

RE (KS3 7 & 8) / Religious Studies (GCSE, 9, 10 & 11)

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge; skills & understanding to be gained at each stage*

RE		Cycle 1	Cycle 2	Cycle 3
YEAR 7	Unit(s)	Big Q: ‘How do beliefs & practices shape identity?’ <i>Focus: Judaism & Christianity</i> <ul style="list-style-type: none"> Methodology Insider / Outsider Approach Religion, Abraham, Exodus, Creations Story, Stewardship, Baptisms, 10 Commandments, Forms of Worship (Liturgical & Non-Liturgical) – meaning-making/community building 	Big Q: ‘What forms a fair & equal society?’ <i>Focus: Islam, Christianity & Sikhism & Ethics.</i> <ul style="list-style-type: none"> The 5 Pillars of Islam The Good Samaritan & its impact Jesus’ Behavior Gender Equality & Islam Sikhism & The 5 Ks, The Guru Granth Sahib, the impact of a Gurdwara. 	Big Q: ‘Is only human life valuable?’ (Buddhism, Hinduism & Ethics) <i>Focus: Buddhism, Hinduism & Religion & Ethics</i> <ul style="list-style-type: none"> What makes something valuable? Buddhism: 3 marks of existence, 4 noble truths, Hinduism rebirth & vegetarianism, biodiversity & humanism
	Key Concepts	<i>Monotheism, Covenant, Stewardship, Torah, Exodus, Faith, Polytheist, Kosher, Omnipotence, Omnibenevolence, Omniscience, Just.</i>	<i>Ramadan, Stewardship, Compassion, Shahadah, Salah, Gender Equality, Just – (Omnipotence, Omniscience & Omnibenevolence)</i>	<i>Polytheism, Endangered, Biodiversity, Rebirth, Ahimsa, Valuable...</i>
	Skills / Knowledge Introduced	<ul style="list-style-type: none"> List & explain how religious identities / communities are shaped Reference scriptural quotes Examine texts & sources Explain religious quotes Evaluate the importance / impact of practices / beliefs (Philosophy Stretches) PEEL structure 	<ul style="list-style-type: none"> Recall of key Biblical quotes Factors influencing gender equality, fairness, human rights Exam skills – 2-, 4- & 5-Mark Exam practice Key Stories from the Bible e.g., Creation Story & The Good Samaritan Practice influence questions Practice writing 5 Mark answers 	<ul style="list-style-type: none"> Analysis into ethical/ Philosophical ideas about what makes life valuable Buddhism & Hinduism key beliefs – idea of ‘Ahimsa’ or non-violence Vegetarianism – valuing something encompasses responsibility Scientific interpretation of the world linked to religious ideas – biodiversity – the things the world and animals have to offer
	Skills / Knowledge revisited	<ul style="list-style-type: none"> Key words Key scriptural quotes Describe & explaining key Biblical stories 4 Mark (PEPE) structure 	<ul style="list-style-type: none"> C1 key words Retrieval – key facts from Biblical stories Explain how something or someone influences others. Examining texts from religious sources and Explain what they mean 	<ul style="list-style-type: none"> C1 & C2 keywords ‘Explain how influences.....’ questions Examine key quotes: <i>Where are they from?</i> <i>What do they mean?</i> <i>Why are they important?</i>
	Knowledge Revisited	End of Cycle Enquiry – answer the Big Cycle Q	End of Cycle Enquiry – answer the Big Cycle Q	End of Cycle Enquiry – answer the Big Cycle Q
	Careers	Education, legal work, healthcare, journalism, marketing		
YEAR 8	Unit(s) Partial Theme C link (GCSE)	Big Q: ‘Does believing in God make us responsible?’ <i>Focus: The Nature of God</i> <ul style="list-style-type: none"> The Design Argument Responsibility 	Big Q: ‘Does religion teach us to be sustainable?’ <i>Focus: What & why is sustainability important?</i>	Big Q: ‘Are humans peaceful or nonpeaceful?’ <i>Focus: What makes something ethical?</i>



