



## Religious Studies Curriculum Overview

### Our department's vision

The religious studies department's vision is that we want pupils at Reach to understand the broad variety of different religions and worldviews, as well as the theological and historical claims and beliefs that underpin each of them.

### What knowledge have we selected in our curriculum and why?

Our religious studies curriculum is driven by the whole-school vision to give students the skills, attributes and academic qualifications to go on to live lives of choice and opportunity. In selecting and sequencing knowledge for our curriculum, we are guided by the national curriculum and led by our whole-school curriculum design principles.

#### 1. Knowledge-rich:

Knowledge in each unit is carefully planned and sequenced by the religious studies leads through the medium of booklets. In EYFS, pupils explore how religion may play a part in their own identity and hear about different religions of their teammates. They are then exposed to different religions within our school community in their unit - 'Celebrations'. In Key Stage 1, pupils are introduced to the six major world religions. They then focus on Christianity in their 'Significant events' unit which culminates in the Year 1 Nativity performance. In Years 2 - 6, pupils learn about the six major world religions. Our religious studies units each take a particular religion or worldview as their focus and then give the children the chance to consider them in different ways. This will involve the historical, theological, scriptural and experiential aspects of the religion or worldview. A unit on Buddhism, for example, will give children the opportunity to learn about how the religion is said to have been founded or revealed, but also what the holy scriptures set out, and the variety of ways that people practise Buddhism today. We attempt to make clear to pupils the diversity and debate within religions and how they can evaluate and critique claims being made. Alongside this, we take time to ensure that pupils engage in both the similarities and differences between religions, and can therefore engage in cross religious discussion.

Every unit has an accompanying knowledge organiser containing the relevant tier 3 vocabulary, as well as the core knowledge for each lesson. Every lesson begins with retrieval practice which strengthens the recall of knowledge covered in previous units and lessons. All religious studies lessons include explicit vocabulary instruction and exposition through storytelling, so that new knowledge is strongly embedded in pupils' schema.



## 2. Backwards planned:

We have carefully structured the curriculum so that pupils who choose to study GCSE religious studies are set up for success. Knowledge is built upon as pupils progress through their career at Reach Academy. We have a strong focus on the disciplinary skills of a theologian and ensure that these skills are built upon year- on-year. Pupils trace the history of the six major world religions to see how they began, and how they have developed over time, institutionally, doctrinally and socially. As they move through the curriculum, they will be able to develop conceptual links, such as how God is understood within different religions, or what might be expected after death.

## 3. Carefully resourced:

Fortnightly meetings between the religious studies subject leads for primary and secondary ensure that we continually improve the central resources on our drive. Teachers of religious studies use their teacher planning booklets to adapt their lessons to the learning needs of their classes. All through our school, we are aligned about what excellent teaching in religious studies looks like: employing explicit instruction, teacher modelling, accountable independent reading and using systematic assessment for learning in lessons - our booklets reflect this. #

## 4. Aspirational, inclusive and diverse:

For many of our pupils at Reach Academy, religion is one of the most fundamental aspects of their identity. One of the five main British Values that we celebrate is that people respect each other's beliefs and faiths and show tolerance for diversity. One of the most powerful ways of increasing the respect for different worldviews is to understand them. As a result, our religious studies curriculum grounds pupils in not only the Abrahamic religions, but also the Dharmic religions.

In their religious studies lessons, pupils are taught using a blend of explicit instruction, deliberate practice, scriptural study, and exposure to the direct experiences of faith practitioners. Hearing first hand how people worship, for example, can be particularly powerful. Questioning is encouraged within religious studies so that pupils are able to frame increasingly valid questions in terms of religious enquiry. We also ensure that as part of their studies pupils visit all the different places of worship in order to hear from religious leaders and faith practitioners themselves.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to AFL (assessment for learning) to help more pupils learn, providing learners with worked examples and using diagrams to accompany explanations (dual coding). Our scaffolding is evident in our exposition, questioning and through use of aids where appropriate.

