

Curriculum Map: RELIGIOUS EDUCATION

Nothing Short of Remarkable
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC/KNOWLEDGE Christianity Students will explore key Christian beliefs, focusing on "Who is Jesus?" and "Baptism and the Bible." They will learn about Jesus' significance and the meaning of baptism as a central rite in Christian practice.</p> <p>SKILLS Students will develop skills in interpreting religious texts, comparing beliefs within Christianity, and expressing reasoned opinions about the significance of Jesus and baptism.</p>	<p>TOPIC/KNOWLEDGE Judaism Students will explore the core beliefs of Judaism, with a focus on the celebration of Hanukkah. They will learn about the historical significance of Hanukkah, its customs, and its importance in Jewish religious life and identity.</p> <p>SKILLS Students will develop skills in understanding religious festivals, interpreting the symbolism behind Hanukkah traditions, and reflecting on how Jewish celebrations connect to faith. They will also enhance their ability to compare religious celebrations across different faiths.</p>	<p>TOPIC/KNOWLEDGE Just War Students will examine the concept of Just War, focusing on Christian perspectives on war, violence, and pacifism. They will explore Christian teachings about the morality of conflict and whether violence can ever be justified, along with the role of pacifism in Christian thought.</p> <p>SKILLS Students will develop skills in ethical reasoning, analysing religious views on war, and debating pacifism. They will learn to critically assess different moral arguments about violence and conflict, applying religious and philosophical ideas to real-world situations.</p>	<p>TOPIC/KNOWLEDGE Ethics Students will explore ethical issues at the intersection of religion and science, focusing on topics like the debate between religion and science and the ethical dilemmas surrounding genetic engineering. They will examine religious and secular perspectives on the morality of scientific advancements and their impact on society.</p> <p>SKILLS Students will develop skills in ethical analysis, evaluating arguments from religious and scientific viewpoints, and debating complex issues like genetic engineering. They will also learn to construct reasoned arguments, consider moral implications, and critically engage with different perspectives on ethics.</p>	<p>TOPIC/KNOWLEDGE Debates – Does God exist? Students will explore the philosophical and religious arguments for and against the existence of God. They will study key concepts such as the cosmological and teleological arguments, atheism, agnosticism, and critiques of belief in God, as well as religious experiences and their impact on belief.</p> <p>SKILLS Students will develop critical thinking and debating skills by constructing logical arguments, analysing different viewpoints, and presenting well-reasoned positions. They will also practice respectful discussion, responding to counterarguments, and engaging with complex philosophical and theological ideas.</p> <p>TOPIC/KNOWLEDGE Debates – Is God involved in the world? Students will explore different religious and philosophical perspectives</p>

					<p>on God's involvement in the world. They will examine ideas such as divine intervention, miracles, deism, and the problem of evil, considering whether God is actively involved in human affairs or remains distant.</p> <p>SKILLS Students will develop their debating and analytical skills by evaluating arguments related to God's involvement in the world. They will practice constructing persuasive arguments, engaging in respectful dialogue, and critically reflecting on complex theological and philosophical concepts.</p>
Term 2	<p>TOPIC/KNOWLEDGE Islam Students will explore the core beliefs of Islam, focusing on the "Pillars of Islam" and the life of the Prophet Muhammad. They will learn about the key practices that shape Islamic faith and the Prophet's role in Islam.</p> <p>SKILLS Students will develop skills in summarizing key Islamic beliefs, analysing the importance of the Five Pillars, and reflecting on the influence of Prophet Muhammad. They</p>	<p>TOPIC/KNOWLEDGE Sikhism Students will explore the beliefs and practices of Sikhism, focusing on the life and teachings of Guru Nanak and the celebration of Diwali in Sikh culture. They will learn about Guru Nanak's role in founding Sikhism and the significance of Diwali to Sikhs.</p> <p>SKILLS Students will develop skills in interpreting religious teachings, understanding the role of key figures like Guru Nanak, and reflecting on the importance of</p>	<p>TOPIC/KNOWLEDGE Future of Religion Students will explore the role and evolution of religion in society, considering what the world might be like without religion and how religious beliefs and practices have changed over time. They will examine the impact of secularization and the ongoing relevance of religion in modern life.</p> <p>SKILLS Students will develop critical thinking and evaluative skills by analysing the influence of</p>	<p>TOPIC/KNOWLEDGE Morality Students will explore the concept of morality, focusing on the question, "Can we be good without God?" They will examine religious and secular perspectives on the source of moral values and the role of faith in ethical decision-making, as well as humanist views on morality.</p> <p>SKILLS Students will develop critical thinking skills by analysing different viewpoints on the</p>	<p>TOPIC/KNOWLEDGE Debates – Where did religion come from? Students will investigate various theories about the origins of religion, exploring religious, anthropological, and sociological perspectives. They will examine ideas such as divine revelation, the role of religion in society, and evolutionary theories that suggest religion developed to meet psychological or social needs.</p> <p>SKILLS</p>

