



Queen Elizabeth's Girls' School

Educating Women of the Future

Religious Studies Key Stage 3 Curriculum 2022/23

	Topic/Big Question	Focus
Year 7	What does it mean to belong to a religion? INTRODUCTION TO KS3 RS1	This unit introduces students to different beliefs and views held by people around the world and the reasons for these beliefs. They will develop their abilities and skills in thinking about religion from a sociological, philosophical and theological perspective, including questions of growth and decline. Students are given an opportunity to analyse and discuss Census data on religion and gain an understanding of the religious make-up of the people of Barnet, the UK and the world. They will consider what it actually means to be part of a religion or religious group and why some religious groups are growing. They will seek to understand how religious identity is developed through dress and personal symbols as well as rules and teachings and reflect on the challenges of following a religion.
	Students will consider the question "How should we live?" INTRODUCTION TO KS3 RS1 continued.	This unit enables students to explore values, ethics and rules for living, from different religious perspectives and cultural views. Students will be able to make connections between religions and morality and the importance of ethics for non-religious people. Students will be introduced to sacred texts and holy writings. This unit explores the impact of belief on a person's life and aids us in seeing the diversity in our ways of living including the following of rules. The unit helps students to look at the world through the eyes of different people, their cultures and religions and considers what the world looks like to someone with a faith or a belief different to their own.
	<ol style="list-style-type: none">1. How do religious ideas and beliefs globally influence human lives and how might those ideas be expressed ?2. How do we know what to believe?3. How do religious laws help believers to run their lives?4. What does Authority mean to you?	<p>This unit gives students the opportunity to explore a number of faiths including the Dharmic faiths and the Semitic faiths and their impact through their religious traditions. Students are encouraged to enquire through three distinct disciplines; Theology, Philosophy and Human/ social science. They will engage with sacred texts, key figures and modern interpretations of these faiths. Throughout the unit students are invited to draw their own conclusions about the impact of these religions and the influence they have had on the world. A variety of symbols and concepts will be explored and the way they help believers to express complex ideas about their faith.</p> <p>Students will consider how we decide what a person believes and whether those decisions are mainly cultural, belief based or grounded in logic/proof.</p> <p>Students will consider what they believe in themselves and how they have reached those conclusions. They will also think about the part logical thinking plays in religious belief.</p> <p>Do religions run mainly on laws? Where do those rules come from and how do we know we have understood those rules properly? This section invites students to think about the validity of laws and the authority that guides the giving of laws. It also considers the role of revelation in the giving of teachings and laws including an examination of God's laws and their various religious expressions (sources of authority) as well as figures of authority in a variety of religious traditions.</p>

	4/5/6 Why is there suffering and what happens to us when we die?	This section aims to explore how a variety of religions deal with the difficult subject of suffering. It takes into account a variety of teachings which explain the nature of the human condition and teachings which aim to help the believer alleviate that suffering. In this part of the course we look primarily at Buddhist teachings on suffering and how this dharmic religion seeks to overcome that state. We also examine Judaism and how it has dealt with suffering through Old Testament teachings and stories. We then go on to explore a variety of beliefs about death and the afterlife and how these beliefs comfort the religious believer.
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Year 8	1. What is meant by the concept of God and is it logical to believe in God?	This unit introduces students to some of the philosophical questions about belief in God. It returns to the idea of logic and it seeks to enable students to deal with questions about the nature of God from the perspective of the dharmic religions of Sikhism, Hinduism and Buddhism. Students also consider agnostic and atheist ideas and the reasons a person might decide to adopt such a perspective. This unit examines creative and imaginative ways of exploring beliefs about God that relate to experience and philosophy. This unit enables students to engage with spiritual ideas through arts from a number of faiths. Pupils are given the opportunity to think for themselves about questions to do with meaning, history, spirituality behind the pieces of work studied and are encouraged to consider what can be learned from these expressions of faith, by referring to their own beliefs, experiences and values.
	2/3/4/5/6 Rites of Passage	Students start this unit by examining the importance of rites of passage in a person's life and its connection to belief in a God or the Soul. We will examine Hindu, Sikh and Buddhist rites of passage and how they reflect the belief systems of those faiths.
	7/8 What does it mean to be human? Why do humans make the decisions they make in life?	This unit asks students to interpret, analyse and evaluate a range of sources and ideas, such as similes, interviews and poems and use them to explore religious and non-religious responses to the question 'What is a human being?' It offers stimulus and resources that enable students to consider their own viewpoints by examining the ideas of others from within Christianity, Hinduism and non-religious world views. The activities in the unit encourage active engagement with original sources as well as creative outcomes to allow students to express their own understanding in the light of their exploration of different views.
	9/10. What is meant by evil? How does it relate to the suffering in the world? 11./12 Forgiveness and Christianity	<p>Students will revisit the concepts of Buddhism to consider how this faith deals with the question of suffering. We consider the causes of suffering and how religion attempts to alleviate that suffering. We also look at the difference between natural and moral evil. We will look at how Christians and Jews think about evil and the suffering it brings into the world with reference to the book of Genesis.</p> <p>In this section students are given the opportunity to consider if suffering can ever really be overcome in this life and how a Christian belief in God's grace and forgiveness through the teachings of Jesus seeks to find a solution to this problem</p> <p>Students will then go on to consider how the differences between faiths and cultures can be overcome in our society and through an understanding of diversity how reconciliation can be achieved. We think about common goods and values in the UK and the world.</p> <p>In these lessons we consider a variety of moral dilemmas and whether any one solution can be reached. We think about the ways in which we reach moral decisions and the laws that may inform that decision making. This introduces students to ethics</p>

	13. What is a moral dilemma and how do we come to solutions to such questions?	and the pursuit of what is right and wrong and whether we can ever be entirely right or wrong. This introduces absolutism and relativism.
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	Topic/Big Question	Focus
Year 9	What does it mean to be a Muslim in Britain today?	In this unit students gain a rich knowledge of the religion of Islam. They develop their abilities and skills in understanding key beliefs, religious texts and experiences and practices in modern Britain. Students also consider the ways in which these beliefs affect the lifestyle and outlook of Muslims in the modern world. Throughout this unit students are given ample opportunities to explore and reflect on their own beliefs and values. The aim of this unit is to learn in some depth about a major world religion and to encourage understanding of the Muslim lifestyle and the implications of the Five Pillars of Islam. Exam style questioning is key throughout in preparation for GCSE study of religions.
	GCSE - Judaism	
	Jewish beliefs and teachings: What does God want?	In this unit students develop their knowledge and understanding of key Jewish beliefs and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students examine what these beliefs mean to Jews and think about how they might affect how Jews live. They are also given opportunities to make links between these beliefs and what they think/believe. Students come to learn common and divergent views within Judaism in the way beliefs and teachings are understood and expressed. They may refer to a range of different Jewish perspectives, for example, Orthodox, Reform and Liberal Judaism. Key beliefs: <ul style="list-style-type: none"> • Nature of God • Divine presence • The nature and role of the Messiah • The promised Land and the covenant with Abraham • The covenant at Sinai and the Ten Commandments • Key moral principles in Judaism • Mitzvot and freewill • Sanctity of life • Life after death, judgement and resurrection.
	Jewish practices How do you follow God's law?	In this unit students explore how Jewish believers practice their faith and how they express their beliefs through these practices, as well as making links with teachings in scripture. Students examine the purpose and importance of these practices and the influence on individuals and communities. Students also explore and come to understand some of the differences between the way different Jewish groups express their faith. Practices: <ul style="list-style-type: none"> • Worship • Prayer • Law

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