## 5. Rigorously assessed:

We systematically assess pupils in lessons by teaching responsively through a range of AFL strategies; through low-stakes assessments; and in formal assessments at the end of every half-term after which we deliver whole-class feedback. Our 'Do Nows' are a means of retrieval practice used to recap previously taught topics and are planned meticulously, considering spacing and interleaving of practice. Our low-stakes assessments are a key way of seeking and, via whole class feedback (WCF), closing gaps in knowledge. Formal assessments provide data that can be used formatively to re-teach content identified in question level analysis through WCF and summatively to consider the snapshot of attainment and progress at that time.



### 6. Regularly evaluated and reflected upon.

We use structures such as subject management, department meeting time and pupil progress meetings after formal assessments to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

## Curriculum Maps

Primary Curriculum Map						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	All about me/ traditional tales	Celebrations				
1		Significant Events				
2			Judaism			
3	Christianity					
4		Islam				
5				Buddhism		
6			Hinduism		Sikhism	

## Secondary Curriculum

### Year 7

C1- Sikhism in the modern world	C2- Buddhism in the modern world	C3 - Hinduism in the modern world
1. Introduction 2. What do Sikhs believe happens after death?	1. What are the schools of Buddhism?	1. Forms and places of worship 2. Places of pilgrimage



<ol style="list-style-type: none"> <li>3. What is a gurdwara?</li> <li>4. What is a langar?</li> <li>5. How do Sikhs serve others?</li> <li>6. The Golden Temple of Amritsar</li> <li>7. Sikh festivals</li> <li>8. What do Sikhs believe about war?</li> <li>9. Sikhism in the UK</li> </ol>	<ol style="list-style-type: none"> <li>2. What is Tibetan Buddhism?</li> <li>3. Buddhist meditation</li> <li>4. Buddhist art</li> <li>5. Buddhist festivals</li> <li>6. Places of pilgrimage</li> <li>7. Inspirational leaders</li> <li>8. Buddhism in the UK</li> </ol>	<ol style="list-style-type: none"> <li>3. Hindu festivals</li> <li>4. What is the caste system?</li> <li>5. Hindu attitudes to violence</li> <li>6. Do Hindus believe in gender equality?</li> <li>7. What are Hindu attitudes to the environment?</li> <li>8. Hinduism in world culture</li> </ol>
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### Year 8

C1 - Christianity: History and Belief	C2 - Islam: History and Belief	C3 -Judaism in the modern world
<ol style="list-style-type: none"> <li>1. What is Christianity?</li> <li>2. How did Christianity begin?</li> <li>3. What was life like for the early Church?</li> <li>4. Extended writing and feedback</li> <li>5. Constantine and the Council of Nicea</li> <li>6. The Great Schism and the Catholic Church</li> <li>7. Who is the Pope?</li> <li>8. Extended writing and feedback</li> <li>9. The Reformation and the Salvation Army</li> <li>10. Quakers and the Amish</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Islam?</li> <li>3. How did Islam begin?</li> <li>4. How did Islam rise to influence?</li> <li>5. Why did Islam split?</li> <li>6. What is the Qur'an?</li> <li>7. What do Muslims believe about God?</li> <li>8. Who are the prophets in Islam?</li> <li>9. What do Muslims believe about God?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Shabbat?</li> <li>2. Jewish festivals</li> <li>3. Birth, Bar Mitzvah and Bat Mitzvah</li> <li>4. Marriage, funerals and mourning</li> <li>5. The value of human life</li> <li>6. A persecuted people</li> <li>7. Jewish responses to the Holocaust</li> <li>8. What is Zionism?</li> </ol>

### Year 9

C1- Crime and Punishment	C2- Philosophy of Religion	C3- Ethics of religion
<ol style="list-style-type: none"> <li>1. What is crime and punishment?</li> <li>2. Why do people commit crimes?</li> <li>3. What is the Christian attitude towards crime?</li> <li>4. What is the aim of punishment?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did Plato think we can know the truth?</li> <li>2. Why did Descartes doubt everything?</li> <li>3. Was God the first cause of everything?</li> <li>4. Is God involved in the world?</li> <li>5. Can you believe in God and evolution?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is ethics?</li> <li>2. How should we live if God is dead?</li> <li>3. Are goodness and pleasure the same?</li> <li>4. What should we do with the runaway train?</li> <li>5. What is the banality of evil?</li> </ol>