	Partial Theme B link (GCSE) Partial Theme D link (GCSE)	<ul style="list-style-type: none"> Miracles & Examples & Criticisms The Quran's influence The Bible's influence Jesus' influence Prophet Muhammed's influence 	<ul style="list-style-type: none"> How can Muslims be sustainable? How can Christians be sustainable? The River Ganges (India): Is the river spiritual or polluted? Why is vegetarianism sustainable? (To kill or not to kill?) How can religious communities come together to be sustainable? 	<ul style="list-style-type: none"> Why do people fight? The causes of conflict. Unpacking the Story of Exodus in more detail What is diplomacy? What is means to be diplomatic How can victims of war be supported? Psychology of Religion – Freud's theory about religion Atheistic ideas against religious stories – do you have to be religious to be a peaceful human?
	Key Concepts	<i>Atheism, Miracles, Design Argument, Impersonal, Faith, Omnipotence, Omniscience, Omnibenevolence, transcendent</i>	<i>Biodiversity, Wealth, Stewardship, Climate Change, Pollution, Global Warming, Sustainability, Compassionate</i>	<i>Reconciliation, Psychology of Religion, Retaliation, Diplomacy, Atheism, Ethics...</i>
	Skills/Knowledge Introduced	<ul style="list-style-type: none"> Philosophical theories / tools of analysis Evaluate key scriptural quotes <i>Where are they from? What do they mean? Why are they important?</i> 	<ul style="list-style-type: none"> Ethical issues Contrasting Qs Islam/Christianity & Ethics Animal Ethics Interfaith Dialogue in tackling a common issue New scriptural quotes: <i>Where? What? When?</i> 	<ul style="list-style-type: none"> Anthropological lens – human communities as peacefully coexisting / non-peaceful actions Psychology of Religion Atheism in more depth Religion as a social science
	Skills / Knowledge revisited	<ul style="list-style-type: none"> Jesus, Muhammed, Holy Book's influence on religious believers Y7 C1, C2, C3 selective key words relevant to this topic 4-mark structure 5 – mark structure/ PEEL 	<ul style="list-style-type: none"> Religious rights & responsibilities Design Argument Creation Story/Stewardship – good actions / God's Law 4- & 5-Mark structure: Influence & PEEL structure 	<ul style="list-style-type: none"> C1 & C2 key words 4- & 5-mark answers Influences & PEEL Contrasting & PEEL Stories from the Bible: Exodus, Creation (Humans made in the Image of God)
	Knowledge Revisited	End of Cycle Enquiry – answer the Big Cycle Q	End of Cycle Enquiry – answer the Big Cycle Q	End of Cycle Enquiry – answer the Big Cycle Q
	Careers	Education, legal work, healthcare, journalism, marketing		
YEAR 9 GCSE	Unit(s)	Big Q: 'What is the difference between humans & God?' <i>Focus: Christian Beliefs</i>	Big Q: 'Which beliefs unite all Muslims?' <i>Focus: Islamic beliefs</i>	Big Q: 'Can wars ever bring peace?' (Theme D) <i>Focus: Peace and Conflict</i>
	Christian Beliefs	<ul style="list-style-type: none"> The Nature of God Trinity Creation Story – is the evidence convincing? 	<ul style="list-style-type: none"> The Six Articles of Faith and the Five Roots of Usul ad-Din The nature of God in Islam The role and importance of prophets: Adam, Ibrahim and Muhammad (pbuh) The role, importance, and authority of the Qur'an and other holy books in Islam imamate Al-Qadr 	<ul style="list-style-type: none"> Justice & Reconciliation Peaceful & Violent Protests Terrorism Vs Religious Views Jihad (Greater & Lesser Jihad) Just & Holy War: Condition for War Pacifism & Quaker Christians Nuclear weapons: weapons of Mass Destruction / their impact (Revision)
	Islamic Beliefs	<ul style="list-style-type: none"> The incarnation of Jesus Jesus as the Son of God Crucifixion, resurrection & ascension Sin & salvation- the role of Christ, Holy Spirit & following God's laws 		
	Key Concepts	<i>Trinity, incarnate, Salvation, Ascension, Just, Grace, Impersonal, Omnipotence Omnibenevolence, Resurrection, Omniscience, Purgatory</i>	<i>Risalah, Six Sunni Articles, Usul-ad-Din, Impersonal, Tawhid, Akirah, Al-Qadr, Barzakh, Surahs (Chapters)</i>	<i>Quakers, Reconciliation, retaliation, Diplomacy, Just war, Holy war, Jihad, Nuclear weapons, Conscientious Objectors.</i>
	Skills / Knowledge Introduced	<ul style="list-style-type: none"> Key Terms for the units linked to familiar ones e.g., 'Just' & 'Purgatory' New Scriptural references 	<ul style="list-style-type: none"> Key Terms for the units linked to familiar ones e.g., 'Just' & 'Al-Qadr' New Scriptural references 	<ul style="list-style-type: none"> Key Terms for the units linked to familiar ones e.g., 'Diplomacy' & 'Quakers' New Scriptural references



