

Religious Studies Curriculum Map

OAS R.S. Curriculum: Long Term Plan

The central aim of the OAS RS Curriculum is for pupils to build robust mental models of the complexity of religious traditions, worldviews and forms of expression. The OAS RS Curriculum honours the understanding that learners need to acquire both breadth and depth of knowledge in order to have the ability to successfully progress. This knowledge becomes more complex as pupils move through KS3 (for example, through the acquisition of progressively more challenging philosophical and theological language, ethical concepts, and sources of authority) whilst simultaneously exposing learners to progressively more sophisticated processes and skills. Ultimately, as our pupils move through KS3, they will be engaging with, discussing, debating and analysing progressively more challenging questions on meaning, purpose, faith and ethics. Within this they will be accessing an ever expanding domain of knowledge of religious traditions and worldviews.

Key knowledge & skills to be mastered by students						
	Learning Period 1:Autumn Term	Learning Period 2:Autumn Term	Learning Period 3:Spring Term	Learning Period 4:Spring Term	Learning Period 5:Summer Term	Learning Period 6:Summer Term
Year 7						
Topic title	What is RS? An introduction to the subject	Exploring the concept of reflection	Exploring the concept of prejudice through a case study of MLK Jr.	Exploring the concept of prejudice through a case study of MLK Jr.	Spirited arts and exploring the concept of equality through a study of Sikhism?	Exploring the concept of equality through a study of Sikhism?
Key questions	What are the key skills in RS?	What is reflection?	What is prejudice?	What is prejudice?	How are religious beliefs expressed in art?	What is equality?
Key knowledge and concepts	Research, empathy, extended writing about refugees, questioning, expressing their own opinion in a respectful way.	What is reflection? Why is reflection an important life skill? How do different religions reflect, for example puja in Hinduism, prayer in Christianity and Buddhist sand mandala's/	What is prejudice? What was MLK Jr.'s early life like? Who influenced MLK Jr. and evaluate who his most important influence was.	Was MLK Jr's non-violent approach successful? Evaluate MLK'S achievements? Is racism still an issue today?	How do we respond to religious artwork? Can we create artwork to express our beliefs? What is equality? Who is the most important Sikh leader? How did Sikh survive persecution at the turn of the 17 th century?	What should members of the Khalsa wear? Does the Langar show and the Gurdwara show equality? Evaluate if Sikhism promotes equality? What is the most important authority in Sikhism today? What is the most scared place on earth for Sikhs?

Skills (NB: Evaluation questions are out of 6 marks)	Apply- to be able to define empathy and give a secular example	Apply- empathy to a religious example.	Apply- empathy to a specific situation; Black people in America during the civil rights movement Evaluation- to consider a different point of view	Apply- to understand MLK Jr.'s situation and understand how his religion influenced his beliefs Evaluation- to consider different points of view and create a balanced argument	Apply- the concept of equality to different situations Evaluation- to have a balanced argument and express their own opinion	Apply- knowledge of Sikhism to assess whether it demonstrates equality Evaluation- to have a balanced argument and justify their opinion
Assessment & Educational Visit Opportunities	Baseline assessment 18 marks On-going formative assessment.	Written assessment 14 marks	On-going formative assessment.	Written assessment 20 marks	On-going formative assessment.	Written assessment 20 marks Visit a Gurdwara in Southampton.

Year 8						
Topic title	Judaism: What are the origins and key beliefs in Judaism?	Judaism: What are the origins and key beliefs in Judaism?	Responses to the natural world inquiring into various cultures and beliefs.	Responses to the natural world inquiring into various cultures and beliefs.	Islam: What are the origins and key beliefs in Islam?	Islam: What are the origins and key beliefs in Islam?
Key questions	What is Judaism?	What is Judaism?	How do we respond to our world?	How do we respond to our world?	What is the second largest religion in the world?	What is the second largest religion in the world?

