

Shoreham Academy RS department: 7 year curriculum map

	Autumn	Spring	Summer
<b>Year 7</b>	<p><b><u>Abrahamic Faith</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• Genesis</li> <li>• Noah and the Flood</li> <li>• Abraham and the Covenant</li> <li>• Abraham’s Sacrifice</li> <li>• Abraham in Arabia</li> <li>• Moses and the Exodus</li> <li>• Leviticus</li> <li>• Jesus the Rebel</li> <li>• Jesus’ Sacrifice</li> <li>• The Beginning of Islam</li> </ul> <p><b>Has links to:</b> Connections and distinctions between three faiths by piecing together a scriptural narrative across the Torah, Bible and Qur’an. Provides a basis of knowledge for the rest of Religion and Worldviews. Introduces the theme of separation between God and humanity. Christian Beliefs GCSE topic. This unit of work serves as a good grounding in the Abrahamic faiths for their later study individually.</p>	<p><b><u>Christianity</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• Nativity</li> <li>• Jesus’ Ministry</li> <li>• The Sermon on the Mount</li> <li>• The Death of Jesus</li> <li>• The Resurrection of Jesus</li> <li>• The Council of Nicaea:</li> <li>• The Nicene Creed</li> <li>• Saint Augustine:</li> <li>• Original Sin</li> <li>• Protestantism</li> <li>• Christianity Today</li> <li>• The Future of Christianity</li> </ul> <p><b>Has Links to:</b> Christian Beliefs GCSE topic, Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, History</p>	<p><b><u>Judaism</u></b></p> <p><b>Knowledge, understanding and skills</b></p> <ul style="list-style-type: none"> <li>• What do Jews believe?</li> <li>• What are the Jewish Scriptures?</li> <li>• Orthodox and Reform Judaism</li> <li>• The Temple and Synagogues</li> <li>• What is Shabbat?</li> <li>• What is Pesach and Yom Kippur?</li> <li>• How have Jews been Persecuted?</li> </ul> <p><b>Has links to:</b> Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, History</p> <p><b>Buddhism</b></p> <p><b>Knowledge Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• Buddha</li> <li>• Buddhism – the middle way and Enlightenment</li> <li>• The three marks of existence</li> <li>• Karma and cycle of Rebirth</li> <li>• Four Noble Truths</li> </ul> <p><b>Has links to:</b> GCSE, PSHE, Philosophy, and ethics, Relationships and Families, Belief in Society.</p>
<b>Year 8</b>	<p><b><u>Christianity</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• The nature of god: god as omnipotent and loving</li> <li>• The oneness of god and the trinity: father, son and holy spirit,</li> <li>• Jesus christ and salvation</li> <li>• Incarnation,</li> <li>• The celebrations of christmas and easter, including their importance for christians in great britain today</li> <li>• Forgiveness,</li> <li>• Crucifixion,</li> <li>• Ascension.</li> </ul> <p><b>Has links to:</b> Christian Beliefs GCSE topic, Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, History</p>	<p><b><u>Islam</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• Nature of allah</li> <li>• Tawhid (the oneness of god),</li> <li>• Prophethood, prophet muhammad,</li> <li>• Islamic sacred writing /qur’an,</li> <li>• Sunni/shia split,</li> <li>• Shahadah: declaration of faith and its place in muslim practice,</li> <li>• The 5 pillars of islam,</li> <li>• Salah and its significance: how and why muslims pray,</li> <li>• Hajj: the role and significance of the pilgrimage to makkah,</li> </ul> <p><b>Has links to:</b> Islam Beliefs GCSE topic, Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, History</p>	<p><b><u>Hinduism</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• Brahman,</li> <li>• The tri-murti: brahma, vishnu and shiva,</li> <li>• Female deities, including lakshmi, saraswati,</li> <li>• The concept of atman, cycle of birth and death: samsara, the law of karma, moksha,</li> <li>• Sacred festivals and their importance for hindus in great britain today, including the origins and meaning of diwali,</li> <li>• Places of worship and their importance,</li> <li>• Different forms of worship / puja,</li> <li>• Sacred sites, including varanasi</li> </ul> <p><b>Has links to:</b> Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic</p>

