

SNS Curriculum Map for Religious Studies/PPP

Year 7 – 11 Religious Studies as part of PPP

<p><u>Year 7 Spring 1 – Identity and Beliefs - Who are we?</u></p> <ul style="list-style-type: none"> Recall Hindu belief in Creation by a supreme being, Brahman, who’s essence (Atman) is present in avatars, including divided into trimurti (Creator- Brahma, Vishnu- Sustainer, Shiva- Destroyer), recognising these elements in the continuation of lifecycle in nature. Recall belief of Atman as present in all living things and how linked with the belief in Ahimsa. Describe beliefs about reincarnation with the aim of moksha for the human atman, and the effect of karma. Distinguish between spiritual castes, where karma effects or colours the atman in particular castes, from the political/economic ‘caste system’ that links these with certain jobs/status. Revise principal Buddhist belief of Anicca (impermanence) and describe beliefs about Anatta Identify similarities and differences to beliefs about the soul in Hinduism 	<p><u>Year 7 Summer 2 – Christianity - What do we mean by ‘God’?</u></p> <ul style="list-style-type: none"> Recall basic Jewish, Christian and Islamic beliefs about the creation (Genesis) making links with items on the table on Friday night and what they symbolise for Jewish people celebrating Shabbat (Sabbath) starting on Friday night to Saturday. Identify other Jewish symbolic items making links with key beliefs about God: including belief in God being Creator (e.g. blue stripes on prayer shawl or ‘Tallit’) and as Law Giver and Judge of their actions (e.g. kippah on head, and 613 laws in the Torah, represented by Tallit strings/knots) Describe Abrahamic beliefs about the Soul (as coming from God/Allah) with correct terms and making links with learning about ‘sins’ and God as Judge and how shown at Yom Kippur Describe Abrahamic beliefs about the afterlife and Heaven and Hell. Compare these beliefs about God with other beliefs (e.g. Hinduism) and non-religious (e.g. Humanism). What happens when we die? 	<p><u>Year 8 Autumn 1 – Sikhism - What promises do we make?</u></p> <ul style="list-style-type: none"> Recall Abraham revelation and reaffirming of covenant through Moses through 10 commandments and Torah, making connections with recalled learning (Year 7) about Jewish beliefs of God as Creator and Judge Recall beliefs about Shabbat and recognise how differing beliefs about the significance of the Torah (e.g. between Reform and Orthodox) bring about varying practices today Describe practices and purpose of Bar or Bat Mitzvah and the symbols used within it (e.g. prayer shawl symbolising mitzvahs and creation in Genesis), including practices in Synagogue demonstrating value of Torah for Jewish people today, and reflect on the concept of responsibility in comparison with infant baptism in Christianity. Recall the Jewish belief in God creating man (Genesis) and the Jewish covenant to give reasons why Jewish people may refer to God as Father, to help explain what is meant by the ‘child of the law.’ 	<p><u>Year 8 Spring 2 – Islam – Why don’t we all get along?</u></p> <ul style="list-style-type: none"> Identify connections between Islam, Judaism and Christianity, as well as similarities between beliefs about God and commandments as shown through 5 pillars, revelations, stories and 99 names of Allah to explain the significance of the term the ‘last of the prophets’ and the term ‘People of the Book’ Recall 5 pillars of Islam recognising how these reflect the importance of supporting the community/Ummah. Recognise some differences between Muslims (Shia/Sunni) and Alevism, making links with historical events (e.g. after Muhammad’s passing) and key beliefs (e.g. 5 pillars and 10 Acts, Jihad meaning). Describe other texts of importance in Islam, e.g. Hadith and how Hadith and Qur’an form Sharia Law, and its place in Muslim countries as State Law, and building on understanding of differences of interpretation (e.g. Judaism, Year 8), appreciate how beliefs may look different in practice around the world e.g. hijab Consider differing interpretations of ‘inner’ Jihad and make comparisons with ideas of inner conflict in other religions e.g. Buddhist 3 poisons and 6 realms
<p><u>Year 9 Spring 2 – Judaism - What can we all learn from Jesus’ example?</u></p> <ul style="list-style-type: none"> Recall basic Jewish beliefs about God, Genesis and Torah. Know Jesus was Jewish and had a Bar Mitzvah, and recall terms ‘son of God/ Law’, God as father (Year 7) Identify examples/details from life story of Jesus that align with text from Prophets about the Messiah, demonstrate God as Father or refer to his Jewish ancestry (e.g. Beatitudes). Suggest Why might it be important for believers in Jesus as Messiah to make these connections? Why was the TeNaK included in the Christian Bible? Why is it called the Old Testament? Identify 7 descriptions/symbols used for Jesus in the Gospel of John, describe what characteristics these may be showing and make links with: stories/revelations of God with Moses, Abraham, and David, who were all shepherds and the symbolism used to 	<p><u>Year 10 Spring 2 - What do we mean by ‘equality’?</u></p> <ul style="list-style-type: none"> Explain meaning behind Guru Nanak teaching there is ‘no Hindu there is no Muslim’, explaining the connections with: Historical context of civil war between Muslim Moghuls and Hindus/Concept of humanity’s search for Supreme Being/Concept of equality among humanity as God’s creation Explain similarities/differences between above and ‘No Jew or Greek’ other Christians e.g. other historic examples (e.g. MLK), equality of Ummah (Year 9)– are they saying the same for the same reasons? Describe how the contents and treatment of the Guru Granth Sahib demonstrates connections with the history/events of the Gurus, the key beliefs of equality in Sikhism and beliefs as incarnation of Gurus. Describe similarities in treatment with Torah /Qur’an but differences in belief about origin Use contextual knowledge of start of Sikhism to recognise significance of equality shown through: 	<p><u>Year 10 Summer 2 - Why should we give to others?</u></p> <ul style="list-style-type: none"> Identify features of gurdwara, including how religious books are treated/kept/read in the places of worship, making links with beliefs about being holy and/or sacred, recognising features which reflect equality and Sewa, making links with previous learning about Bhai Khanaya for example. Recall/describe Zakat practices in Islam that demonstrate charity and equality shown through mosque and 5 pillars Consider the different types of charity/giving (including reference to the 8 levels of Tzedakah from Judaism), provide examples of these and consider why some are more generous/valuable than others 	<p><u>Year 11 Spring 1 - Why is freedom of religion important?</u></p> <ul style="list-style-type: none"> Identify different groups of Christians around the world and in local area and their key values/features in worship/practice, describing how these show differences in certain values, but demonstrate consistency in belief in the Trinity and making comparisons with examples previously studied (Synagogue Year 8, Mosque and Gurdwara Year 10). Locate the main divisions/separations in Christianity, making links with key historical events/chronology Identify and describe different features in different churches in UK today, suggesting how these may impact worship and make a difference to believers (e.g. increased importance/role of Saints and or Holy Spirit/Ghost, differences between baptism, communion, the Bible, role/authority of local religious leaders/clergy)

