

Key Stage 3

Year
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism The year opens with the question of whether God exists, distinguishing theist, atheist and agnostic positions and justifying an answer. Students then study Jewish beliefs about God through the covenants of Abraham and Moses and what they reveal about God, the Torah and how it is treated, the synagogue and what makes a space sacred, rites of passage including Brit Milah and Bar/Bat Mitzvah, and Jewish food laws and their benefits and challenges. Key vocabulary: Judaism, Jew, Torah, Synagogue, Abraham, Passover, Hanukkah, Bar Mitzvah, Bat Mitzvah, Exodus	Judaism Students explain how and why the Jewish community celebrates Sukkot, Pesach and Shavuot, and evaluate whether it is important to remember the past. They explore the purpose, symbolism and significance of Brit Milah, Bar/Bat Mitzvah and Jewish weddings and judge which matters most. The unit closes with the Holocaust: its historical context and impact on Jewish communities, and Jewish ethical responses through justice and compassion, forgiveness and reparation, and support for the elderly and vulnerable.	Christianity Students trace the history of Christianity, the number of Christians in the UK, and the Reformation and the establishment of the Church of England. They use biblical passages to explain the incarnation and analyse its significance, define parables and evaluate whether they are the best way to share Jesus' message, examine the evidence for the resurrection and ascension and how it influences Christians today, and describe the Trinity and its features.	Christianity Students describe what happened on the first day of Pentecost, explain why it is celebrated and analyse the symbolism used for the Holy Spirit. They study heaven and hell and the Christian view of the afterlife, evaluating whether it is the most important Christian belief, then explore gender equality, the influential women in Christianity, and how women can continue to shape the faith.	Islam Students learn how Islam began and spread across the world, then study the Five Pillars, why they matter to Muslims and which is most important. They recall how the Qur'an was revealed, explain its importance and differentiate it from the Psalms, the Gospel and the Scrolls of Abraham. Ramadan follows — the origins, duties, benefits and exceptions of fasting, and why the Night of Power matters — alongside the Islamic festivals and the difference between Eid ul-Fitr and Eid ul-Adha.	Islam Students define the mosque, describe its features and explain why mosques are important to Muslims. They outline the timeline of diversity in the UK, the concerns and challenges faced by Muslims in Britain, and why diversity is beneficial. The year ends with halal, haram and mashbooh and how these laws affect a Muslim's day-to-day life, the role of angels according to the Qur'an, and the prophets — Muhammad, Ibrahim and Adam — and which is most important.

Year
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism Students describe the origins of Hinduism, noting its geography and history, then state Hindu beliefs about God, describe the Trimurti and analyse its relationship with Brahman. They learn the Hindu creation story,	Hinduism Students state what an avatar is, explain God's use of avatars and their relationship with the world, and evaluate whether Hinduism is monotheist or polytheist. They identify the four ashramas and what	Buddhism Students explain who the Buddha was and analyse how his circumstances shaped his life and beliefs, define the Four Noble Truths and evaluate their relevance today, and explain the stages of the Eightfold Path and	Buddhism Students explore the Three Marks and the different branches of Buddhism, evaluating their importance and debating which is more suited to today. They define reincarnation and samsara, describe	Sikhism Students state the origins of Sikhism, describe what was special about Guru Nanak and analyse the similarities and differences between Sikhism and other religions. They study the Five Ks and the symbolism	Sikhism Students identify how Sikhs show respect to the Guru Granth Sahib and explain its importance, then explain what a Gurdwara is, describe its different areas and what happens in them, and analyse the symbolism



