

<b>Subject</b>	Religious Studies Head of Department – Rosie Masson
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<p style="text-align: center;"><b><u>Whole school curriculum purpose</u></b></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><b><u>Subject purpose</u></b></p> <p>The purpose of the Religious Studies curriculum is for students to know and understand a range of religious and non-religious worldviews and be able to critically engage with those views. Students should gain an appreciation for how these worldviews have impacted the world they live in at a local, national, and global level and to be able to apply their understanding through active debate and discussion within the classroom.</p>
<p style="text-align: center;"><b><u>Whole school curriculum principles</u></b></p> <ul style="list-style-type: none"> <li>• <b>Entitlement:</b> Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it.</li> <li>• <b>Coherence:</b> Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</li> <li>• <b>Mastery:</b> We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.</li> <li>• <b>Adaptability:</b> The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.</li> <li>• <b>Representation:</b> We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity</li> </ul>	<p style="text-align: center;"><b><u>Subject principles</u></b></p> <ul style="list-style-type: none"> <li>• <b>Entitlement:</b> All pupils have the right to study the core units of the United Learning Religious Education curriculum, which expose students to key religious and non-religious views that have deeply affected the lives of people across space and time.</li> <li>• <b>Coherence:</b> The RE curriculum is planned with carefully sequenced lessons and aims to provide a narrative to religious and non-religious views. The RE curriculum considers the disciplines which sit underneath the subject and encourages students to see the theological and philosophical significance of them.</li> <li>• <b>Mastery:</b> Students are required to retrieve content and embed their substantive and conceptual understanding as they move through the curriculum. This encourages students to make powerful links between the different units across the curriculum.</li> <li>• <b>Adaptability:</b> The units which comprise the curriculum are centrally planned and adapted for the local needs of our school community and the individual classes in which teachers deliver this content.</li> <li>• <b>Representation:</b> The Religious Studies curriculum is planned with diversity and inclusion in mind. All students should see themselves within the</li> </ul>

<p>and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.</p> <ul style="list-style-type: none"> <li>• Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.</li> </ul>	<p>Religious Studies curriculum as it covers a great variety of traditions and perspectives. We also explicitly deal with issues of equality within the curriculum.</p> <ul style="list-style-type: none"> <li>• <b>Education with character:</b> Through exposure to the big ideas of religious and non-religious belief, students have explicit opportunities for spiritual, moral, social and cultural development.</li> </ul>
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## Curriculum Overview

### Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	The Origins of Abrahamic Faiths: Part I	<ul style="list-style-type: none"> <li>• Why this? Year 7 starts with a unit on the Origins of Abrahamic faith.</li> <li>• Why this? Why now? This is done to give the historical and theological background to Judaism, Christianity, and Islam.</li> <li>• Why this? Why now? This should help students see the distinctions and connections between these faiths, which they study later in the curriculum.</li> <li>• Why this? Why now? Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth. It also provides historical context to these texts in order for students to understand them within their time and place.</li> <li>• Why this? Why now? The unit begins with an analysis of the book of Genesis, introducing the theme of separation between God and humanity which is then present throughout the rest of the unit of work.</li> </ul>	The Origins of Abrahamic Faiths: Part I	<ul style="list-style-type: none"> <li>• <b>Why this?</b> Year 7 starts with a unit on the Origins of Abrahamic faith.</li> <li>• <b>Why this? Why now?</b> This is done to give the historical and theological background to Judaism, Christianity, and Islam.</li> <li>• <b>Why this? Why now?</b> This should help students see the distinctions and connections between these faiths, which they study later in the curriculum.</li> <li>• <b>Why this? Why now?</b> Here we aim to provide substantive knowledge on the development of Judaism, Christianity, and Islam to study the traditions in themselves in more depth.</li> <li>• As this unit progresses, we will also look at how these religious traditions attempt to bridge that separation through the practice of sacrifice i.e. sacrifices in Leviticus, Jesus crucified etc.</li> <li>• <b>Why this? Why now?</b> This unit of work serves as a good grounding in the</li> </ul>