<ol style="list-style-type: none"> <li>5. What is the Christian attitude towards suffering?</li> <li>6. How should criminals be treated?</li> <li>7. What is the Christian attitude towards forgiveness?</li> <li>8. Debate - it is right to forgive all offenders whoever they are and whatever they have done"</li> <li>9. What are Christian attitudes towards the death penalty?</li> <li>10. Debate - "The death penalty can never be justified"</li> </ol>	<ol style="list-style-type: none"> <li>6. Why did Freud think God is all in the mind?</li> <li>7. Why did Marx compare religion to a drug?</li> <li>8. DEBATE - "The idea of God does not make sense"</li> <li>9. Are the New Atheists right about faith?</li> <li>10. What do people in the UK believe?</li> </ol>	<ol style="list-style-type: none"> <li>6. Are we more than mere matter?</li> <li>7. How ethical is artificial intelligence?</li> <li>8. Are animals as important as humans?</li> </ol>
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**Year 10**

<b>C1- The study of religions: Islam</b>	<b>C2- The study of religions: Christianity</b>	<b>C3- Theme A: Relationships and Families</b>
<ol style="list-style-type: none"> <li>1. The Oneness of God and the supremacy of God's will</li> <li>2. Key beliefs of Sunni Islam and Shi'a Islam</li> <li>3. The nature of God</li> <li>4. Angels</li> <li>5. Predestination</li> <li>6. Life after death</li> <li>7. Prophethood and Adam</li> <li>8. Ibrahim</li> <li>9. Muhammed and the Imamate</li> <li>10. The holy books in Islam</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. God as omnipotent</li> <li>3. The problem of evil and suffering</li> <li>4. The oneness of God and the Trinity</li> <li>5. Christian beliefs about creation</li> <li>6. The incarnation and Jesus, the son of God</li> <li>7. The crucifixion</li> <li>8. The resurrection and ascension</li> <li>9. Resurrection and life after death</li> <li>10. The afterlife and judgement</li> <li>11. Heaven and hell</li> <li>12. Sin and salvation</li> <li>13. The role of Christ in salvation</li> </ol>	<ol style="list-style-type: none"> <li>1. Human sexuality</li> <li>2. Sexual relationships before and outside of marriage</li> <li>3. Contraception and family planning</li> <li>4. Marriage</li> <li>5. Same-sex marriage and cohabitation</li> <li>6. Divorce and remarriage</li> <li>7. Arguments for and against divorce</li> <li>8. The nature of families</li> <li>9. The purpose of families</li> <li>10. Contemporary family issues</li> <li>11. Gender equality</li> </ol>

**Year 11**



C1- The study of religions: Christianity	C2-The study of religions: Islam	C3-GCSE Examinations
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. God as omnipotent</li> <li>3. The problem of evil and suffering</li> <li>4. The oneness of God and the Trinity</li> <li>5. Christian beliefs about creation</li> <li>6. The incarnation and Jesus, the son of God</li> <li>7. The crucifixion</li> <li>8. The resurrection and ascension</li> <li>9. Resurrection and life after death</li> <li>10. The afterlife and judgement</li> </ol> <ol style="list-style-type: none"> <li>1. Heaven and hell</li> <li>2. Sin and salvation</li> <li>3. The role of Christ in salvation</li> </ol>	<ol style="list-style-type: none"> <li>1. The Oneness of God and the supremacy of God's will</li> <li>2. Key beliefs of Sunni Islam and Shi'a Islam</li> <li>3. The nature of God</li> <li>4. Angels</li> <li>5. Predestination</li> <li>6. Life after death</li> <li>7. Prophethood and Adam</li> <li>8. Ibrahim</li> <li>9. Muhammed and the Imamate</li> <li>10. The holy books in Islam</li> </ol>	
<b>Year 12</b>		
<b>C1-</b>	<b>C2-</b>	<b>C3-</b>
Year 12 and Year 13 will have a drop down day each year to visit a religious place of worship.		
<b>Year 13</b>		
<b>C2-</b>	<b>C2-</b>	<b>C3-</b>
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