



## Long Term Plan - Religious Studies (2025-26)

<b>5Vision:</b> Our vision for our students is for them to become not just tolerant but appreciative of the variety of values, beliefs and practices that exist in Britain’s pluralistic society. This will involve challenging misconceptions and stereotypes that exist in the community and extending their knowledge and understanding of the sixth major world faiths and atheism. We are passionate about them being aware of modern-day issues and events and aim for them to be able to make meaningful contributions to relevant debates. We will also use our subject as a vessel to promote and improve literacy. Collectively these aims will allow our students to leave The Radclyffe School as well-informed, open-minded and considerate individuals.							
	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts
Year 7	What is Faith?	Judaism as an Abrahamic Faith		Who was Jesus?	Introduction to Islam		<b>An understanding of:</b> <ul style="list-style-type: none"><li>The difference between knowing and believing and their connection with ultimate questions</li><li>Atheism, theism and agnosticism and the reasons for the different belief systems.</li><li>Literal and metaphorical interpretations of text.</li><li>The connection between the Abrahamic faiths including prophethood.</li><li>Jesus as a figure in Christianity, Islam and from a Jewish and atheist perspective</li><li>Muhammad as a religious and political figure</li></ul> <b>A foundational knowledge of:</b> <ul style="list-style-type: none"><li>Jewish beliefs, including the covenant and awareness of some practices</li><li>Muslim beliefs including the rejection of idol worship, the struggles of early Islam and the successorship of Prophet Muhammad.</li></ul>
Year 8	Introduction to Hinduism	Introduction to Christianity		Does belief change lives?	Introduction to Sikhism		<b>An understanding of:</b> <ul style="list-style-type: none"><li>Key Eastern concepts such as the Caste System and Reincarnation.</li><li>The importance of key inspirational people such as Gandhi and Martin Luther King including the influence religion had on them.</li></ul> <b>A foundational knowledge of:</b> <ul style="list-style-type: none"><li>Hinduism as an umbrella religion and the key concept of karma.</li><li>Christian beliefs including The Fall and the salvation of Christ.</li><li>Sikh beliefs, including the denouncement of the Caste System and the teachings of the Gurus as well as an awareness of some practices.</li></ul>
Year 9	Introduction to Buddhism	Can you believe in Science and Religion?		Is religion dangerous?	Faith and belief in Oldham		<b>An understanding of:</b> <ul style="list-style-type: none"><li>Contrasts and parallels between religious and scientific theories about the origins of the universe and human race and religious experience.</li><li>The issues and benefits associated with religion including extremism, war and pacifism.</li><li>(and appreciation for) the variety of faith in Oldham and the interfaith projects which are used to unite the community.</li><li>How faith and belief impacts on the lives of Oldham inhabitants.</li></ul> <b>A foundational knowledge of:</b> <ul style="list-style-type: none"><li>Buddhist beliefs including the concept of dukkha and its denouncement in the pursuit of enlightenment through the Four Nobel Truths and Eightfold Path.</li></ul>
Year 10	Muslim Beliefs	Muslim Practices	Christian Beliefs		Christian Practices		<b>Muslim Beliefs:</b> <ul style="list-style-type: none"><li>Understanding the nature of God in Islam</li><li>Holy Books</li><li>Roles and importance of angels and prophets within Islam</li><li>Life and teachings of the Prophet Muhammad and his successorship</li><li>Key belief of Sunni and Shia Muslims</li><li>Predestination</li><li>The afterlife</li></ul> <b>Muslim Practises:</b> <ul style="list-style-type: none"><li>Understanding of the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam.</li><li>The shahada and its importance throughout the Islamic faith</li><li>Understand Salah, its significance and the various ways in which Sunni and Shia conduct Salah.</li><li>An understanding of Sawn</li><li>An understanding of zakah</li><li>Hajj</li><li>Festivals =, notably Eid-ul-Adha, Eid-ul-Fitr and Ashura</li><li>Understanding of Lesser and Greater Jihad.</li></ul> <b>Christian beliefs</b> <ul style="list-style-type: none"><li>The nature of God including the Holy Trinity</li><li>The Bible including the gospels</li><li>Creation and The Fall</li><li>Jesus’ life including his birth (incarnation), life and teachings, crucifixion, resurrection and ascension.</li><li>The Day of Pentecost</li><li>The Afterlife</li></ul>



