

Religious Studies										
Year Group	Year 7	Year 8	Year 9	Year 7	Year 8	Year 9	Year 7	Year 8	Year 9	
Scheme of Work	Creation in Christianity	Historical Jesus	Is God Real?	Scheme of Work	Big Stories- Contextualising the Old Testament for the Old vs New covenant	Islam and modernity- reflecting on how muslims live in a modern UK	Scheme of Work	Seva in Sikhism	Humanism- How do atheists answer the big questions?	Just and Fair world? Religious responses to evil and suffering
Knowledge and Skills	Exploration of foundations of faith, either textual, historical or epistemologically. These units enable students to understand how religious beliefs, teachings and practices have developed, while providing a framework for making meaningful comparisons between different worldviews.			Knowledge and Skills	Through exegesis, students learn to critically interpret sacred writings. They balance respect for the text's spiritual significance with an objective analysis of its cultural and historical dimensions.		Knowledge and Skills	Students engage with a variety of issues facing modern Britain and critically analyse how well religions have answered these questions. Students apply what they have learned to their own experience and self-understanding and consider how, if at all, this might affect their self-understanding and their understanding of others.		
Why This	Interdisciplinary knowledge throughout - Critical thinking, literacy skills and development of arguments. Empathy and communication skills are a the fore in these topics, as students are introduced to faiths or worldviews that are often different from their own.				Textual analysis and critical reading, conceptualisation and comprehension. Analytical thinking.			Interdisciplinary knowledge throughout - Critical thinking, literacy skills and development of arguments. Empathy and communication skills whilst developing moral arguments. Conceptualisation and comprehension. Analytical thinking.		
Why This	Understanding foundational philosophy or contexts allows for students to place further learning into a wider framework, deepening breadth of knowledge. It gives space for students to engage in comparative religion while addressing central misunderstandings and gaps in logic.			Why This	Contextualization helps students understand how religious texts relate to contemporary issues, making these ancient writings relevant to modern life and diverse communities. This is balanced by a deeper understanding of the context the texts were first revealed and how interpretation has changed.		Why This	Culmination of exegesis of texts and theological study. Students apply knowledge to ultimate questions about how religions respond to evil and what it means to be human. Students reflect on how we are all united and how we can form a cohesive society in the face of our differences.		
Why Now	Beginning with the study of Genesis allows students to build on prior knowledge whilst introducing them to critical and academic study of Religions, rather than a faith based or thematic approach. Students can see the scope of one belief and begin to build links to future topics (Trinity, social justice).	Introducing the Dharmic traditions allows students to consider the radical changes religions can provide into lives. The focus on the monastic lives draws parallel with more familiar faiths (Islam and Christianity) whilst examining the different world view balances the Abrahamic faiths.	Introducing Humanism gives more mature students the opportunity to grapple with the ethical and philosophical content. Students are able to explore utilitarianism vs deontology, science vs faith with a more confident grasp of the critical thinking necessary to approach these topics	Why Now	Through the three years of KS3 students will develop an understanding of the Bible in Context. Beginning with Jewish understanding of the Torah and Halakha in Big stories, contrasting with the radical message if Jesus in the new testament before grappling with promises of the future in life after death. Using a combination of skills and knowledge built, students can enrich both their religious and secular understanding of one of the world's most influential texts. The use of a spiral curriculum also strengthens the connections students will make to moral issues in the next SOW and understanding of the link between belief and behaviour.	Why Now	Prepared by the critical engagement with big ideas and texts students can evaluate responses to and expressions of ultimate questions using empathy and reasoned argument. They have from previous study a base of theological understanding from which to assess both their own and others way of navigating our society. It encourages critical thinking about moral frameworks, promotes empathy by showing how diverse communities address challenges, and fosters a deeper awareness of how religious principles influence real-world actions and solutions. This study also prepares students to engage with global issues through a multidisciplinary lens.			
Links to Prior Learning	Students have covered the Christian creation myth in KS2 using a more narrative focus.	Introducing a new tradition is completed via a critical realist framework, which aims to contextualise a faith vs the world around it and opposing other truth claims. For example, in Historical Jesus students are invited to compare and contrast the religious and historical claims, helping them develop their concept of 'truth'.		Links to Prior Learning	Spiral curriculum- students build on each previous bout of exegesis starting with Genesis in the first SoW. Students contextualise central tenets of Christianity (Trinity, salvation) and Abrahamic Faiths in general (Monotheism, Sin)	Links to Prior Learning	Spiral curriculum- see moral arguments develop from the Golden rule, to more complex debates between the rights of man vs societal obligations and temporal vs eschatological judgement. Students will use evidence from texts to debate and come to conclusions.			
Links to Future Learning	Skills and knowledge built in each topic are utilised in future topics. For example, Stewardship is further explored in multiculturalism, concepts of Nirvana in eschatology etc. The contextualising of faiths means students are then able to apply their knowledge when studying modern social dilemmas.			Links to Future Learning	Critically analysing texts provides the context for moral and social debates explored in future topics. For example, understanding God's new creation in year 7 and 9 allows students to respond to ideas of justice in the final module and synthesise a more complex response.	Links to Future Learning	Use of religions to engage in the modern world is a key skill for the GCSE.			
Assessment and Feedback	Assessment is continual through use of live marking of class tasks and through the recall tasks at the start of each lesson encouraging recall of information over the long term as it has to be retained across SoW. More summative assessment is achieved through the use of multiple choice end of unit assessments which consist of hinge questions targeting the information required to build up to the next									