				Abrahamic faiths for their later study individually.
Year 8	<b>The History of Islam: Part I</b>	<ul style="list-style-type: none"> <li>• <b>Why this why now?</b> The History of Islam: Students will understand the Geography, history and religious makeup of Arabia before Islam to understand what changed after.</li> <li>• <b>Why this why now?</b> Muhammad: Qur'an: Students will consider how the distinct message being to worship one God caused conflict between Muhammad and the tribes at this time and the persecution that this brought to Muhammad.</li> <li>• <b>Why this why now?</b> Muhammad: Hijrah and Final sermon. Students will study the establishment of Medina as the first Muslim city; allowing them to see the importance of Medina today and how Muhammad united Muslim community</li> <li>• <b>Why this why now?</b> Students will consider the Sunni/Shi'a split as the direct consequence of the Prophet not declaring a successor.</li> <li>• <b>Why this why now?</b> By studying the Rashidun Caliphate students will understand how the first of the four major caliphates was established after the death of the Islamic prophet Muhammad; followed by a period of rapid military expansion, followed by a five-year period of internal strife.</li> </ul>	<b>The History of Islam: Part II</b>	<ul style="list-style-type: none"> <li>• <b>Why this why now?</b> Umayyad Caliphate. Students will study the vast scale of the Caliphate, stretching from Spain to Afghanistan – one of the largest empires in history.</li> <li>• <b>Why this why now?</b> Islamic Golden Age: Students will consider how Baghdad became a centre of science, culture, philosophy and invention.</li> <li>• <b>Why this why now?</b> Crusades: Students will consider from an Islamic standpoint. Where European Christians were seen as invaders of a holy land and also consider Sunni/Shi'a conflicts between Muslims at the time.</li> <li>• <b>Why this why now?</b> Wahabism/Salafism. Students must gain an appreciation that when Islam had 'lots its identity' a number of its followers turned to a literal hardline interpretation of the Qur'an in order to forge a more meaningful identity. This helps student understand the view of Islam as a political ideology as well as a spiritual one.</li> <li>• <b>Why this why now?</b> Jihad: ISIS/Al-Qaeda. Students will then consider how Whabism and Salafism has inspired fundamentalist terrorist groups. Students must understand how this line of thinking can lead to violence and how the West, especially America, is viewed</li> </ul>

				<p>by these groups as an enemy to the ideal of political Islam.</p> <ul style="list-style-type: none"> <li>• <b>Why this why now?</b> Studying politics and Islam today will allow students to see the problem with using war to fight an ideolog and the state of ISIS now; emphasizing status of Islamic extremism as the view of a tiny minority and challenging misconceptions.</li> </ul>
Year 9	Religion, Peace and Conflict	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Through this unit, students will consider religious perspectives of religion, peace and conflict and the place of conflict in the modern world.</li> <li>• <b>Why this? Why now?</b> Students will be able to understand the religious teachings about the meaning and significance of peace and justice.</li> <li>• <b>Why this? Why now?</b> Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation.</li> <li>• <b>Why this? Why now?</b> Students will have knowledge and religious understanding of violence and violent protests.</li> <li>• <b>Why this? Why now?</b> Students will understand attitudes from Christianity and at least one other religion to violence and violent protests</li> <li>• <b>Why this? Why now?</b> Students will have knowledge and understanding of the religious attitude to terrorists and terrorism. The focus is on understanding why people go to war.</li> </ul>	Religion, Peace and Conflict	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Through this unit, students will consider religious perspectives of religion, peace and conflict and the place of conflict in the modern world.</li> <li>• <b>Why this? Why now?</b> Students will understand the religious attitudes towards the possibility of a nuclear war.</li> <li>• <b>Why this? Why now?</b> Student will have knowledge of the just war theory.</li> <li>• <b>Why this? Why now?</b> Students will have knowledge of what is regarded as a holy war.</li> <li>• <b>Why this? Why now?</b> Students will gain an insight into – does religion and belief cause war and violence?</li> <li>• <b>Why this? Why now?</b> Students will gain knowledge of the religious attitudes to pacifism in Christianity and at least one other faith.</li> <li>• <b>Why this? Why now?</b> Students will have knowledge and understanding of individuals who helped make peace due to their beliefs.</li> <li>• <b>Why this? Why now?</b> Students will gain knowledge on organisations that help victims of war.</li> </ul>

