RS Phase One Curriculum

Curriculum Intent

The main objective of Religious Studies at Trinity St. Edward's is to provide students with core knowledge and understanding of the beliefs and practises of the religions and worldviews, which not only shape their history and culture, but which guide their own development. We aim to encourage enthusiasm for interest in the study of other people's beliefs and promote mutual **respect**, tolerance and understanding across different cultures and communities**.** Young people will learn about religion by **provoking challenging questions** about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Fundamental to pupils understanding of religion is the development of their religious literacy – they will learn to understand, interpret and **evaluate** texts, sources of wisdom and authority and other evidence. Young people will also learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Overview

Students develop both a philosophical and theological understanding during phase 1. They consider ultimate questions and explore the links and connections between them and a number of major world religions. The RS curriculum focuses on the core values of the academy and creating community cohesion.

Year 7

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Abrahamic faiths (part one)	Introduction to Abrahamic faiths (part two)	How do Muslims practice their faith? (part one)	How do Muslims practice their faith? (part two)	What does it mean to forgive? (Part one)	What does it mean to forgive? (Part two)
This unit will provide a foundation knowledge of all three Abrahamic faiths: Christianity, Judaism, and Islam. This will be essential knowledge for students throughout the whole of the RE curriculum and will also allow all students to have the same base knowledge of the Abrahamic faiths. Students will explore creationism, Noah, Abraham and religious scripture throughout The Torah. Students will then move on to study important figures such as Jesus and Muhammed and will		Within this unit students will focus on building their knowledge of Islam focusing on religious practices (5 pillars), this will follow on from their introductory unit on Abrahamic faiths where students will have secured their basic knowledge of Islamic beliefs. Students will explore Sunni vs Shi'a beliefs, the Shahadah, Salah and differences in prayer. This unit will allow students the opportunity to apply Islamic beliefs to practices and develop an		Students will study this from a Christian perspective, looking at different religious teachings and stories and how they may be interrupted differently within the diverse faith of Christianity. Students will explore the concept of forgiveness through examining the importance of both mercy and retribution within the Bible, studying both scripture and religious texts.	

explore religious scripture through the Bible and the Qur'an. This unit will be a chronological study of key events within all three Abrahamic faiths.	understanding of how beliefs and practices work alongside each other in religion.	

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Dharmic Faiths (Part one)	Introduction to Dharmic Faiths (Part two)	Social Justice (Part one)	Social Justice (Part two)	The Problem of Evil and Suffering (Part one)	The Problem of Evil and Suffering (Part two)
Students will begin their exploration of Dharmic faiths through assessing how Hinduism began, beliefs about God in Hinduism, the creation story, atman and the cycle of samsara. Students will use their knowledge and understanding to explain key beliefs in Hinduism, including the origin of the religion, debates surrounding polytheistic interpretations of Brahman, and the influence the Gods have on Hindus today.		Students will examine Christian views on modern matters of social justice. They will explore concepts such as wealth, gender, freedom of expression, social justice and prejudice. Within this topic, students will apply religious beliefs and teachings from within Christianity and apply them to contemporary issues, beginning to evaluate different perspectives and applying their own beliefs.		Students will examine philosophical and theological beliefs and views on the topic of evil and suffering in the world. This unit will be focused on applying both Christian and Hindu religious beliefs to matters of evil within the world, and evaluating differing points of view. Within this topic students will study: the Inconsistent Triad, the Caste System, natural and moral evil.	

Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sikhi Beliefs and Practices (Part one)	Sikhi Beliefs and Practices (Part two)	War, Peace and Conflict (Part one)	War, Peace and Conflict (Part two)	Medical Ethics (Part one)	Medical Ethics (Part two)

In this unit, students will develop their understanding of Sikhi, one of the world's major religions. They will learn about the origins of Sikhism through the life and teachings of Guru Nanak and explore how the Sikh Gurus shaped the faith. Students will study key Sikh beliefs, including the belief in one God, equality, respect for all people, service to others (*sewa*), and social justice. They will explore the importance of the Guru Granth Sahib, the Gurdwara, and the Khalsa, as well as Sikh symbols and practices such as the Five Ks. Throughout the unit, students will investigate how Sikh beliefs influence the daily lives of Sikh people today and consider the relevance of Sikh values in modern society.	This unit will be looking at matters of modern-day medical ethics and applying Christian beliefs and teachings to this topic. Students will look at varying contemporary issues within warfare and will study Christian perspectives from across different Christian denominations. Within this topic students will look at: Holy war, Jihad, causes of war, weapons of mass destruction and victims of war. Students will evaluate both religious and non-religious views, including humanism.	In this unit, students will explore a range of ethical issues that arise in medicine, healthcare, and wider society. This topic will be studied from a Christian perspective and will consider how difficult decisions are made when there are competing values, beliefs, and responsibilities. Students will study topics such as organ donation, genetic engineering, fertility treatment, and the use of medical technology. They will examine a variety of religious and non-religious viewpoints, considering how beliefs, values, and ethical principles can influence decision-making. The unit will also explore wider ethical questions linked to life and death, including capital punishment (the death penalty), justice, human rights, and the value of human life. Students will develop their ability to analyse different perspectives, construct reasoned arguments, and reflect on complex moral issues.

Who to contact about Phase One: Miss S Hammill

Email: shammill@stedwards.trinitymat.org