

RP Curriculum Overview

KS3 All of KS3 have one hour per week Shropshire Agreed Syllabus 2021-2026 (reference is to key unit questions see appendix 1)		
September – October Half Term (Autumn 1)		
Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)
<p>Content</p> <ul style="list-style-type: none"> • What is RP and why is it important? • What is belief? • What do we mean by ‘being religious’ • Jewish Beliefs • Christian Beliefs • Muslim Beliefs <p>Cross curricula: Geography, major world faiths</p> <p>Diversity: Major world faiths/cultures</p> <p>British Values: Respect and tolerance/Rule of Law</p> <p>Assessments / Exams: Comparison of beliefs assessment – end of unit</p> <p>Enrichment Activities / Links to agreed syllabus: 3.4, 3.5, 3.6, 3.7, 3.10, 3.12, 3.13, 3.14</p>	<p>Content</p> <ul style="list-style-type: none"> • Symbolism • Religious practices and symbolic actions – Holy communion, Baptism • Puja <p>Cross curricula: Geography – different practices worldwide History – evolution of practices and links to reformation</p> <p>Diversity: Differences within religion</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Symbolism Assessment</p> <p>Enrichment Activities / Links to agreed syllabus: 3.3</p>	<p>Content</p> <ul style="list-style-type: none"> • Hinduism – beliefs and practices Creation story, Trimurti, Brahman and Deities, Caste system, Achieving Moksha, Ramayana, Bhangra <p>Cross curricula: Art – religious images and symbolism Music - bhangra</p> <p>Diversity: Religious and Cultural practices and beliefs</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Group project</p> <p>Enrichment Activities / Links to agreed syllabus: 3.2, 3.9, 3.14, 3.15, 3.18</p>
November – December Half Term (Autumn 2)		

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Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)
<p>Content</p> <ul style="list-style-type: none"> • Belief in action – stewardship/khalifah/dominion • Belief in action – prominent people (Prophets) • Buddhist beliefs • Sikh beliefs • Sign and symbols - Interpreting symbols <p>Cross curricula: Art - interpretation</p> <p>Diversity: Major world faiths/cultures</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Symbols end of unit assessment</p> <p>Enrichment Activities / Links to agreed syllabus: 3.4, 3.5, 3.6, 3.7, 3.10, 3.12, 3.13, 3.14</p>	<p>Content</p> <ul style="list-style-type: none"> • Festivals • Diwali • Id-ul-Fitr • Id- ul- Adha • Chanukah <p>Cross curricula: Geography – different practices worldwide</p> <p>Diversity: Differing religious practices</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Year 8 Exam</p> <p>Enrichment Activities / Links to agreed syllabus: 3.4, 3.10</p>	<p>Content</p> <ul style="list-style-type: none"> • Hinduism – beliefs and practices <p>Creation story, Trimurti, Brahman and Deities, Caste system, Achieving Moksha, Ramayana, Bhangra</p> <p>Cross curricula: Art – religious images and symbolism Music - bhangra</p> <p>Diversity: Religious and Cultural practices and beliefs</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Year 9 Exam</p> <p>Enrichment Activities / Links to agreed syllabus: 3.2, 3.9, 3.14, 3.15, 3.18</p>
January – February Half Term (Spring 1)		
Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)
<p>Content</p> <ul style="list-style-type: none"> • Religious symbols • Symbolism within rituals • Does God Exist? • What is the evidence for/against the existence of God <p>Cross curricula: Science - creation</p> <p>Diversity: Different world views of what God is like</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams:</p>	<p>Content</p> <ul style="list-style-type: none"> • Festivals • Passover • Easter (how/why is it celebrated) <p>Cross curricula: Science – alternative theories (plagues) History – persecution of Jews</p> <p>Diversity: Differing religious practices</p> <p>British Values: Respect and tolerance</p>	<p>Content</p> <ul style="list-style-type: none"> • Does God exist? <p>Does God Exist? Creation stories, Big Bang/evolution, Design theory, First cause argument, why does suffering exist?</p> <p>Cross curricula: Science</p> <p>Diversity: Different world views of what God s like</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: GCSE questions within lessons</p>

