

Religious Studies Curriculum Spine 2020-2021

<u>Year 7</u>			
<u>Study Topic</u>	<u>Knowledge and skills</u>	<u>Assessment</u>	<u>How to support your child</u>
Judaism	An enquiry based approach to understand what it means to be Jewish today. Students will explore the Torah as a means of providing moral code for Jews and link this with their own ideas of morality. They will investigate the social requirements of Judaism, including celebrations and festivals as well as the duty of Jews to provide for the less fortunate. Students will have the opportunity to make links between their own social obligations and those of the Jewish community. The overarching question for the topic is, <i>“What difference does it make to believe in Judaism?”</i>	Students will be formally assessed in their whole school T1.	Discuss their learning at home and make links to the beliefs and values you hold as a family.
Happiness	A philosophy-focussed unit which focuses around the question, <i>“Is happiness the purpose of life?”</i> Students will explore their own ideas of happiness in relation to the beliefs of religious and non-religious groups. They will investigate whether happiness is something to prioritise here on earth, by examining a Humanist view of life, or whether it is something to look forward to in the next life as is taught in many religious traditions.	In this unit, students are assessed on their delivery of an independent presentation, which should link their learning to the overarching question, <i>“Is happiness the purpose of life?”</i>	Discuss what makes you happy and your own beliefs and values with your child. There are no definite answers to this unit’s big question so it is an excellent opportunity for discussion.
Buddhism	Our second religion-centred topic focusses on the question, <i>“What difference does it make to believe in Buddhism?”</i> Students will explore the history of Buddhism as one of the oldest world religions. They will investigate the concepts of impermanence and the self. Students are encouraged to consider the Buddhist perspective on the state of the world and the solutions for ending suffering. They will experience meditation, a Buddhist practice,	Students will be assessed formally with a test based around the big question, <i>“What difference does it make to believe in Buddhism?”</i>	Discuss their learning at home and make links to the beliefs and values you hold as a family. Arrange a visit to the Buddhist centre in Manchester on your next trip into the city centre

	which aims to improve concentration and awareness – a skill that students can utilise throughout their lives.		https://manchesterbuddhistcentre.org.uk/ Vist https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv for information on central Buddhist beliefs.
Spirituality	Our final unit of the year will focus on what it means to be spiritual and how religious and non-religious people express themselves through music, art and writing. We will focus specifically on how the Jewish and Buddhist communities express their faith. Students will be given the opportunity to create an entry for the nationwide ‘Spirited Arts’ competition run by NATRE.	Students will be assessed based on their competition entry which will include a piece of creative work and a supporting written piece.	Visit the following website for the criteria of the competition and examples of previous entries. https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/ When listening to music, or reading together, discuss what the artist is trying to express and how they do this.

<u>Year 8</u>			
<u>Study Topic</u>	<u>Knowledge and skills</u>	<u>Assessment</u>	<u>How to support your child</u>
Sikhism	An enquiry based approach to understand what it means to be Sikh today. Students will explore fundamental aspects of the Sikh religion including their place of worship, holy book and beliefs about God. They will investigate the practice of <i>sewa</i> , selfless service to others and the impact this could have on society if everyone undertook it. The overarching question for the topic is, <i>“What difference does it make to believe in Sikhism?”</i>	Students will be formally assessed in their whole school T1.	Discuss their learning at home and make links to the beliefs and values you hold as a family. Arrange to support your child in undertaking some voluntary work,

			which reflects the Sikh practice of sewa.
Suffering	An ethical investigation based around the questions, <i>“Why is there suffering and are there any good solutions?”</i> This unit will explore different types and causes of suffering in the modern world. Students will investigate religious teachings about the origins of evil and suffering and its purpose. They will also gain an understanding of how religious and non-religious people respond to suffering and the reasoning behind their responses.	Students will be assessed through a creative piece of work and a supporting written piece.	Watch the news regularly and discuss the causes, nature and impact of suffering in the modern world. Identify where possible the responses of organisations and individuals to a variety of suffering.
Islam	Our second religion-centred topic focusses on the question, <i>“What difference does it make to believe in Islam?”</i> Students will investigate key aspects of Islam, including fundamental beliefs about God and prophets. Students will explore Muslim practices such as prayer, fasting, and the daily struggle to live as a good Muslim.	Students will be formally assessed in this unit, with a test based around the big question, <i>“What difference does it make to believe in Islam?”</i>	Discuss their learning at home and make links to the beliefs and values you hold as a family.
Spirituality	Our final unit of the year will focus on developing our understanding of what it means to be spiritual and how religious and non-religious people express themselves through music, art and writing. We will focus specifically on how the Sikh and Muslim communities express their faith. Students will be given the opportunity to create an entry for the nationwide ‘Spirited Arts’ competition run by NATRE.	Students will be assessed based on their competition entry which will include a piece of creative work and a supporting written piece.	Visit the following website for the criteria of the competition and examples of previous entries. https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/ When listening to music, or reading together, discuss what the artist is trying to express and how they do this.

