Year 7 Religious Studies Curriculum

Time	Topic	Key knowledge and skills	Rationale
Term 1	The Nature and Inspiration of Faith	What is 'faith'. The power of faith. Expressions of faith. Humanism - a non-religious worldview. The sacred and the secular. Faith and art. Spiritual but not religious. Is faith rational?.	Pupils begin their secondary school journey by examining the nature and complexities of faith, both from a religious and secular viewpoint. It is an opportunity for pupils to explore what in the world gives value, and how we express this in various forms of life. This topic has incredibly strong SMSC and Citizenship links, as well as demonstrating British Values throughout. From a skills perspective, pupils are encouraged to develop their understanding of how to effectively evaluate and analyse worldviews. This first topic also acts as a pleasant way to help pupils get to know each other better in a new school, and also to open up a different dimension of religious studies that may have not been explored at KS2.
Term 2	A Study of Sikhism	The Life of Guru Nanak. The Nine Gurus. The Guru Granth Sahib Ji. The Gurdwara. Pilgrimage - The Golden Temple. The 5 Ks. Vaisakhi. Sikhism in Britain Today.	Pupils are introduced to Sikhism as one of the six major world religions, developing their understanding of its origins, beliefs, practices and key figures. The topic explores the history and heritage of the faith, alongside the significant contribution of Sikh communities within the UK, enabling pupils to make links between religious belief, contemporary British society and lived experience. Through this, pupils engage with aspects of SMSC development and deepen their understanding of British Values, including mutual respect and tolerance. Skills developed throughout the year are embedded across the unit through activities such as evaluating the significance of the Five Ks and debating the contributions of the Sikh Gurus using evidence to justify their views. The topic also includes a collaborative, creative task in which pupils construct a model of the Golden Temple, applying their knowledge to highlight its key features and religious significance.
Term 3	A Study of Christianity	The Oneness of God and the Trinity. The Bible. Types of Worship. Prayer. Pilgrimage. Charity. The Birth of Jesus. Jesus' Parables. Jesus' Miracles. Jesus' Death and Resurrection.	Pupils build upon their prior knowledge of Christianity by exploring its core beliefs, practices and teachings, developing a deeper understanding of the world's largest religion and its influence on individuals and societies. The topic examines key Christian beliefs, including the nature of God and the Trinity, alongside the life, teachings, death and resurrection of Jesus, enabling pupils to understand the foundations of Christian faith. Pupils also investigate how beliefs are expressed through worship, prayer, pilgrimage and charitable action, making links between religious belief and lived experience. This unit provides opportunities to develop SMSC and British Values through discussion of moral responsibility, compassion and the role of faith within communities. Skills developed throughout the year are embedded through activities requiring pupils to interpret biblical teachings, analyse the significance of Christian practices, and evaluate the impact of Jesus' life and teachings on Christians today, encouraging the use of evidence to support reasoned judgements.