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<p>Symbols end of unit assessment</p> <p>Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.6, 3.16, 3.18</p>	<p>Assessments / Exams: GCSE style questions</p> <p>Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.4, 3.6, 3.7, 3.15, 3.16</p>	<p>Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.5, 3.16, 3.17</p>
February – April Half Term (Spring 2)		
Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)
<p>Content</p> <ul style="list-style-type: none"> • The nature of suffering • Images of God • Christian beliefs about God • Muslim beliefs about God <p>Cross curricula: Diversity: Different world views of what God is like British Values: Respect and tolerance Assessments / Exams: Year 7 exam prep Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.6, 3.16, 3.18</p>	<p>Content</p> <ul style="list-style-type: none"> • Festivals • Easter <p>Holy week, why was Jesus executed? Was Jesus guilty of these crimes? How is Easter celebrated?</p> <p>Cross curricula: History – persecution Diversity: Religious beliefs and practices British Values: Respect and tolerance, rule of law Assessments / Exams: GCSE question Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.4, 3.6, 3.7, 3.15, 3.16</p>	<p>Content</p> <ul style="list-style-type: none"> • The problem of evil and suffering <p>What is suffering? Free will, religious attitudes to why there is suffering, Case study – Rwandan Genocide</p> <p>Cross curricula: Wider humanities subject areas Diversity: Religious attitudes to suffering British Values: Respect and tolerance, individual liberty, rule of law Assessments / Exams: Group project Enrichment Activities / Links to agreed syllabus: 3.1, 3.3, 3.5, 3.16, 3.17</p>
April – May Half Term (Summer 1)		
Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)
Content	Content	Content

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<ul style="list-style-type: none"> • What do people believe happens when we die? (inc. non-religious views) • Why do people believe in Life after death/is there any evidence? • Christian beliefs • Muslim beliefs • Buddhist beliefs • Hindu beliefs • Sikh beliefs <p>Cross curricula: Diversity: Religious and non-religious views about the afterlife British Values: Respect and tolerance Assessments / Exams: Peer assessment Enrichment Activities / Links to agreed syllabus: 3.3, 3.6, 3.9, 3.14, 3.15</p>	<ul style="list-style-type: none"> • Buddhism <p>The story of Siddhartha, teaching of the Buddha, Noble truths, Noble Eightfold Path, being Buddhist today</p> <p>Cross curricula: Geography Diversity: Major world faiths/cultures British Values: Respect and tolerance Assessments / Exams: Peer assessment Enrichment Activities / Links to agreed syllabus: 3.8, 3.14, 3.15, 3.17</p>	<ul style="list-style-type: none"> • Morality: Matters of Life and Death <p>What is morality? What makes life special? When does life begin? Embryology, Cloning, Saviour siblings</p> <p>Cross curricula: Science, wider humanities subjects, PSHE/Citizenship Diversity: Religious and cultural attitudes to issues of morality British Values: Rule of law, individual liberty, respect and tolerance Assessments / Exams: GCSE questions within lessons Enrichment Activities / Links to agreed syllabus: 3.3, 3.13, 3.14, 3.16</p>
June – July Half Term (Summer 2)		
Year 7 (Making sense of belief)	Year 8 (Belief in action)	Year 9 (Making connections)

