

Year 7	AUTUMN	SPRING	SUMMER
	<b>Ultimate Questions: Beliefs about God, What happens when we die?</b>	<b>Christianity and Modern life</b>	<b>Rites of Passage</b>
Rationale	A general place to start given the number of different primary Schools everyone has come from. Lots of depth and opportunity to practise new skills	Introduction to the variety of Christian Perspectives when making moral decisions as a foundation for future GCSE work (Component 2).	Beginning to consider the meaning of religious practices and how those practices affect believers as introduction to GCSE component 1
Skills	Confidence building, giving and justifying points of view in a more friendly/informal way; PEE paragraphs, Thinking maps - circle maps,	Interpreting religious texts. Using sources to justify points of view.	Understanding how religious beliefs and practices affect believers.

Year 8	AUTUMN	SPRING	SUMMER
	<b>Women in Religion</b>	<b>Buddhism</b>	<b>Spiritual Intelligence</b>
Rationale	<b>Links to work in PSHE</b> and focuses on issues which are pertinent to girls beginning to move in a more adult world. Challenges media and gender stereotypes.	<b>Linking to yr7</b> Hinduism work on reincarnation/atman. Contrasting now with Buddhist teachings on anatta Five precepts work builds on morality work in yr7. A detailed look at an Eastern religion which forms a foundation for future GCSE and A level studies	<b>Linking to concepts explored in wellbeing curriculum.</b> Considering the function and importance of spirituality (not necessarily religious) fulfilment. Learning from various traditions and considering various stimuli
Skills	Essay writing using PEE paragraphs and religious/other sources as evidence to discuss and reach justified conclusion Thinking maps – circle, double bubble  Oral presentation skills	Understanding difficult philosophical concepts. Applying religious concepts to explain ideas. Reflecting on meaning for practitioners	Class discussion/debate, personal reflection.

Year 9	AUTUMN	SPRING	SUMMER
	<b>Introduction to Ethics and Philosophy of Religion:</b>	<b>Judaism and the Holocaust:</b>	<b>Weird and Wonderful religion:</b>
Rationale	Introduces a selection of ethical theories that will be usable at GCSE and beyond. Students will evaluate their effectiveness in helping us to know what is good in against a range of	Introduces Judaism as one of the religions studied at GCSE.	An end of key stage project drawing on the interpretative skills developed to this point.

	contemporary moral issues. This reflects the kind of thinking needed at GCSE and beyond. Students will also be introduced to the problem of evil and suffering as a challenge to religious belief in God and will consider ways to find meaning and purpose in suffering; exploring grief with a 'controlled' example.	Studying the religious and human questions posed by the Shoah and other genocides. <b>Links:</b> Adds a dimension to students' studies in history.	
Skills	GCSE level thinking (and beyond) using and evaluating religious ideas and concepts. Independent research skills, time management/organisation. Working in groups/collaboration Oral presentation skills Essay writing (timed conditions) Thinking maps- circle maps, double bubble maps		

KS4	Content	Rationale
GCSE	AQA A: Component 1 <b>Themes: from Christian Perspectives</b> Component 2: <b>Hinduism and Judaism</b>	<b>Builds on work done throughout KS3.</b> East/West balance which then <b>links</b> into A level where the East/West theme continues.
CORE	<b>Yr10:</b> Religious expression in society  <b>Yr11</b> Extremism	<b>Develops a cultural capital</b> by considering a range of religious art, music, literature and architecture, as well as considering the value that religion and spirituality might have for individuals and society.  Considers idea of 'norm' versus 'extreme views'. Looks at how extreme views manifest themselves in a variety of religious/non-religious groups (Christianity, Islam, Anti-theism)
KS5	OCR Religious Studies A level: <b>Philosophy of Religion</b>  <b>Religion and Ethics</b>  <b>Buddhism</b>	<b>Links</b> to and continues East/West theme  Exam board chosen for academic rigour.

Plymouth High Religious Studies – Learning Journey