<u>Year 9 RSL</u>			
<u>Study Topic</u>	<u>Knowledge and skills</u>	<u>Assessment</u>	<u>How to support your child</u>
Religion and Drugs	<p>Students will gain an understanding of the legal status and classification of a wide range of drugs. They will understand the effects of different intoxicants and the harms that these can do to both physical and mental health. Students will explore the reasons why people choose to take drugs, including social and legal drugs such as alcohol and tobacco. They will gain an understanding of the impact of addiction on the individual and their relatives/friends. Students will investigate religious attitudes, beliefs and teachings on these drugs and will evaluate these in relation to the rest of their learning on this topic.</p>	<p>Students will be assessed through the creation and delivery of their own presentation.</p>	<p>Visit reputable websites such as www.talktofrank.com for honest and informative explanations of the classification, effects and appearance of a wide range of drugs.</p> <p>Look out for documentaries relating to the impact of addiction or drug-taking, smoking or drinking alcohol.</p> <p>Talk to your child about the difference between consuming alcohol in moderation and binge-drinking or alcoholism.</p> <p>Watch the news for changes in legislation and the impact of drug use.</p>
Christianity	<p>Our first religion-centred topic of Year 9 focusses on the question, <i>“What difference does it make to believe in Christianity?”</i> Students will investigate key aspects of Christianity, including fundamental beliefs about Jesus as the messiah. Students will explore Christian practices such as festivals, prayer and pilgrimage in relation to a belief in atonement.</p>	<p>Students will be formally assessed in this unit, with a test based around the big question, <i>“What difference does it make to believe in Christianity?”</i></p>	<p>Visit a local church or a place of Christian significance.</p> <p>Talk to your child about the Christian celebration of Christmas and look out for as many Christian-related elements of the festive season as possible</p>

			Watch the film, 'The Chronicles of Narnia: The Lion, the Witch and the Wardrobe' and look for parallels between the story of Aslan and the story of Jesus
Crime and Punishment	Students will gain an understanding of the criminal justice system in the UK and will have the opportunity to compare this to the American criminal justice system. They will explore religious attitudes, beliefs and teachings on a variety of issues relating to crime and punishment. Students will gain an understanding of punishments for crimes, including prisons in the UK and their purpose. Students will also be given the opportunity to evaluate the morality of the death penalty and corporal punishment.	Students will be assessed through a creative piece of work and a supporting written piece.	Watch the news and look for articles linking to the criminal justice system. Discuss these with your child, focussing on either the morality of the actions of the criminal or whether they believe that justice was served in a particular sentence. Look out for documentaries on the death penalty or the prison system, either in the UK or elsewhere. Visit the Police Museum on Newton Street in the Northern Quarter.
Relationships and the family	Students will explore the varying types of family in modern Britain and will investigate what 'family' means today. They will gain an understanding of the characteristics of positive, long term relationships and their role in human happiness and bringing up children. Students will investigate religious attitudes, beliefs and teachings on the role of the family, marriage and cohabitation.	Students will be assessed formally as part of their end of year assessment (E1).	Watch 'Modern Family' on Netflix or Now TV to gain a further understanding of the variety of family types learnt about in lesson. Discuss your own family and the roles and responsibilities of people within it with your child.

<u>Study Topic</u>	<u>Knowledge and skills</u>	<u>Assessment</u>	<u>How to support your child</u>
Is religion a cause for peace or conflict in the world?	The first 'opted for' unit in Year 9 is a combination of Philosophy and Ethics. Students will explore the concept of non-violence in relation to important historical figures such as Martin Luther King and Gandhi. Students will explore religious organisations work for those caught up in conflict as well as gaining an understanding of methods of protest against injustices, considering the link between religious groups and social justice. Conversely, students will also gain an understanding of religiously motivated conflict throughout history and in the modern world. Students will investigate acts of terrorism 'justified' by extremist religious groups and will investigate religious, philosophical and ethical issues relating to war.	Students will be assessed formally and be given an opportunity to develop exam technique.	Watch the news regularly and make links to religion, peace and conflict. This should be religious motivation and response to conflict so that they are gaining a broad understanding of the world around them.
Do we need to prove God's existence?	In this philosophy unit, students will investigate how people have attempted to prove and disprove the existence of God throughout history. They will gain an understanding of the teleological and cosmological arguments for the existence of the universe, as well as considering personal accounts of religious experience. Students will also be able to explore scientific, atheistic and Buddhist views of God and will be given the opportunity to debate whether we need to prove God's existence in the modern world.	Students will be assessed formally and be given an opportunity to develop exam technique.	Continue the discussion surrounding God's existence with your child at home. There cannot be a right or wrong answer here but the ability to discuss is an important philosophical skill.
Does religion help people to be good?	This unit of work builds on the knowledge and understanding students will gain in the previous unit. In this unit, students will explore what it means to belong to a religious community and whether this encourages people to do good. Students will also gain an understanding of how non-religious people and organisations strive for morality and justice. Students will investigate Humanism as an alternative to following religion. They will also be given the opportunity to debate what it means to be 'good', to explore how we make moral decisions and to consider the role religion plays in both of these elements.	Students will be assessed formally and be given an opportunity to develop exam technique.	Research local religious and non-religious ways that people strive to be good. This could include food-banks, charities, fundraisers etc. Where appropriate, perhaps take your child to volunteer or experience these acts of good first hand. Watch the news and look out for both religious and non-religious acts of good. Discuss with your child

			what the motivation for such acts might be.
Is death the end? Does it matter?	Students will explore beliefs about life after death in a variety of religious and non-religious traditions. They will gain an understanding of the content and significance of funeral rites in religious and non-religious celebrations. Students will be given the opportunity to debate whether a belief in life after death is important, or whether life before death is more significant	Students will be assessed formally as part of their end of year assessment.	<p>Discuss the concept of death with your child, considering what they believe will happen after death as well as what you and your family believe and why.</p> <p>Watch series one of 'The Good Place' on Netflix (parental guidance advised) and discuss how this links with your child's learning in school. Does it fit with beliefs from home? Does it link closely with any religious belief your child has learnt about? Does it prompt any thought about the afterlife and this life?</p> <p>At this point, you could purchase a revision guide which will support your child through the GCSE topics they are about to begin. Revision guides are available via school, contact Mrs R Harrison for more information.</p>