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<p>Content</p> <ul style="list-style-type: none"> • Worship • How do people pray? Christian prayer positions, Muslim salat – rak’ah • Religious artefacts <p>Cross curricula: Art (religious artwork)</p> <p>Diversity: Different religious views of how/why worship is important</p> <p>British Values: Respect and tolerance/individual liberty</p> <p>Assessments / Exams: Reflection of year 7 learning</p> <p>Enrichment Activities / Links to agreed syllabus: 3.10</p>	<p>Content</p> <ul style="list-style-type: none"> • Sikhism <p>Cross curricula: Geography, English (Anita and Me)</p> <p>Diversity: Major world faiths/cultures</p> <p>British Values: Respect and tolerance</p> <p>Assessments / Exams: Group presentation</p> <p>Enrichment Activities / Links to agreed syllabus: 3.12, 3.14, 3.15</p>	<p>Content</p> <ul style="list-style-type: none"> • Morality: Matters of Life and Death Abortion, Euthanasia, Crime and Punishment - Death Penalty <p>Cross curricula: Science, wider humanities subjects, PSHE/Citizenship</p> <p>Diversity: Religious and cultural attitudes to issues of morality</p> <p>British Values: Rule of law, individual liberty, respect and tolerance</p> <p>Assessments / Exams: GCSE questions within lessons</p> <p>Enrichment Activities / Links to agreed syllabus: 3.3, 3.13, 3.14, 3.16</p>
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KS4

Option Subject – two hours per week for option groups

AQA Religious Studies A: 8062 <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

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September – October Half Term (Autumn 1)	
Year 10	Year 11
<p>Content</p> <p>Paper 1: Christian beliefs</p> <ul style="list-style-type: none"> • Nature of God • Trinity • Creation • Incarnation • Crucifixion • Resurrection • Ascension • life after death • Afterlife and judgement • Heaven and Hell • Sin and Salvation 	<p>Content</p> <p>Paper 2: Crime and Punishment</p> <ul style="list-style-type: none"> • What is crime and punishment • Reasons for crime • Different types of crime • Causing suffering to others • Aims of punishment • Community service • Corporal punishment • Capital punishment • Death penalty • Forgiveness
<p>Cross curricula links / diversity / Modern British Values:</p> <p>Art – religious imagery, images of God respect and tolerance</p>	<p>Cross curricula links / diversity / Modern British Values:</p> <p>Life – crime and punishment units, rights and responsibilities Religious and non-religious views on moral and ethical issues the rule of law / individual liberty / respect and tolerance</p>
<p>Assessments / Exams:</p> <p>Practice GCSE Questions End of unit assessment</p>	<p>Assessments / Exams:</p> <p>Practice GCSE Questions End of unit assessment</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p> <p>Shrewsbury Prison visit KS4 ‘Film’ Club – a chance to watch documentaries related to the current topics being studied</p>
November – December Half Term (Autumn 2)	
Year 10	Year 11
<p>Content</p> <p>Paper 1: Christian Practices</p> <ul style="list-style-type: none"> • Worship • Prayer • Baptism • Holy Communion 	<p>Content</p> <p>Paper 2: (Life and Crime revision for Mock exam) Paper 2: Human Rights and Social Justice</p> <ul style="list-style-type: none"> • Development of Rights and social justice • Religious Freedom • Prejudice and discrimination – intro