Key knowledge and concepts	Who are the Jews? How did Judaism begin? What is God's covenant with Abraham? How did Moses convince the Jews of God's plan for redemption? How and why did Moses redeem the Jews? What is the link between Abraham and Moses?	Who is the most important leader, for Jews today? What ceremony do Jews do today to become an adult? What is the holy book of Judaism and how is it shown respect? What is the Jewish festival of lights?	What are the Seven Wonders of the Natural World? What is sustainability? What is animism? Explain the Aboriginal creation story and understand how they respond to the natural world? What are the Yanomami and how do they live sustainably?	What do the Native Americans believe about the natural world and how do they respond to it? What do you think of hunting animals? A British example of Animalism through a case study of Paganism. Are groups who practice Animism more sustainable than other people in Britain today?	What do I know about the religion of Islam? Who is Muhammad? Why is Muhammad important to Muslims? What are the Five Pillars of Islam? Why are the Five Pillars important to Muslims? What is Sawm? What is the festival of Eid al-Fitr? How do Muslims practice sawm? How do Muslims take part in Hajj?	Who/What is Allah? What do Muslims believe about the Qur'an? What is it like to be a British Muslim? How does the media portray Muslims? What is Islamophobia? How does Islamic Artwork relate to Allah?
Skills (NB: Evaluation questions are out of 8 marks)	Apply – show empathy to a religious example. Explain – Abrahams' and Moses' life and their interaction with God. Evaluate – their personal view in relation to circumcision.	Apply – express personal view of greatest Jewish leader. Explain - importance of Abraham and Moses in Jewish history Evaluate – 2 ideas from each side regarding Abraham and Moses.	Apply - Link the Wonders of the Natural World and express personal view. Explain – how different animalist groups respond to the natural world Evaluate – 3 ideas from each side regarding sustainability.	Apply - express personal view of hunting animals. Explain – what the Native Americans believe about the natural world. Evaluate – 3 ideas from each side regarding groups who practice Animism being more sustainable than people in Britain today.	Apply – knowledge of Muhammad (pbuh)'s life and the 5 pillars. Explain - the religion of Islam Evaluate – What is the most important pillar in Islam? Express personal view.	Apply - empathy and respect for Muslims regarding stereotyping of the religion. -create patterns using the rules for Islamic artwork. Explain the importance of the Qu'ran and the Mosque. Evaluate – What it is like to be a Muslim in Britain today?
Assessment & Educational Visit Opportunities	On-going formative assessment	One City No Barriers (Citywide event) Summative Assessment for Topic 1 & 2	On-going formative assessment	Summative Assessment for Topic 3 & 4	On-going formative assessment	Assessment for Topic 5 & 6
Year 9						

Topic title	What are the contemporary and religious views about Crime and Punishment?	What are the contemporary and religious views about Crime and Punishment?	What are the key Christian Practices?	What are the key Christian Practices?	What are the contemporary and religious views about peace and conflict?	Philosophical and cultural themes
Key questions	How should criminals be treated?	How should criminals be treated?	How do Christians follow their religion?	How do Christians follow their religion?	What is peace?	Is it right to go to war?
Key knowledge and concepts	Explain and evaluate: What is crime and punishment? What are the reasons for crime? What are the three aims of punishment? What are the forms of punishment? What are the different types of crime? What are the religious attitudes to lawbreakers?	Explain and evaluate: What are the religious attitudes to the forms of punishment? What is the Christian attitude to forgiveness? What are the Christian attitudes on the death penalty?	Explain and evaluate: What is worship? What is prayer? What are the sacraments? Why would Christians go on pilgrimage? What festivals do Christians celebrate? What is the role of the church in the local community?	Explain and evaluate: How does the Church grow? What is the importance of the worldwide church? What religion are the most persecuted? How do Christians respond to world poverty?	Explain and evaluate: What are peace and conflict? What are violent protests and terrorism? What are the reasons for war? What are weapons of mass destruction?	What are the conditions of a just war? What is a holy war? What is pacifism and peacemakers? How do religions help the victims of war?
Skills (NB: Evaluation questions are out of 8 marks)	Apply- their knowledge to understand what Christians believe about crime and punishment. Explain- one teaching in a simple way Evaluate- to include more than one Viewpoint.	Apply- their knowledge to understand why there are a range of Christian beliefs about the death penalty. Explain – two teachings in a simple way Evaluate- to include a religious view and another view about the death penalty.	Apply- their knowledge to understand how Christian practices will affect their daily lives Explain- one teaching and develop it Evaluate- to include religious views on each side of the argument	Apply- their knowledge to understand why Christian practices will affect their daily lives, using Bible evidence. Explain- two teachings and develop both Evaluate- to have a balanced argument with some reference to sacred text.	Apply- their knowledge to demonstrate understanding of different concepts Explain- have two developed teachings and a reference to a sacred text. Evaluate- to have a balanced argument with some quotes from sacred text.	Apply- their knowledge to make a comparison of two concepts Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence and expressed their own view.
Assessment & Educational Visit Opportunities	On-going formative assessment.	Written assessment 24 marks	On-going formative assessment.	Written assessment 24 marks	On-going formative assessment.	Written assessment 24 marks