	Skills / Knowledge Revisited	<ul style="list-style-type: none"> 1, 2, 4, 5-mark questions Key quote recall Referencing scripture correctly / Answer Unit Big Q 	<ul style="list-style-type: none"> 1, 2, 4, 5-mark questions Key quote recall Referencing scripture correctly / Answer Unit Big Q 	<ul style="list-style-type: none"> 1, 2, 4, 5-mark questions Key quote recall Referencing scripture correctly / Answer Unit Big Q
	Careers	Education, legal work, healthcare, journalism, marketing		
YEAR 10	Unit(s)	Big Q: 'Is Worship more important than Community?' <i>Focus: Christian Practices</i>	Big Q: 'Is evidence always necessary?' (Theme C) <i>Focus: Existence of God</i>	Big Q: 'Is one practice more important than others?' <i>Focus: Islamic Practices</i>
GCSE	Christian Practices	<ul style="list-style-type: none"> Worship: liturgical. Non-liturgical, informal, and private 	<ul style="list-style-type: none"> Nature of God 	<ul style="list-style-type: none"> The 5 Pillars of Islam (Shahadah, Salah, Zakah, Sawm & Hajj)
	Islamic Practices	<ul style="list-style-type: none"> Sacraments- baptism and Eucharist 	<ul style="list-style-type: none"> Cosmological argument 	<ul style="list-style-type: none"> Zakah, Sawm & Hajj
	Theme A: Relationships & Families	<ul style="list-style-type: none"> Pilgrimage: Lourdes and Iona Festivals- Christmas & Easter Work of the Church in the local & global community Persecution & Reconciliation Poverty & work of Christian Aid 	<ul style="list-style-type: none"> Design Argument Miracles argument Atheism Revelations Visions Enlightenment 	<ul style="list-style-type: none"> Jummah Salah Jihad- lesser & greater The 10 Obligatory Acts of Shia Islam Festivals- Eid ul Fitr & Eid ul Adha
	Key Concepts	<i>Liturgical / Non-Liturgical worship, Baptism, Reconciliation, Persecution, Christian Aid, Pastors, Lourdes Pilgrimage, Sacraments, Evangelism.</i>	<i>Atheism, impersonal, transcendence, First Cause, Design Argument, Visions, Enlightenment...</i>	<i>Eid-ul-Fitr, Eid-ul Adha, Ummah, Amr Bil Maroof, Amr Bil Munkar, Tawalla, Tabarra...</i>
	Skills / Knowledge Introduced	<ul style="list-style-type: none"> Key Terms for the units New Scriptural references 12-Mark Essay Practices – planning & PEEL work (Christian Beliefs & Practices) 	<ul style="list-style-type: none"> Key terms for the unit New scripture 4, 5 and 12 mark practice- new wording of questions 	<ul style="list-style-type: none"> Key Terms for the units New Scriptural references 12-Mark Essay planning & PEEEL work – Add timed element Writing Conclusion practice
	Skills/Knowledge Revisited	<ul style="list-style-type: none"> Christian Beliefs Unit set of 1, 2, 4, 5 markers & planning 12 markers 	<ul style="list-style-type: none"> Islamic Beliefs Unit set of 1, 2, 4, 5 markers & planning 12 markers 	<ul style="list-style-type: none"> Christian Practices / Beliefs Unit set of 1, 2, 4, 5 markers & planning 12 markers Islam revision – Trust Paper C3
	Careers	Education, legal work, healthcare, journalism, marketing		
YEAR 11	Unit(s)	Big Q: 'How are relationships shaped?' (Theme A) <i>Focus: Relationships and families</i>	Big Q: Can Religion & Laws stop Crime?' (Theme E) <i>Focus: Crime and punishment</i>	Revision Focus: <i>Themes Revision (4)</i> A C D E <i>Religion Revision (4)</i> 1) Christian Beliefs 2) Christian Practices 3) Islam Beliefs 4) Islam Practices
GCSE	Theme E: Crime & Punishment	<ul style="list-style-type: none"> Marriage 	<ul style="list-style-type: none"> Crime and Punishment 	
	Theme C: The Existence of God & Revelation	<ul style="list-style-type: none"> Cohabitation Sex Contraception and Family Planning, 	<ul style="list-style-type: none"> Causes of crime Aims of Punishment Evaluating the use of specific 	
	Themes Revision (4)	<ul style="list-style-type: none"> Cohabitation Educating children in faith Gender Equality/ Inequality, Religious views to Gender. 	<ul style="list-style-type: none"> punishments: prison, corporal punishment, community service and the death penalty Religious attitudes to forgiveness 	
	Religion Revision (4)			
	Key Concepts	<i>Divorce, contraception, inequality, equality, cohabitation, marriage, monogamy</i>	<i>Forgiveness, Crime, Retribution, Deterrence, Reformation, Corporal Punishment, Capital Punishment</i>	<i>Revision</i>
	Skills / Knowledge Introduced	<ul style="list-style-type: none"> Key terms for the unit New scripture 4, 5 and 12 mark practice- new wording of questions 	<ul style="list-style-type: none"> Key terms for the unit New scripture 4, 5 and 12 mark practice- new wording of questions 	
	Skills / Knowledge Revisited	<ul style="list-style-type: none"> Examining texts from religious sources & explaining what they mean 	<ul style="list-style-type: none"> Examining texts from religious sources & explaining what they mean 	<ul style="list-style-type: none"> Revision for the exam informed by formative & summative assessments related to the cohort data



	<ul style="list-style-type: none"> • PEEL skills & evaluating statements effectively • Writing counterarguments in 12 mark (PEEL-CEEL x2) • Emphasis on (what-why) 	<ul style="list-style-type: none"> • PEEL skills & evaluating statements effectively • Writing counterarguments in 12 mark (PEEL-CEEL x2) • Emphasis on (what-why)
Careers	Education, legal work, healthcare, journalism, marketing	

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