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<ul style="list-style-type: none"> • Pilgrimage (Iona/Lourdes) • Festivals: Christmas/Easter • Churches in local community: Food banks/Street Pastors • Mission and Evangelism • Church Growth and importance • Christian persecution • Response to world poverty 	<ul style="list-style-type: none"> • Disability/Sexuality/Racism/Gender • Challenging Prejudice and Discrimination • Wealth • Poverty and Causes • Exploitation/Helping the poor
<p>Cross curricula links / diversity / Modern British Values: respect and tolerance</p>	<p>Cross curricula links / diversity / Modern British Values: Life/whole school assembly and tutor times – prejudice and discrimination topics, human rights Religious and non-religious views on moral and ethical issues the rule of law / individual liberty / respect and tolerance</p>
<p>Assessments / Exams: Practice GCSE Questions End of unit assessment</p>	<p>Assessments / Exams: Practice GCSE Questions Year 11 Mock exams: December</p>
<p>Enrichment Activities: Virtual Tour – religious buildings Virtual Tour – Iona</p>	<p>Enrichment Activities: Lunchtime and after-school revision sessions Intervention sessions (small group and 1:1)</p>
<p>January – February Half Term (Spring 1)</p>	
<p>Year 10</p>	<p>Year 11</p>
<p>Content Paper 1: Muslim Beliefs</p> <ul style="list-style-type: none"> • Tawhid: The oneness of God • Sunni and Shi'a Islam • The Nature of God • Angels • Predestination • Life after Death • Prophethood: Adam, Ibrahim, Muhammad • Holy Books 	<p>Content Paper 2: Peace and Conflict</p> <ul style="list-style-type: none"> • Introduction to Peace • Violent protest and terrorism • Reasons for war • WMD/Nuclear war • The Just War • Jihad • Holy War • Pacifism • Victims of war
<p>Cross curricula links / diversity / Modern British Values: respect and tolerance</p>	<p>Cross curricula links / diversity / Modern British Values: History Religious and non-religious views on moral and ethical issues</p>

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	Democracy / the rule of law / individual liberty / respect and tolerance
Assessments / Exams: Practice GCSE Questions End of unit assessment	Assessments / Exams: Practice GCSE Questions End of unit assessment
Enrichment Activities: KS4 RP Day	Enrichment Activities: KS4 'Film' Club – a chance to watch documentaries related to the current topics being studied
February – April Half Term (Spring 2)	
Year 10	Year 11
Content Paper 1: Muslim Practices <ul style="list-style-type: none"> • 5 Pillars, Acts and Shahadah • Salah • Sawm • Zakah • Hajj • Jihad • Id-ul-fitr and Id-ul-Adha • Ashura 	Content (Paper 2 may run into the first half of this term) Paper 1 and Paper 2 revision for GCSE Exams - May
Cross curricula links / diversity / Modern British Values: respect and tolerance	Cross curricula links / diversity / Modern British Values: Religious and non-religious views on moral and ethical issues Democracy / the rule of law / individual liberty / respect and tolerance
Assessments / Exams: Practice GCSE Questions End of unit assessment	Assessments / Exams: Practice GCSE Questions
Enrichment Activities: Virtual Tour – religious buildings Hajj 360 –Virtual tour	Enrichment Activities: Lunchtime and after-school revision sessions Intervention sessions (small group and 1:1) KS4 'Film' Club – a chance to watch documentaries related to the current topics being studied
April – May Half Term (Summer 1)	

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Year 10	Year 11
Content Paper 2: Religion and Life <ul style="list-style-type: none"> • Origins of the universe • Value of the world • Use and the abuse of the environment • Pollution • Use and abuse of animals • Origins of human life • Abortion 	Content Paper 1 and Paper 2 revision
Cross curricula links / diversity / Modern British Values: Science/Geography Religious and non-religious views on moral and ethical issues the rule of law / individual liberty / respect and tolerance	Cross curricula links / diversity / Modern British Values: Religious and non-religious views on moral and ethical issues Democracy / the rule of law / individual liberty / respect and tolerance
Assessments / Exams: Practice GCSE Questions End of unit assessment	Assessments / Exams: Externally set GCSE exams - May
Enrichment Activities: KS4 'Film' Club – a chance to watch documentaries related to the current topics being studied	Enrichment Activities: Lunchtime and after-school revision sessions Intervention sessions (small group and 1:1) KS4 'Film' Club – a chance to watch documentaries related to the current topics being studied
June – July Half Term (Summer 2)	
Year 10	Year 11
Content Paper 1: Revision for exams <ul style="list-style-type: none"> • Revision lessons for each of the four topics in Paper 1 Paper 2: Religion and Life cont. <ul style="list-style-type: none"> • Euthanasia • Death and afterlife 	No content – RP GCSE completed
Cross curricula links / diversity / Modern British Values:	

