities and differences and the impact of religion in people’s lives.**
- **Expressing own views in the light of religious explanations**
- **Explaining and interpreting religion in depth and in diverse ways.**
- **Expressing own insights into religious, spiritual and moral questions and issues**
- **Showing coherent understanding and accounting for religion.**
- **Critically and personally evaluating religious questions and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.**
- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**

Knowledge:

Attitudes towards justice and crime, teachings about good evil and suffering, punishment, forgiveness, the treatment of criminals, attitudes towards the death penalty.

Year 10 Term 5: Living the religious life/Christianity

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
- **Explaining similarities and differences and the impact of religion in people’s lives.**
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- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**



Knowledge:

Christian worship, the role of the sacraments, the nature and purpose of prayer, pilgrimage, religious celebrations, the future of the Christian church, the role and importance of the local church and worldwide community.

Year 10 Term 6: Living the religious life/Islam

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT test.

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
- **Explaining similarities and differences and the impact of religion in people's lives.**
- **Expressing own views in the light of religious explanations**
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- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**

Knowledge:

Ten obligatory Acts of Shi'a Islam, The Five Pillars of Islam; Shahadah, Salah, Sawm, Zakah, Hajj, celebration.

Year 11 Term 1: Matters of Life and Death/Christianity

Assessment

Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes.

Skills

- **Making links to your own experience.**
- **Describing religious materials.**
- **Using correct vocabulary to show understanding of religion.**
- **Applying religious and spiritual ideas yourself**
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- **Contextualising, analysing and synthesising your understanding of religion.**
- **Justifying your views with comprehensive and balanced conclusions.**



<p>Knowledge</p> <p>The origins and value of the universe, sanctity of life, scientific and non-religious origins and value of human life, evolution, abortion, euthanasia, ethical theories. life after death, issues in the natural world, stewardship</p>
<p>Year 11 Term 2: Peace and Conflict / Islam</p>
<p>Assessment</p> <p>Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests</p>
<p>Skills</p> <ul style="list-style-type: none"> • Making links to your own experience. • Describing religious materials. • Using correct vocabulary to show understanding of religion. • Applying religious and spiritual ideas yourself • Explaining similarities and differences and the impact of religion in people’s lives. • Expressing own views in the light of religious explanations • Explaining and interpreting religion in depth and in diverse ways. • Expressing own insights into religious, spiritual and moral questions and issues • Showing coherent understanding and accounting for religion. • Critically and personally evaluating religious questions and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples. • Contextualising, analysing and synthesising your understanding of religion. • Justifying your views with comprehensive and balanced conclusions.
<p>Knowledge:</p> <p>Muslim attitudes towards peace and peacemaking, conflict, Pacifism, Just War Theory, Holy War, Weapons of Mass Destruction.</p>

<p>Year 11 Term 3-4:</p> <p>Edexcel: Review of all units in chronological teaching order.</p>
<p>Assessment</p> <p>Edexcel: Exam question practice- Continual use of past exam papers. End of unit assessment. Teacher, peer and self assessment used. Use of model answers and mark schemes. CRAFT tests</p>
<p>Skills</p> <ul style="list-style-type: none"> • Making links to your own experience. • Describing religious materials. • Using correct vocabulary to show understanding of religion.



- Applying religious and spiritual ideas yourself
- Explaining similarities and differences and the impact of religion in people's lives.
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- Justifying your views with comprehensive and balanced conclusions.

Knowledge:

Year 11 Term 5-6 Revision and External Examinations

Assessment

PAPER 1 Religion and Ethics; External written examination; 1 hour 45 minutes (four questions covering each of the four topics)

PAPER 2 Religion, Peace and Conflict; External examination; 1 hour 45 minutes (four questions covering each of the four topics)

Skills

- Making links to your own experience.
- Describing religious materials.
- Using correct vocabulary to show understanding of religion.
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Knowledge: Content of all 8 topics