<p><b>Year 9</b></p>	<p><b><u>Sikhism</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra,</li> <li>• Beliefs in karma and rebirth, and the aim of mukti; the meaning of mukti, The five stages of liberation (five khands) and barriers to mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride).</li> <li>• The expression of the equality of all in: <ul style="list-style-type: none"> <li>○ the stories of the lives of Gurus, including Guru Nanak, Guru Arjan and Guru Gobind Singh,</li> </ul> </li> <li>• the Guru Granth Sahib</li> <li>• Sewa: the importance and priority of service to others,</li> <li>• Religious features of the gurdwara,</li> <li>• the Golden Temple (Harimandir Sahib) in Amritsar,</li> <li>• Vaisakhi (Baisakhi)</li> </ul> <p><b>Has links to:</b> Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, Year 8 Hinduism topic</p>	<p><b><u>Ultimate Questions and Ethics</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• The origins of the universe, including: <ul style="list-style-type: none"> <li>○ religious teachings about the origins of the universe, and different interpretations of these</li> <li>○ the relationship between scientific views, such as the Big Bang theory, and religious views,</li> </ul> </li> <li>• Beliefs about death and an afterlife, and their impact on beliefs about the value of human life,</li> <li>• Miracles</li> <li>• Reality</li> <li>• arguments for and against the existence of God</li> <li>• Evil and suffering,</li> <li>• The origins of life, including: <ul style="list-style-type: none"> <li>○ religious teachings about the origins of human life,</li> <li>○ different interpretations of these</li> <li>○ the relationship between scientific views, such as evolution, and religious views.</li> </ul> </li> </ul> <p><b>Has links to:</b> Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic</p>	<p><b><u>Judaism</u></b></p> <p><b>Knowledge, Understanding and Skills</b></p> <ul style="list-style-type: none"> <li>• The nature of God,</li> <li>• The promised land and the Covenant with Abraham,</li> <li>• the role of Moses and the Ten Commandments,</li> <li>• The synagogue and its importance, synagogue services in both Orthodox and Reform synagogues,</li> <li>• Shabbat in the home and synagogue and its significance</li> <li>• Bar and Bat Mitzvah</li> <li>• Festivals and their importance for Jews in Great Britain today, including the origins and meaning of: Rosh Hashanah and Yom Kippur Pesach.</li> </ul> <p><b>Has links to:</b> Religion Peace and Conflict GCSE topic, Relationships and Families GCSE topic, Beliefs in Society Sociology A level topic, History</p>
<p><b>Year 10 – All students study this curriculum</b></p>	<p><b><i>Religion Peace and Conflict</i></b></p> <p>Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Religion, violence, terrorism and war</p> <ul style="list-style-type: none"> <li>• Religious teachings, beliefs and attitudes about the meaning and significance of: peace, justice, forgiveness, reconciliation</li> <li>• Religious teachings, beliefs and attitudes about: <ul style="list-style-type: none"> <li>• violence, including violent protest</li> <li>• Terrorism</li> </ul> </li> <li>• Religious teachings, beliefs and attitudes about: <ul style="list-style-type: none"> <li>• reasons for war including greed, self-defence and retaliation</li> <li>• the just war theory including the criteria for a just war</li> <li>• holy war.</li> </ul> </li> <li>• Religious teachings, beliefs and attitudes about pacifism.</li> </ul> <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> <li>• Religion and belief as a cause of war and violence in the contemporary world.</li> <li>• Religious attitudes to nuclear weapons and the use of weapons of mass destruction.</li> <li>• Religion and peace -making in the contemporary world including the work of individuals influenced by religious teaching.</li> <li>• Religious responses to the victims of war including the work of one present day religious organisation.</li> </ul>		