describe God in the psalms, as well as used in Passover	<p>the 5ks, inclusion of Hindu/Muslim text in the GGS, and story of Bhai Kanhaiya as role model giving water to enemy soldiers. Make links between this story and the Good Samaritan.</p> <ul style="list-style-type: none"> Some children may also make comparisons between GGS as incarnation of Gurus with murtis and avatars in Hinduism. 	<ul style="list-style-type: none"> Understand and use the term 'Church' correctly as a body/group of believers as well as name for place of worship; consider the definition of the term 'Christian' Consider how the British Value of freedom of religion is reflected in the multicultural nature of England citizenship today and how this is connected to the Treaty of Queen Elizabeth 1st and how this differs to religious persecutions of the past (e.g. Crusades, Shoah, Passover).
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GCSE Religious Studies

Year 9

Term 1 - Christianity		Term 2 - Islam		Term 3 – Theme A Relationships	
<p><u>Year 9 Autumn 1 – Was Jesus man or son of God?</u></p> <ul style="list-style-type: none"> Introduction to Christianity, setting it in its historical and social context. E.g. Ancient Judaism (noting that the key distinction between Judaism and Christianity is the concept of Jesus as Messiah/still awaiting the Messiah), Israel under Roman rule, the spread of Christianity globally etc. What do we know about Jesus already? Jesus as Jewish The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering – Recall Christians teachings on evil and suffering, Compare with concepts of God/Ultimate Reality in the second religion of study The Trinity: Father, Son and Holy Spirit Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3) - Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell The incarnation and Jesus as the Son of God The crucifixion, resurrection, and ascension Sin, including original sin - Compare with Islamic beliefs about sin; 	<p><u>Year 9 Autumn 2 – If God is everywhere, why go to a place of worship or pilgrimage?</u></p> <ul style="list-style-type: none"> Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible / Private worship. - Links to Practices: the sacrament of Holy Communion/Eucharist, the sacrament of baptism and the celebration of Christmas and Easter. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer - Links to Beliefs: Trinity; Jesus Christ and salvation (e.g. the role of the Spirit, prayers for salvation/'thy Kingdom come' etc). The meaning of sacrament and the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning The role and importance of pilgrimage and celebrations 	<p><u>Year 9 Spring 1 – What is more important, Hadith or Quran</u></p> <ul style="list-style-type: none"> Introduction to Islam – Pre-Islamic Arabia, Who was Mohammed? The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence Angels, their nature and role, including Jibril and Mika'il Predestination and human freedom and its relationship to the Day of Judgement Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad Qur'an: revelation and authority Holy Books - the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. Identify connections between Islam, Judaism and Christianity, as well as similarities to explain the significance of the term the 'last of the prophets' and the term 'People of the Book' 	<p><u>Year 9 Spring 2- Is it difficult being a Muslim in the 21st century?</u></p> <ul style="list-style-type: none"> Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam Shahadah: declaration of faith and its place in Muslim practice Salah and its significance: Recall how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer Sawm: Recall and explain the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5 Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is 	<p><u>Year 9 Summer 1 – Is marriage important?</u></p> <ul style="list-style-type: none"> Human sexuality including: heterosexual and homosexual relationships Sexual relationships before and outside of marriage Contraception and family planning The nature and purpose of marriage Same-sex marriage and cohabitation Divorce, including reasons for divorce, and remarrying Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion 	<p><u>Year 9 Summer 2 – What is the purpose of a family?</u></p> <ul style="list-style-type: none"> The nature of families, including: the role of parents and children/extended families and the nuclear family. The purpose of families - stability and the protection of children/educating children in a faith Contemporary family issues including: same-sex parents/polygamy The roles of men and women Gender equality/ Gender prejudice and discrimination, including examples