contrast it with the Christian account and assess why Hindus should protect the environment, identify the features of a Mandir and how devotion is shown to the murtis, and study the Ramayana and how Hindus learn morals through the tale. Key vocabulary: Hindu, Brahman, Karma, Reincarnation, Brahma, Shiva, Vishnu, Holi, Diwali, Dhoti	happens at each stage of life, describe the main Hindu holy books — the Vedas, Upanishads, Bhagavad Gita, Ramayana and Mahabharata — and how Hindus use them today. The unit ends with Gandhi's life and core values of non-violence, truth, equality and simplicity, and how and why Hindu festivals are celebrated.	whether it is relevant to their own lives. The Five Precepts follow, with students reflecting on how they might be used in school, before the concept of Nirvana and Buddhist beliefs about life after death.	Buddhist beliefs about life after death and evaluate their own ideas, then explain the importance of Buddhist worship and how meditation helps Buddhists follow the Eightfold Path. The unit closes with Soka Gakkai International and how it connects Buddhism to peace and daily life.	behind them, evaluating whether religious rules for dress always override other rules, and explain how a Sikh becomes Khalsa and the significance of initiation.	behind its objects and actions. They explain the Mool Mantar and analyse Sikh beliefs about God, list and rank the Ten Gurus by significance, and describe key Sikh festivals and how they highlight the Guru Granth Sahib and Guru Nanak's teachings.
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Year
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rastafari Students study the origins and basic beliefs of Rastafari, with misconceptions tackled from the outset. They identify the key figures in the movement — the role Marcus Garvey played and the significance of Haile Selassie — and explain who Leonard Howell was, why he is considered the first Rasta, and the significance of the Pinnacle to the Rasta cause. Key vocabulary: Haile Selassie, Ital, Herb, Zion, Babylon	Humanism Students identify what humanists believe about the natural world and how humanists use reason and science to explore reality, and describe the humanist view of human nature and how humanists think about life, death and human uniqueness. They explain how humanists account for the origins of morality and decide right from wrong, creating their own code of ethics, then describe the humanist 'good life' and evaluate whether it is desirable. The unit ends with humanism in action: equality, democracy and human rights, and whether humanism can inspire practical change. Key vocabulary: secularism, utilitarianism, agnosticism, scepticism, autonomy	Philosophy Students explain the Big Bang and the Christian view on the origins of the universe, comparing and contrasting the different views. They explain the Christian attitude to the Earth and evaluate the responsibility of religious and non-religious people towards the environment, examine animal experimentation using religious teachings, define sin and weigh the Christian and scientific accounts of the origins of human life, then study abortion — the law, the circumstances, and the Christian arguments for and against.	Philosophy Students explain ensoulment and evaluate the Muslim arguments for and against abortion, then define euthanasia, explain its different types and evaluate the Christian and Islamic views, debating and justifying religious and non-religious positions. The term ends with the Christian view of the afterlife and an extended essay responding to a question on abortion.	Religious Themes Students identify and explain reasons to go to war and the Christian view using religious teachings, describe the three types of weapon of mass destruction and evaluate the arguments for and against their use, and explain the criteria of a just war. They distinguish violence, protest and terrorism and evaluate the use of violence using Christian teachings, then define jihad, explain the difference between greater and lesser jihad, and compare the Christian and Islamic views on violence.	Religious Themes After the end-of-year assessment, students define pacifism, explain its different types and evaluate whether it works, then explain and evaluate the Christian and Islamic views on pacifism. They identify the impact of war and research how Muslims and Christians support victims of war, closing with a documentary linking the year's work to peace and conflict.