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							<b>Christian Practices</b> <ul style="list-style-type: none"><li>• Worship including prayer</li><li>• Sacraments including baptism and holy communion</li><li>• Pilgrimage</li><li>• Festivals (Christmas and Easter)</li><li>• The role of the Church in the local community</li><li>• Evangelism &amp; Church growth</li><li>• Reconciliation</li><li>• Christian organisations and responses to persecution</li></ul>
<b>Year 11</b>	<b>Theme A: Relationships and Families</b>	<b>Theme E: Crime and Punishment</b>		<b>Theme B: Religion and Life</b>	<b>Theme D: Peace and Conflict</b>		<b>Theme A: Relationships and Families</b> <ul style="list-style-type: none"><li>• Sexuality</li><li>• The nature and purpose of sex, contraception relationships and families</li><li>• The roles of men and women</li><li>• Then nature and purpose of marriage</li><li>• The process of divorce and beliefs about it</li><li>• Beliefs about gender discrimination and equality</li></ul> <b>Theme E: Crime and Punishment</b> <ul style="list-style-type: none"><li>• The creation and purpose of law, including how laws are enforced</li><li>• Causes of crime</li><li>• Religious beliefs about crime and forgiveness</li><li>• Variety of punishments including discussion around the death penalty.</li><li>• Religious and contemporary arguments surrounding the death penalty.</li></ul> <b>Theme B: Religion and Life</b> <p>The following will be explored through a Muslim, Christian and contemporary British perspective.</p> <ul style="list-style-type: none"><li>• Theories of the origins of the universe from religious and scientific</li><li>• Animal abuse including experimentation</li><li>• The divergent views around the sanctity of life applied to ethical issues such as euthanasia and abortion.</li></ul> <b>Theme D: Peace and Conflict</b> <ul style="list-style-type: none"><li>• Concepts of peace, conflict, justice, forgiveness and reconciliation</li><li>• Protests and riots</li><li>• Causes of war</li><li>• Religious war theories including just war and holy war</li><li>• Weapons of mass destruction</li><li>• Non-religious and religious pacifism and alternatives to war</li><li>• Responses to victims of war</li></ul>

### Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
By the end of Year 7 students are able to appreciate the difference between knowing and believing and have an understanding of a variety of world views including atheism, theism and agnosticism. They will also gain an understanding of Abrahamic religions and their origins within the prophets of Judaism. They will understand how Christianity and Islam then spread following the key figures of Jesus and Muhammad. Students also know what a statement is and can respond to it by giving simple points for and against it. Students know how to explain their own view.	By the end of Year 8 students are able to understand the central beliefs of Hinduism including deities and the Caste System. They will understand how this and other social hierarchies gave rise to inspirational figures. They will also understand the key beliefs of Christians and Sikhs. Students know how to develop points with examples, including the use of paraphrasing. They know how to develop points by embedding quotes and use evidence to justify their answer.	By the end of Year 9 students are able to understand the beliefs of five of the six major world religions. They are also able to debate whether the followers of these religions can believe in both religion and science. They will be able to consider whether religion has a positive or negative impact on society. They will then apply their knowledge to the case study of Oldham, considering key religions and interfaith projects. Students know how to create logical chains of argument, evaluate and form a conclusion.	By the end of 10 students are able to have an in-depth knowledge of Islam and Christianity. They will understand how the beliefs influence the lives of individuals and will be able to draw out similarities and contrasts between and within the different faiths. Students know how to form a justified conclusion.	By the end of Year 11 students are able to understand how religious beliefs impact on world views surrounding key debates such as euthanasia, abortion and the death penalty. They will also gain an awareness of the views of British society on these topics. Students know how to write a justified conclusion which evaluates the strength of the evidence discussed in the essay.