	<p><i>will also enhance their ability to compare religious practices.</i></p>	<p><i>Diwali in Sikhism. They will also enhance their ability to compare religious leaders and celebrations across faiths.</i></p>	<p><i>religion on society, reflecting on historical and contemporary changes in religious practice, and debating the possible futures of religion in a diverse world.</i></p>	<p><i>origins of morality. They will engage in debates, constructing well-reasoned arguments, and reflecting on the relationship between belief in God and moral behaviour.</i></p>	<p><i>Students will enhance their critical thinking and debating skills by analysing and comparing different theories on the origins of religion. They will practice forming reasoned arguments, engaging in discussions, and reflecting on the role of religion in human history and culture.</i></p> <p>TOPIC/KNOWLEDGE Debate – Why did Freud think God was all in the mind? <i>Students will explore Sigmund Freud’s psychological theory regarding religion, focusing on his belief that God and religious belief are products of the human mind. They will examine Freud’s ideas on religion as an illusion, including concepts like wish fulfilment and the Oedipus complex.</i></p> <p>SKILLS <i>Students will develop analytical and debating skills by evaluating Freud’s psychological theory of religion. They will engage in critical discussion, compare Freud’s views with other perspectives on belief in God, and practice constructing well-supported arguments in a debate setting.</i></p>
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Term 3	<p>TOPIC/KNOWLEDGE Hinduism Students will learn about the central beliefs of Hinduism, focusing on its holy scriptures and what it means to live as a Hindu. They will explore key texts like the Vedas and how Hindu beliefs shape daily life and practices.</p> <p>SKILLS Students will develop skills in interpreting Hindu scriptures, understanding the cultural practices of Hindus, and reflecting on how religious beliefs influence behaviour. They will also practice comparing the role of scripture in different religions.</p>	<p>TOPIC/KNOWLEDGE Buddhism Students will explore key beliefs in Buddhism, focusing on the practice of pilgrimage. They will learn about the significance of pilgrimage in Buddhist traditions, including important sites like Bodh Gaya, and how it connects to Buddhist teachings.</p> <p>SKILLS Students will develop skills in understanding the spiritual importance of pilgrimage, analysing the motivations behind religious journeys, and reflecting on how pilgrimage expresses Buddhist beliefs. They will also enhance their ability to compare pilgrimage practices across religions.</p>	<p>TOPIC/KNOWLEDGE Religious Founders and Leaders Students will explore the lives and teachings of key religious founders and leaders, considering what makes a good leader in religious contexts. They will learn about qualities such as wisdom, compassion, and integrity, and how these traits are exemplified by figures like Jesus, Muhammad, and Guru Nanak.</p> <p>SKILLS Students will develop skills in evaluating leadership qualities, comparing religious leaders, and reflecting on the characteristics that make an effective leader. They will also enhance their ability to apply these insights to discussions about leadership in both religious and secular contexts.</p>	<p>TOPIC/KNOWLEDGE Medical Ethics Students will explore key issues in medical ethics, focusing on religious and secular attitudes toward abortion and the ethical dilemmas surrounding saviour siblings. They will examine how different religious traditions respond to these complex issues and the moral considerations involved in medical decision-making.</p> <p>SKILLS Students will develop analytical skills by evaluating ethical arguments related to abortion and saviour siblings. They will engage in debates, apply religious and ethical theories, and critically assess the impact of medical decisions on individuals and society.</p>	
Career Pathways	<p>Studying Religious Education equips students with critical thinking, ethical reasoning, and communication skills, valuable in a wide range of careers. Potential pathways include roles in education, social work, law, politics, and journalism, where understanding diverse perspectives is key. It also supports careers in counselling, community leadership, and non-profit organizations. For those interested in theology or philosophy, there are opportunities in academic research, religious leadership, and chaplaincy. The study of ethics and belief systems is particularly relevant for roles that involve working with diverse communities or navigating complex moral issues.</p>				