Year 10 GCSE RS students

Topic title	What are the key beliefs and teachings in Hinduism?	What are the contemporary and religious views about religion and life?	What are the key beliefs and teachings in Christianity?	What are the key beliefs and teachings in Christianity?	What are the key Hindu Practices?	What are the key Hindu Practices?
Key questions	What do Hindus believe?	How does religion affect people's actions?	What does the world's largest religion believe?	What does the world's largest religion believe?	How do Hindus follow their religion?	How do Hindus follow their religion?
Key knowledge and concepts	Explain and evaluate: Who is Brahman? What is the Divine? What is the tri-murti? Who are the deities? What are avatars? What do Hindus think about the universe?	Explain and evaluate: What are the origins of the universe? Why do religious people value our world? How is the environment being used and abused? How can religious people respond to pollution? How are animals being used and abused? What are the contrasting views on abortion, euthanasia and the afterlife	Explain and evaluate: What are the different denominations of Christianity? What is the nature of God? How can there be one God but 3 forms? How and why was the earth created? Why do evil and suffering exist? Who is Jesus?	Explain and evaluate Why are Jesus' crucifixion, resurrection and ascension are important to Christians? What happens after death? What is the day of judgement? What is sin and salvation? What is the role of Christ in salvation?	Explain and evaluate: Why do Hindus worship? Where do Hindus worship? How do Hindus worship? What sacred festivals do Hindus celebrate? How do they show respect to personal deities? What are the four paths of yoga?	Explain and evaluate: Where do Hindus go on pilgrimage? Why do Hindus go on pilgrimage? What is Kumbh Mela? How do Hindus respond to the environment? Why are cows sacred? What charities promote well-being, social justice and inclusion?

Skills (NB: Evaluation questions are out of 12 marks)	Apply- their knowledge of one concept in detail, being able to state two similar beliefs make a comparison of two concepts and Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence and justified their own view.	Apply- their knowledge of one concept in detail, being able to state two contrasting beliefs Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence and justified their own view, with religious evidence.	Apply- their knowledge of two concepts and make a judgement about what is more important. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have balanced religious arguments supported with evidence, using one than one religion and justified their own view, with religious evidence.	Apply- their knowledge of several concepts and make a judgement about what is more important. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have detailed religious arguments supported with evidence, from two religions and justified their own view, with religious evidence.	Apply- their knowledge of several concepts and make a judgement about what is more important, evidenced with reference to sacred texts. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning that draw on knowledge and understanding of relevant evidence	Apply- their knowledge of several concepts and make a judgement about what is more important, evidenced with quotes from sacred texts. Explain- have two developed teachings and a quote from a sacred text. Evaluate- to have logical chains of reasoning leading to a judgement supported by knowledge and understanding of relevant information
Assessment & Educational Visit Opportunities	Visit to Neasden Mandir and St Paul's Cathedral		Visit to Bitterne Church	Visit Winchester Cathedral and Quaker's meeting house Written assessment 48 marks	Visit Southampton Mandir	Written assessment 72 marks
Year 11 GCSE RS students						
Topic title	What are the contemporary and religious views about Human rights and social justice?	Revision for mock examinations	Paper 1 revision	Paper 2 revision	General revision	Completed the course no lessons
Key questions	Is society fair and equal?	What can I remember?	How can I communicate what I know about RS?	How can I communicate what I know about RS?	How can I communicate what I know about RS?	