<ul style="list-style-type: none"> The means of salvation, including law, grace, and Spirit - Links to Practices: the sacrament of baptism and the celebration of Christmas. The role of Christ in salvation including the idea of atonement - Links to Key Beliefs: afterlife and Theme B: beliefs about death and an afterlife. Links to Practices: the sacrament of Holy Communion/Eucharist, the sacrament of baptism and the celebration of Easter. 	<p>including: two contrasting examples of Christian pilgrimage: Lourdes and Iona</p> <ul style="list-style-type: none"> Holy Land/Jerusalem pilgrimages – link to story of Jesus, but also could be a chance to discuss the interrelatedness of the Abrahamic faiths. Possible opportunity to promote awareness of political tensions in that region The celebrations of Christmas and Easter, including their importance for Christians in Great Britain today The role of the Church in the local community, including food banks and street pastors The place of mission, evangelism and Church growth The importance of the worldwide Church including: working for reconciliation/how Christian churches respond to persecution/the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund_- Compare and contrast the work of Muslim Aid and how it links to beliefs in Greater Jihad/Sadaqah and the Worldwide Church as a similar concept to the Islamic ‘Ummah’ – a global community of shared belief and responsibility 		<p>performed, the actions pilgrims perform at sites including the Ka’aba at Makkah, Mina, Arafat, Muzdalifah and their significance</p> <ul style="list-style-type: none"> Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura 		
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Year 10

<u>Term 1 – Theme B Religion and Life</u>		<u>Term 2 – Theme D Peace and Conflict</u>		<u>Term 3 – Theme E Crime and Punishment</u>	
<p><u>Year 10 Autumn 1 – Is there a creator?</u></p> <ul style="list-style-type: none"> The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these/ the 	<p><u>Year 10 Autumn 1 – Is life sacred?</u></p> <ul style="list-style-type: none"> The origins of life, including: religious teachings about the origins of human life, and different interpretations of 	<p><u>Year 10 Spring 1 – Can war ever be justified?</u></p> <ul style="list-style-type: none"> The meaning and significance of: peace/justice/forgiveness/ reconciliation Violence, including violent protest 	<p><u>Year 10 Spring 2 – Can we justify killing?</u></p> <ul style="list-style-type: none"> Religion and belief as a cause of war and violence in the contemporary world 	<p><u>Year 10 Summer 1 - Why do we sin?</u></p> <ul style="list-style-type: none"> Good and evil intentions and actions, including whether it can ever be good to cause suffering 	<p><u>Year 10 Summer 2 - An eye for an eye or forgiveness?</u></p> <ul style="list-style-type: none"> Views about different types of crime, including hate crimes, theft and murder

<p>relationship between scientific views, such as the Big Bang theory, and religious views</p> <ul style="list-style-type: none"> • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder • The use and abuse of the environment, including the use of natural resources, pollution • The use and abuse of animals, including: animal experimentation / the use of animals for food. 	<p>these / the relationship between scientific views, such as evolution, and religious views.</p> <ul style="list-style-type: none"> • The concepts of sanctity of life and the quality of life, Abortion, including situations when the mother's life is at risk. Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. • Euthanasia • Beliefs about death and an afterlife, their impact on beliefs about the value of human life 	<ul style="list-style-type: none"> • Terrorism • Reasons for war, including greed, self-defence and retaliation • The just war theory, including the criteria for a just war • Holy war • Pacifism 	<ul style="list-style-type: none"> • Nuclear weapons, including nuclear deterrence/The use of weapons of mass destruction • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching • Religious responses to the victims of war including the work of one present day religious organisation 	<ul style="list-style-type: none"> • Reasons for crime, including: poverty and upbringing/mental illness and addiction/greed and hate • opposition to an unjust law • Views about people who break the law for these reasons 	<ul style="list-style-type: none"> • The aims of punishment, including:/retribution/deterrence/reformation • The treatment of criminals, including: Prison/ corporal punishment/ community service • Forgiveness • The death penalty - Should the death sentence be restored? • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life
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Year 11

Term 1 - Revision		Term 2 - Revision		Term 3 - Exam	
Year 11 - RECAP of TOPICS	Year 11 - RECAP of TOPICS	Year 11 - RECAP of TOPICS	Year 11 - RECAP of TOPICS	Year 11 - Paper 1 & Paper 2 sat in early May	
Students to work on exam practice supported by the AQA revision workbook	Students to work on exam practice supported by the AQA revision workbook Mock Assessments	Students to work on exam practice supported by the AQA revision workbook	Students to work on exam practice supported by the AQA revision workbook		