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<p>Science/Geography Religious and non-religious views on moral and ethical issues the rule of law / individual liberty / respect and tolerance</p>	
<p>Assessments / Exams: Practice GCSE Questions Year 10 Exams -June</p>	
<p>Enrichment Activities: Lunchtime and after-school revision sessions Intervention sessions (small group and 1:1) KS4 'Film' Club – a chance to watch documentaries related to the current topics being studied</p>	

<p>KS4 Non Option – core provision – one hour every three weeks Links in content to AQA Religious Studies A: 8062. References will be made to Christian and Muslim scripture</p>		
<p>Autumn Term</p>	<p>Lesson 1</p>	<p>Introduction</p>
	<p>Lesson 2</p>	<p>Animal Rights: What rights do animals have? Can we use them for experiments? Should we use animals for food?</p>
	<p>Lesson 3</p>	<p>Human Rights: What are human rights? How can these be upheld?</p>
	<p>Lesson 4</p>	<p>Prejudice and Discrimination: Causes of discrimination, The Law</p>
	<p>Lesson 5</p>	<p>Prejudice and Discrimination: Types of discrimination</p>
<p>Spring Term</p>	<p>Lesson 6</p>	<p>Social Justice and Poverty: Causes of poverty, how can we help?</p>
	<p>Lesson 7</p>	<p>Social Justice and Poverty: Exploitation</p>
	<p>Lesson 8</p>	<p>Crime and Punishment: Types of crime, reasons for crime, aims of punishment</p>
	<p>Lesson 9</p>	<p>Crime and Punishment: Types of punishment; prison, corporal, capital</p>
<p>Summer Term</p>	<p>Lesson 10</p>	<p>Peace and Conflict: Types of conflict, causes of war, consequences of war</p>
	<p>Lesson 12</p>	<p>Peace and Conflict: Just war/Holy War, can war ever be justified</p>
	<p>Lesson 13</p>	<p>Showcase: Presentations</p>
	<p>Lesson 14</p>	<p>Showcase: Presentations</p>

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Appendix 1:

Shropshire Agreed Syllabus 2021-2026 Key Questions <i>(NB focus should be Christianity, Islam, Sikhism and Buddhism)</i>	
3.1	What does it mean for Christians to believe in God as Trinity? [God]
3.2	Should Christians be greener than everyone else? [Creation]
3.3	Why are people good and bad? [Fall]

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3.4	Does the world need prophets today? [People of God]
3.5	What do people do when life gets hard? [Wisdom]
3.6	Why do Christians believe Jesus was God on Earth? [Incarnation]
3.7	What is so radical about Jesus? [Gospel]
3.8	The Buddha: how and why do his experiences and teachings have meaning for people today? [<i>Buddha/dhamma/sangha</i>]
3.9	Why don't Hindus want to be reincarnated and what do they do about it? [<i>Samsara/moksha/Brahman/atman/karma/dharma</i>] <i>Optional unit for schools teaching Hinduism at GCSE</i>
3.10	What is good and what is challenging about being a Muslim teenager in Britain today? [<i>Iman/ibadah/Akhlaq</i>]
3.11	What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land] <i>Optional unit for schools teaching Judaism at GCSE</i>
3.12	How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/ <i>Panth</i>]
3.13	What difference does it make to be non-religious in Britain today?
3.14	Good, bad; right, wrong: how do I decide?
3.15	How far does it make a difference if you believe in life after death? <i>Christians, Muslims, Hindus, non-religious worldviews</i>
3.16	Why is there suffering? Are there any good solutions? <i>Christians, Hindus/Buddhists, non-religious worldviews</i>
3.17	Should happiness be the purpose of life? <i>Christians, Buddhists, non-religious worldviews</i>
3.18	How can people express the spiritual through the arts? <i>Religious and non-religious worldviews</i>