Key knowledge and concepts	<p>What are human rights and social justice?</p> <p>What is prejudice and discrimination?</p> <p>What is religious freedom?</p> <p>What are the religious teachings on wealth?</p> <p>What is poverty and its causes?</p> <p>How are the poor exploited?</p> <p>What are the religious views on giving money to the poor?</p>	<p>Christian beliefs and teachings</p> <p>Christian practices</p> <p>Hindu beliefs and teachings</p> <p>Hindu practices</p> <p>Religion and life</p> <p>Peace and conflict</p> <p>Crime and punishment</p> <p>Human rights and social justice</p>	<p>Christian beliefs and teachings</p> <p>Christian practices</p> <p>Hindu beliefs and teachings</p> <p>Hindu practices</p>	<p>Religion and life</p> <p>Peace and conflict</p> <p>Crime and punishment</p> <p>Human rights and social justice</p>	<p>Christian beliefs and teachings</p> <p>Christian practices</p> <p>Hindu beliefs and teachings</p> <p>Hindu practices</p> <p>Religion and life</p> <p>Peace and conflict</p> <p>Crime and punishment</p> <p>Human rights and social justice</p>	
<p>Skills</p> <p>(NB: Evaluation questions are out of 12 marks)</p>	<p>Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today</p> <p>Explain- have two developed teachings and a quote from a sacred text.</p> <p>Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information</p>	<p>Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives</p> <p>Explain- have two developed teachings and a quote from a sacred text.</p> <p>Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information</p>	<p>Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives, giving examples of what the religious believers may do</p> <p>Explain- have two developed teachings and a quote from a sacred text.</p> <p>Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information</p>	<p>Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives, giving specific examples of what the religious believers may do</p> <p>Explain- have two developed teachings and a quote from a sacred text.</p> <p>Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information</p>	<p>Apply- their knowledge of several concepts making evidenced judgements about why it is important for believers today and how that influences their lives, giving specific examples of what the religious believers may do</p> <p>Explain- have two developed teachings and a quote from a sacred text.</p> <p>Evaluate- to have logical chains of reasoning leading to a judgement(s) supported by knowledge and understanding of relevant information</p>	
Assessment & Educational Visit Opportunities	<p>On-going formative assessment.</p> <p>Visit to Neasden Mandir and St Paul's Cathedral</p>	<p>Two complete exam papers 204 marks</p>	<p>Visit to Bitterne Church. On-going formative assessment.</p>	<p>Visit Winchester Cathedral and Quaker's meeting house.</p>	<p>Visit Southampton Mandir</p> <p>On-going formative assessment.</p>	

				On-going formative assessment.		
--	--	--	--	--------------------------------	--	--

Year 10 Core RE						
Topic title	What are the contemporary and religious views about euthanasia?	What are the contemporary and religious views about equality?	What are the contemporary and religious views about genocide?	What are the key beliefs and practices of the world's 2 nd biggest religion?	What are the contemporary and religious views about abortion?	What are the contemporary and religious views about the death penalty?
Key questions	What is euthanasia? Should euthanasia be legal in the UK? What do pressure groups say about euthanasia? What are religious views on euthanasia? What are the alternatives to euthanasia?	Do religions value equality? Specific religious examples, like the Khalsa and the Langar in Sikhism Gender roles in religions? Religious views on homosexuality and heterosexuality	What is genocide? Examples of genocide: Holocaust; Bosnia, Rwanda. Holocaust memorial day 27 th January. Current genocides Rohingya Muslims. Why does genocide keep happening? What should we do to prevent Genocide?	Introduction to Islam, challenging stereotypes and misconceptions. Who started the religion? What are the 5 pillars? How does religion affect people's actions Sawm starting on 22 nd March -21 st April, Eid celebrations.	Cross curriculum links with PD Abortion and the law? Pro-choice and Pro-life viewpoints. Religious views on abortion. PD The truth about unplanned pregnancies and options; miscarriage and being a young parent	What are the religious attitudes to the forms of punishment? What are the Christian attitudes on the death penalty? What is the Christian attitude to forgiveness?

Year 11 Core RE						
Topic title	What can we do to support you achieve the school value of ambition?	What can we do to support you achieve the school values of challenge and creativity?	What can we do to support you achieve the school value of respect?	What are the key beliefs and practices of the world's 2 nd biggest religion?		
Key questions	Cross curriculum links with PD and careers. Why is it important to keep developing education? College life: what is the difference between school and college? Balancing work and studies. University: what	Cross curriculum links with PD ACE's and coping with the future. Exam stress, mindfulness techniques, religious examples of mindfulness and	The most holy place on earth! Looking at places of pilgrimage for the major world religions. Bethlehem, Jerusalem, The Golden Temple,	Introduction to Islam, challenging stereotypes and misconceptions. Who started the religion? What are the 5 pillars? How does religion affect		

	<p>they are? What can you study? How to prepare for an interview. Smashing the interview! First impressions, honesty and honouring yourself. Practical lesson in the sports barn, student interviews and being interviewers.</p>	<p>creativity. How to revise, use your time effectively with a revision timetable. Why is light so important? Habits of being hopeful, joyful, and compassionate at this time of year. Comparing religious festivals of light, Diwali, Hanukkah and Christmas</p>	<p>Bodh Gaya, Varanasi, Hajj</p>	<p>people's actions Sawm starting on 22nd March -21st April, Eid celebrations.</p>		
--	--	---	----------------------------------	--	--	--