Year 8 Religious Studies Curriculum

Time	Topic	Key knowledge and skills	Rationale
Term 1	Philosophy	The Nature of God. Beliefs About Life After Death. Atheist, Theist, Agnostic. The Genesis Creation Story. Scientific Challenges to Creation. The Design Argument and the Problem of Evil. The First Cause Argument. Miracles and visions. Skill focus - debate, specially via an oral debate lesson with prepared speeches.	Pupils are introduced to philosophy, marking a shift from the study of religion alone to exploring questions of belief, knowledge and reason. The unit centres on the question of whether there is sufficient evidence to prove the existence of God, encouraging pupils to consider the nature of evidence, proof and truth from different perspectives. By engaging with a range of religious and non-religious worldviews, pupils develop their analytical and evaluative skills, constructing balanced arguments supported by evidence. The topic also provides valuable opportunities for SMSC development through reflection on beliefs, values and different ways of understanding the world.
Term 2	A Study of Judaism	The Abrahamic Covenant and Sacrifice The Mosaic Covenant and the Mitzvah The Noahic Covenant and Unconditional Love Kosher Food Strictly Kosher The Synagogue The Torah Bar and Bat Mitzvah Shabbat Yom Kippur and Rosh Hashanah Passover	The Judaism topic enables pupils to build on prior learning from Year 7 by revisiting the Abrahamic, Noahic and Mosaic covenants, reinforcing their understanding of the foundations of Jewish belief and the wider Abrahamic tradition. Pupils explore key beliefs and practices, making connections between scripture and lived faith. Creative activities, including designing a kosher menu and producing a Torah scroll, provide engaging opportunities to apply knowledge while developing an appreciation of Jewish traditions and their significance. The unit also supports SMSC by promoting understanding and respect for religious diversity.
Term 3	A Study of Hinduism	The Trimurti - Gods and goddesses. Hindu Temples. Puja. Pilgrimage - The Ganges. Kumbh Mela. Reincarnation and an evaluation. Rama and Sita. Diwali.	Hinduism is the fourth of the six major world religions studied and provides pupils with their first in-depth exploration of an Eastern religion. The unit broadens pupils' understanding of different beliefs, cultures and religious practices, encouraging appreciation of diversity within and beyond the UK. Pupils continue to develop their analytical and evaluative skills by exploring Hindu beliefs about the afterlife and the variety of perspectives within the tradition. The study of Diwali also highlights how the festival is celebrated in Britain, providing opportunities to develop SMSC and an understanding of the role of religion in contemporary society.

Year 9 Religious Studies Curriculum

Time	Topic	Key knowledge and skills	Rationale
Term 1	Prejudice and Discrimination	Stereotypes, Prejudice and Discrimination. America's Dark Past - Slavery. The KKK - Living in Terror. Emmett Till. The Montgomery Bus Boycott - The Rise of MLK. A Helping Hand - MLK's Religious Experience. Fighting Oppression - Non-Violent Protest. Malcolm X - By Any Means Necessary. Is There a Limit to Getting Justice? Forgiveness - Gee Walker. Discrimination in the 21st Century. Religion Acting Against Discrimination.	Pupils explore the causes and consequences of prejudice and discrimination through the lens of the American Civil Rights Movement, making links between historical events, religious teachings and contemporary issues. The unit has been designed to develop SMSC and British Values while complementing learning in the Year 9 History curriculum, enabling pupils to draw on knowledge across subjects. Throughout the topic, pupils continue to refine their analytical, evaluative and debating skills as they consider challenging issues such as racism, extremism and responses to injustice in a respectful and thoughtful way.
Term 2	A Study of Buddhism	The Beginning - The Birth and The Four Sights Enlightenment and The Four Noble Truths The 6 perfections and The Eightfold Path The Five Moral Precepts Meditation, Mandalas and Thangkas The life of a monk Funerals and the Afterlife	Buddhism is the fifth of the six major world religions studied at KS3 and provides pupils with an insight into the beliefs, practices and daily life of Buddhists. The topic explores the life of the Buddha, key teachings and the Buddhist path to enlightenment, helping pupils understand how beliefs influence religious practice. Pupils continue to develop their analytical and evaluative skills by examining the relationships between Buddhist teachings and their significance for believers, while also broadening their understanding of diverse religious worldviews.
Term 3	A Study of Islam	The Five Pillars. Free Will and the Afterlife. The Oneness of Allah. Pilgrimage 1 - The Events of Hajj. Pilgrimage 2 - The Value of Hajj. Ramadan and Eid. Zakat. Islam in the UK.	Islam is the final of the six major world religions studied at KS3, allowing pupils to approach the topic with the maturity and breadth of understanding developed throughout the course. The unit explores key Islamic beliefs and practices while providing opportunities to address common misconceptions and develop an informed understanding of the faith. Pupils apply their evaluative skills through the study of practices such as Hajj, and consider topics including the role of women and the diversity of Muslim experiences. The study of Islam in the UK further develops pupils' understanding of the contribution of Muslim communities to British society, supporting both SMSC and British Values through the promotion of mutual respect and appreciation of diversity.