				<ul style="list-style-type: none"><li>• <b>Why this? Why now?</b> Students will recap on what they have learnt throughout the unit.</li><li>• <b>Why this? Why now?</b> Students will gain knowledge of possible exam questions and technique</li></ul>
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Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Christianity	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This unit of work on Christianity begins with looking at the life of Jesus, following on from the work that they completed on Jesus the Rebel and his sacrifice in the Abrahamic faiths unit.</li> <li>• <b>Why this? Why now?</b> Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. This builds on the foundational knowledge gleaned from the prior unit.</li> <li>• <b>Why this? Why now?</b> Students need to understand the significance of Jesus' ethical teachings as well as his status as a divine being. They also need to comprehend the significance of his death and resurrection for Christian salvation to be able to compare to Jewish beliefs on the figure of Jesus within the Judaism unit.</li> <li>• <b>Why this? Why now?</b> Students will then go onto analyse key Christian doctrines and be given the historical context to how these came about i.e. The Nicene Creed and Original Sin.</li> <li>• <b>Why this? Why now?</b> This will then allow students to go onto look at the situation of Christianity in the modern world by analysing trends of participation within Christian life and understand why these trends exist.</li> <li>• <b>Why this? Why now?</b> They will then go onto question to what extent the Catholic Church</li> </ul>	Judaism	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This unit of work analyses the religion of Judaism by examining some of its key beliefs and key practices, as well as major events in its history.</li> <li>• <b>Why this? Why now?</b> It also devotes time to a deep understanding of anti-Semitism and the Holocaust. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism as well as an understanding of the impacts of the Holocaust on Jewish people.</li> <li>• <b>Why this? Why now?</b> They will be able to see the dangers of anti-Semitism and be able to spot anti-Semitic ideas i.e. the Christ killer myth.</li> <li>• <b>Why this? Why now?</b> Students will gain a basic introduction to the key beliefs that guide Judaism and shape the Jewish people; understanding that Judaism was developed by the ancient Hebrews and is characterized by the belief in one transcendent God who has revealed himself to Abraham.</li> <li>• <b>Why this? Why now?</b> Due to the covenant, students will understand how Jews are required to live</li> </ul>

		<p>should change in an ever changing modern world by looking closely at the debate around female ordination.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This unit sets students up to begin to see the complexity yet the similarity between the Abrahamic faiths. This is something that will be explored more in the first lesson on 'What do Jews believe' in the next unit.</li> </ul>		<p>according to this covenant and as such are held to higher standards than others.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Students must gain an understanding of the difference between the written and oral tradition in Judaism and the differences between reform and orthodox views; gaining an appreciation of the diversity of the faith.</li> <li>• <b>Why this? Why now?</b> Through an exploration of the Shabbat and how it is celebrated at home and in the synagogue; students will see how the basis for the celebration is in Genesis and in the ten commandments.</li> <li>• <b>Why this? Why now?</b> An analysis of both Pesach and Yom Kippur will link back to lessons five and six in the Origins of Abrahamic Faith unit for the scriptural basis for these festivals.</li> </ul>
Year 8	Hinduism: Part I	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> The Search for Origins: Students will be encouraged to think of Hinduism as many differing religious traditions from across India. They will consider the view of Hindu nationalists who believe Hinduism is India's true religion revealed to the Aryans whom they see as a noble race which lived in India thousands of years ago.</li> <li>• <b>Why this? Why now?</b> The Caste System: Students will complete an analysis of the</li> </ul>	Hinduism Part II	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Revelation and the Sharing of Knowledge: Students will consider importance of oral tradition within Hinduism and ritual traditions are passed down and sustained from generation to generation and the difference between Shruti (revelation) and Smriti (Tradition). From this students can gain an appreciation of the richness of Hindu tradition and the</li> </ul>