	<p><b>Christianity: beliefs and teachings</b>  Students are expected to know what Christians believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Christian denominational thought about the topics and evaluate these differences in belief.</p> <p>The nature of God:</p> <ul style="list-style-type: none"> <li>• God as omnipotent, loving and just</li> <li>• the oneness of God and the Trinity: Father, Son and Holy Spirit.</li> <li>• Creation: Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3).</li> <li>• Beliefs about the afterlife and their importance:</li> <li>• resurrection and life after death</li> <li>• judgement, heaven and hell.</li> </ul> <p>Jesus Christ and salvation Beliefs and teachings about:</p> <ul style="list-style-type: none"> <li>• the incarnation and Jesus as the Son of God</li> <li>• the crucifixion, resurrection and ascension</li> <li>• sin and the means of salvation, including law, grace and Spirit</li> <li>• the role of Christ in salvation including the idea of atonement.</li> </ul>
<p><b>Year 11 – All students will study this curriculum</b></p>	<p><b>Islam: beliefs and teachings</b>  Students are expected to know what Muslims believe about the following topics. Students should understand how believing these things influences the ways that believers live their lives. They are expected to be able to explain differences in Islamic thought about the topics and evaluate these differences in belief.</p> <p>Key Beliefs</p> <ul style="list-style-type: none"> <li>• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences.</li> <li>• Tawhid (the Oneness of God), Qur’an Surah 112.</li> <li>• The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi’a Islam, including different ideas about God’s relationship with the world: immanence and transcendence.</li> <li>• Angels, their nature and role, including Jibril and Mika’il.</li> <li>• Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>• Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.</li> </ul> <p>Authority</p> <ul style="list-style-type: none"> <li>• <i>Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</i></li> <li>• <i>The holy books:</i> <ul style="list-style-type: none"> <li>○ <i>Qur’an: revelation and authority</i></li> <li>○ <i>the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.</i></li> </ul> </li> <li>• <i>The imamate in Shi’a Islam: its role and significance.</i></li> </ul>
	<p><b>Relationships and Families</b>  Students are expected to know what believers think about these topics and understand how atheism may challenge such beliefs. Students are expected to explain a range of different viewpoints on these topics and be able to evaluate the persuasiveness of different opinions.</p> <p>Sex, marriage and divorce</p> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> <li>• human sexuality including heterosexual and homosexual relationships</li> <li>• sexual relationships before and outside of marriage</li> <li>• contraception and family planning.</li> </ul> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> <li>• the nature and purpose of marriage</li> <li>• same-sex marriage and cohabitation</li> <li>• divorce, including reasons for divorce, and remarrying.</li> </ul> <p>Families and gender equality</p> <p>Religious teachings, beliefs and attitudes about the nature of families, the role of parents, extended families and the nuclear family.</p> <p>Religious teachings, beliefs and attitudes about the purpose of families, including:</p> <ul style="list-style-type: none"> <li>• Procreation</li> <li>• stability and the protection of children</li> <li>• educating children in a faith.</li> </ul> <p>Religious teachings, beliefs and attitudes about contemporary family issues including same-sex parents and polygamy.</p> <p>Religious teachings, beliefs and attitudes about:</p> <ul style="list-style-type: none"> <li>• the roles of men and women</li> </ul>

- gender equality
- gender prejudice and discrimination, including examples.

**Year 11 – GCSE option route**

**Islam**

Students study the beliefs, teachings and practices of Islam specified below and their basis in Islamic sources of wisdom and authority. They are expected to be able to refer to scripture and other writings where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood. Students are expected to refer to a range of different Muslim perspectives, including those from Sunni and Shi'a Islam.

**Key Beliefs**

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- Tawhid (the Oneness of God), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell.

**Authority**

- *Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.*
- *The holy books:*
  - *Qur'an: revelation and authority*
  - *the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.*
- *The imamate in Shi'a Islam: its role and significance.*

**Practices**

**Worship**

- *Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam).*
- *Shahadah: declaration of faith and its place in Muslim practice.*
- *Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.*

**Duties and festivals**

- *Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5.*
- *Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.*
- *Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.*
- *Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.*
- *Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura*

**Religion, crime and punishment**

Students are expected to know contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- *Corporal punishment.*
- *Death penalty.*
- *Forgiveness.*

**Religion, crime and the causes of crime**

- *Good and evil intentions and actions, including whether it can ever be good to cause suffering.*
- *Reasons for crime, including:*
  - *poverty and upbringing*
  - *mental illness and addiction*
  - *greed and hate*
  - *opposition to an unjust law.*
  - *Views about people who break the law for these reasons.*
  - *Views about different types of crime, including hate crimes, theft and murder.*

**Religion and punishment**

- *The aims of punishment, including:*
  - *retribution*
  - *deterrence*

- *reformation.*
- *The treatment of criminals, including:*
- *prison*
- *corporal punishment*
- *community service.*
- *Forgiveness.*
- *The death penalty.*
- *Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.*

Students in KS5 can opt to study A Level Sociology.