Key Stage 4

Exam Board: AQA Religious Studies A

Year
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity: Beliefs and Teachings Students learn the origins and importance of Christianity as a worldwide faith and what Christians believe about God's nature and attributes. They study evil and suffering, distinguishing moral from natural evil and considering how suffering may lead people to reject God, then the oneness and Trinity and the problems it raises, the creation story and its various interpretations, the incarnation, the crucifixion and its impact today, the resurrection and ascension, Pentecost, and the afterlife including judgement, heaven and hell. Key vocabulary: Trinity, inconsistent triad, omnipotence, omnibenevolence, just, omniscience, transcendence, immanence, moral evil, natural evil, God the Father, God the Son, God the Holy Spirit, Vale of Soul Making, incarnation, crucifixion, messiah, Gospels, resurrection, ascension, Pentecost, afterlife, Day of Judgement, heaven, hell	Christianity: Beliefs and Teachings (concluded); Christianity: Practices After the autumn exam window, students define salvation and the role of Christ in it, and the impact of sin on a Christian's relationship with God. Christian Practices follows: liturgical and non-liturgical worship, prayer, the sacraments and the different forms of baptism, pilgrimage, festivals and the significance of Christmas, the role of the community and the local church in supporting the vulnerable, the Great Commission and the place of mission and evangelism, and Christian teachings on persecution. Key vocabulary: forgiveness, atonement, Mass, salvation, sin, original sin, Satan, free will, liturgical, non-liturgical, communion, eucharist, informal worship, private worship, charismatic worship, set prayer, informal prayer, Lord's Prayer, sacrament, holy communion, infant baptism, believer baptism, pilgrimage, festival, Advent, Easter, Epiphany, Lent, Christmas, agape, church, mission, missionary, evangelism, Great Commission, persecution	Islam: Beliefs and Teachings Students learn how Islam began and spread, then study Tawhid and how belief in it influences a Muslim's life, the nature of Allah and its impact, and the concept of Risalah and the importance of Prophet Muhammad. They describe the articles and roots of faith in Sunni and Shi'a Islam and evaluate their importance, then Muslim beliefs about the nature and role of angels, Al-Qadar and predestination, and Akhirah — life after death, and Muslim beliefs about heaven and hell. Key vocabulary: Tawhid, Shirk, Al-Qadeer, justice, Adalat, Risalah, prophet, revelation, Caliph, Imam, Seal of the Prophets, Imamate, Sunni, Shi'a, Qur'an, Sunnah, angels, Jibril, Mika'il, Al-Qadar, free will, Akhirah, resurrection, Day of Judgement, Jannah, Jahannam	Islam: Practices Students explain what the Qur'an is and its significance alongside the other holy books, then work through the Five Pillars: Salah and how it affects daily life, public and private worship and the different obligations for men and women, Zakah, Sawm and the Night of Power, and Hajj. Festivals follow — the difference between Eid ul-Adha and Eid ul-Fitr, and the significance of Ashura — with greater and lesser jihad and the mosque completing the unit. Key vocabulary: Wudu, Haafiz, Qur'an, Hadith, Sirah, Sunnah, Ummah, Torah (Tawrat), Psalms (Zabur), Gospel (Injil), Scrolls of Abraham (Ibrahim), Shahadah, Salah, Zakat, Sawm, Hajj, Rakah, Niyyah, Fajr, Zuhri, Asr, Maghrib, Isha, Jumma, Sadaqah, Khums, Ramadan, Night of Power, Eid ul-Fitr, Eid ul-Adha, pilgrimage, Ka'aba, idolatry, Ashura, Karbala, greater jihad, lesser jihad, Masjid, Imam	Theme A: Relationships and Families Students define homosexuality, identify how attitudes have changed and evaluate the religious views, then compare the Christian and Islamic views on contraception and family planning. They explain the purpose of marriage and evaluate the religious arguments on sex before and outside marriage, identify the reasons for divorce and evaluate the Christian and Muslim arguments for and against it and remarriage, then study the nature and purpose of the family and the roles within it, closing with gender equality and inequality in Christianity and Islam. Key vocabulary: human sexuality, heterosexual, homosexual, age of consent, contraception, marriage, cohabitation, divorce, remarriage, adultery, sanctity of marriage, annulment, family, extended family, nuclear family, polygamy, bigamy	Revision and end-of-year assessment Revision across the year's units — Christian beliefs and practices, Islamic beliefs and practices, and Theme A — followed by the end-of-year assessment.

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Theme B: Religion and Life Students describe Christian views on the origins of the planet and Christian attitudes to environmental ethics, defining dominion and stewardship and evaluating whether only religious people should care for the environment. They use documentary evidence to investigate Christian beliefs on evolution and compare literalist and non-literalist readings of Genesis, then study abortion — the Christian and Islamic teachings supporting and condemning it, alongside non-religious arguments — euthanasia from both traditions, and animal ethics and our duties towards animals. Key vocabulary: sanctity, Big Bang theory, experimentation, stewardship, universe, abortion, afterlife, dominion, euthanasia, evolution	November Mocks; Theme D: Peace and Conflict The November mock window, after which Theme D opens with the central debates and the key terms for the unit. Students study the causes of war, war and peace, and weapons of mass destruction, then religion and war and the criteria of the Just War theory, and the religious views on it. The term closes with religious views on pacifism and religious responses to victims of war, and an extended piece of writing.	Theme E: Crime and Punishment Students are introduced to crime and punishment, then study the reasons for crime, the aims of punishment and religious attitudes to suffering, the forms punishment takes, forgiveness, and the death penalty and the arguments surrounding it. The term ends with revision and the start of the March mock window.	Revision The March mock window is completed, followed by a feedback lesson and structured Paper 1 and Paper 2 revision across all units.		