		<p>Caste System which stemmed from the Vedic period and the transition to a class based society and its place in the modern world.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> The Vedic Period: Students will complete an analysis of the period which gave rise to the Vedas; the texts which are the basis of Brahmanical ideology.</li> <li>• <b>Why this? Why now?</b> The Upanishads: Students focus on meditation, philosophy and ontological knowledge as well as the belief in reincarnation and the achievement of Moksha will help students understand this as the aim for human life.</li> <li>• <b>Why this? Why now?</b> Alexander the Great: Students will understand how the threat of invasion from Alexander the Great meant that India's powers consolidated themselves creating the Muaryan empire. The lack of distinctively 'Hindu' beliefs during this time encourages students to think about the influence of Buddhism and Jainism. Students will also study the worship of personal divinities: Vishnu, Shiva, Krishna and Rahma.</li> </ul>		<p>difficulty of defining it as a single tradition but rather a multitude of traditions.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Understanding the Self: Students will consider the importance of understanding the self in Hinduism by analyzing three different thinkers.</li> <li>• <b>Why this? Why now?</b> Karma, Yoga and the Self: Students will consider how In the Bhagavad-gita two innovative ideas are put forward by Krishna: first, karma yoga, offering the possibility of giving spiritual meaning to everyday actions thus building a foundation of ethical behavior.</li> <li>• <b>Why this? Why now?</b> The Divine Presence: Students will understand The difference between statues and icons and different Hindu deities: Ganesha, Vishnu and Shiva</li> <li>• <b>Why this? Why now?</b> British Colonialism and Gandhi. Through a Study of the British presence and occupation in India students will understand how Gandhi's insistence of non-violent resistance led to Indian independence.</li> </ul>
Year 9	Relationships and families	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Through this unit, students will consider religious perspectives on issues relating to relationships and families and consider the place of these perspectives in the modern world.</li> <li>• <b>Why this? Why now?</b> Students will be able to understand that there is variety in human</li> </ul>	Relationships and families	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Through this unit, students will consider religious perspectives on issues relating to relationships and families and consider the place of these perspectives in the modern world.</li> </ul>



		<p>sexuality and understand religious teaching and attitudes to human sexuality and sexual relationships. They will also consider what ‘makes and breaks’ relationships.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Students will be able to explain religious attitudes towards sexual relationships before marriage and outside of marriage.</li> <li>• <b>Why this? Why now?</b> Students will understand the attitudes of the religions being studied to contraception and family planning.</li> <li>• <b>Why this? Why now?</b> Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc.</li> <li>• <b>Why this? Why now?</b> Students should understand that there is a variety of attitudes towards marriage depending on religions studied, for example many Christians marry ‘for love’ whilst many other religious believers may have an arranged marriage. How might the expectations vary of marriage? How is cohabitation different to marriage? How do religions respond to cohabitation? What are religious attitudes towards same-sex marriage?</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions’ response to remarriage.</li> <li>• <b>Why this? Why now?</b> Students should consider arguments put forward against and favour of divorce based upon ethical considerations.</li> <li>• <b>Why this? Why now?</b> Students should know and understand the key terms extended family and nuclear family.</li> <li>• <b>Why this? Why now?</b> Students should understand how the nature of families have changed in society and should consider what counts as a family.</li> </ul>
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Term 3

	Summer I	Why this? Why now?	Summer II	Why this? Why now?
Year 7	Judaism and revision for the end of year assessment	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This unit will provide students with an overview of the persecution that Jewish people have been subject to over time.</li> <li>• <b>Why this? Why now?</b> Students must understand what the word ‘anti-Semitism’ means as hostility and discrimination against Jewish people.</li> <li>• <b>Why this? Why now?</b> Students will analyse this through an examination of The ‘Christ-killer’ myth which found its grounding in medieval Europe where many people began to see Jews as collectively responsible for the sin of deicide or, ‘god killing’.</li> <li>• <b>Why this? Why now?</b> This will then encourage students to consider why then Jewish people have been ‘scapegoats’ throughout History e.g. 900 Jews were burnt alive in Strasbourg where the plague hadn’t yet affected the city.</li> <li>• <b>Why this? Why now?</b> Students do not need to study all of these events, but need to understand the expulsion from their promised land and their status as a religious minority has left the Jewish people facing exile and hostility time and time again.</li> <li>• <b>Why this? Why now?</b> This content then leads students to understand the largest example of anti-semitism in Nazi Germany. Students will have to consider how the Nazi’s viewed the</li> </ul>	Buddhism	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This unit will provide students with an overview of the origins and fundamental beliefs of the Buddhist faith. This unit offers diversification thus far in the year where there has been a focus on the Abrahamic faiths and the concepts of monotheism and their central place within these faiths.</li> <li>• <b>Why this? Why now?</b> Students will have an introduction to the religions of India, a country with incredibly diverse religious traditions.</li> <li>• <b>Why this? Why now?</b> Students must gain an awareness that religion in India is very different to how we think about religion in a Western context. There were many different spiritual teachers, guides etc.</li> <li>• <b>Why this? Why now?</b> Students must be made aware of the caste system which divided Indian society into different social classes. Highlight the harsh reality for those living in the lower castes of society. The Buddha becomes important in this context as he belonged to a higher class but taught that nirvana was open to all people.</li> <li>• <b>Why this? Why now?</b> In order to understand the importance of Buddha</li> </ul>

		<p>Jews as a subhuman race and sought to assert the idea of Aryan racial superiority.</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> This political context then sets students up to understand how led there was a normalisation of anti-Semitism which found terrifying expression in policies enacted by the Nazi's.</li> <li>• <b>Why this? Why now?</b> Students must understand the culmination of anti-Semitism in the event of the Holocaust, where 6 million Jews lost their lives.</li> <li>• <b>Why this? Why now?</b> This allows students to discuss and debate the presence of anti-Semitism in today's world and the need to ensure that it is tackled to prevent further persecution</li> </ul>		<p>students will study his early childhood, raised within the luxury of his father's palaces and his rejection of a wealthy</p> <ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Students will understand the events surrounding Siddartha becoming 'The Buddha' e.g. abandoning the way of ascetism in favour of a middle way but not returning to a life of luxury; the Buddha's enlightenment.</li> <li>• <b>Why this? Why now?</b> Students need to understand that through the method of meditation Buddhists believe that anyone can become a Buddha. Buddha is a title.</li> <li>• <b>Why this? Why now?</b> Students will analyse the three marks of existence that are common across everything in life. Dukkha, anatta and anicca.</li> <li>• <b>Why this? Why now?</b> Students will consider te idea of constant change and how everything depends on something else for its existence. Analysis of the wheel of life and the cycle of samsara which is the continuous cycle of birth, life, death and rebirth.</li> </ul>
Year 8	<p>Philosophy of Religion</p> <p>Awaiting further resource update / scheme of work</p>	Why this? Why now?	Atheism: Waiting for United Learning scheme of work.	Atheism and Philosophy of Religion: Waiting for United Learning scheme of work.

	<b>additions from United Learning.</b>			
<b>Year 9</b>	<b>Relationships and families</b>	<ul style="list-style-type: none"> <li>• <b>Why this? Why now?</b> Through this unit, students will consider religious perspectives on issues relating to relationships and families and consider the place of these perspectives in the modern world.</li> <li>• <b>Why this? Why now?</b> Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in.</li> <li>• <b>Why this? Why now?</b> Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy.</li> <li>• <b>Why this? Why now?</b> Students should know and understand religious teachings, beliefs and attitudes about the roles of men and women. This will include how those roles are changing over time as religions re-assess their views. They should also understand the reasons for these roles in the religion and consider the idea of being equal but having different roles, which is a traditional explanation for perceived inequality.</li> </ul>	End of Year Assessment Revision + additional unit TBC.	