



THE
**ROBERT
NAPIER**
SCHOOL



Religious Studies Curriculum Overview 2023-2024

Department Name:	Beliefs and Ethics
Head of Department:	Mr. J Richardson
Head of Social Sciences	Mrs. R Barber
Subject Teachers:	Mrs. K Ashenden Mr. O. Norris
Accommodation and Resources:	The RS department have a range of textbooks covering all GCSE topics as well as a number of books covering philosophical, religious and ethical topics up to A-Level. The department also has a number of genuine religious artefacts to help pupils engage with the topics they are learning about
What will students learn each year?	
Year 7	<p>Term 1 An Introduction to RS Students will explore some of the basic concepts in beliefs and ethics such as what constitutes the difference between a belief and a fact, the nature of reality and what it means to be ethical.</p> <p>Term 2 Influential Figures In this topic students learn about a range of figures who have influenced the beliefs and practices of worldviews today such as the Prophet Mohammad and Siddhartha Gautama</p> <p>Term 3 and 4 Festivals Students explore a variety of important religious festivals. Students will focus on how these festivals are celebrated in the UK and around the world</p> <p>Term 5 and 6 Is God Real or Not? Students explore a number of different arguments around the existence of God. This includes philosophical and scientific arguments. Students have a chance to debate if religion and science are a compatible fit.</p>
Year 8	<p>Term 1 and 2 Crime and Punishment Students will consider the causes of crime and evaluate the effectiveness of the justice system in the UK and consider religious attitudes to this.</p> <p>Term 3 and 4 War + Peace</p>

	<p>Students consider the causes of war, elements of war such as chemical weapons and WMDs. Engage with arguments for and against war and ultimately evaluate if war can ever be just.</p> <p>Term 5 and 6 Social Justice</p> <p>Students will explore ideas around social justice. Students explore the impact of racism on religious groups and identify different forms of discrimination within our society.</p>
Year 9 Core	<p>Term 1 Relationships + Families</p> <p>Students will consider different religious views on arranged marriage, polyamory, abortions. Students will consider if these views are still relevant or if they have become outdated.</p> <p>Term 2 LGBTQ+</p> <p>Students study a range of issues affecting the LGBTQ+ community in the UK and globally.</p> <p>Term 3 What is Evil?</p> <p>Students learn about the two types of evils in the world (natural and moral) before focusing on the question of suffering disproving the existence of God.</p> <p>Term 4 The Self</p> <p>Students consider the philosophical concept of the self. Students consider concepts regarding the nature of reality and the value of a human life.</p> <p>Term 5 The Holocaust</p> <p>Students will explore the events of the Holocaust, what caused it and how it has impacted Judaism in general. Students also examine individual stories within the Holocaust and consider exactly who the victims of the Holocaust are.</p>
Year 10 Core	<p>Term 1 The Environment</p> <p>Students consider the impact of humanity on the environment and whether it is sustainable.</p> <p>Term 2 Is Life Special?</p> <p>Students examine arguments around the sanctity of life including abortions and euthanasia.</p> <p>Term 3 Multiculturalism</p> <p>Students look at how multiculturalism has changed British society.</p> <p>Term 4 Islamophobia</p> <p>Students study the religion of Islam and its key beliefs. They then engage with the causes and effects of Islamophobia as a form of discrimination.</p> <p>Term 5+6 Influential Lives</p> <p>Students study the lives of religious people who could be considered influential including Malcolm X, Malala Yousafzai and Guru Nanak.</p>
Year 9 GCSE Qualification GCSE Exam Board AQA	<p>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</p>
	<p>Term 1 What is Philosophy?</p> <p>Students explore the key ideas around philosophy. Considering important questions such as what is reality? And what is good? Students engage with key moral thinkers such as</p>



	<p>Jeremy Bentham and Immanuel Kant</p> <p>Term 2</p> <p>What is Ethics?</p> <p>Students begin to engage with key philosophical and ethical issues such as the sanctity of life, the environment, animal rights and racism.</p> <p>Term 3</p> <p>Religious Beliefs about God</p> <p>Students learn about a range of atheist, monotheist and polytheist beliefs about God. They will also study different arguments for and against the existence of God.</p> <p>Term 4</p> <p>Religion and Families</p> <p>Students learn about how religion impacts families around the world including different family types and how being LGBTQ+ can change your relationship with your family.</p> <p>Term 5</p> <p>Nature of Good and Evil</p> <p>Students study a range of different beliefs about evil including psychological, ethical and religious explanations about why people commit evil acts. Students also have a chance to consider a fair punishment for different evil actions</p> <p>Term 6</p> <p>Research Task</p> <p>Students engage in paired research into creating an information resources on a topic of their choosing. This information will also be presented to the class.</p>
<p>Year 10 GCSE Qualification GCSE Exam Board AQA</p>	<p>Term 1</p> <p>Religion and Life</p> <p>Students engage with a number of different beliefs about life and death including euthanasia, the environment, abortion and the existence of an afterlife.</p> <p>Term 2</p> <p>Religion, Peace and Conflict</p> <p>Students explore the causes of war, different arguments around how to conduct war, religious responses to war and Aquinas' Just War Theory</p> <p>Term 3</p> <p>Christianity Beliefs</p> <p>Students learn about Christian beliefs focusing on the Holy Trinity, the resurrection of Jesus and considering if Jesus truly was the Son of God.</p> <p>Term 4</p> <p>Christianity Practice</p> <p>Students explore how Christians put their faith into action exploring prayer, charity and mission.</p> <p>Term 5</p> <p>Human Rights and Social Justice</p> <p>Students explore philosophical arguments around human rights including what makes a person and focus on how marginalised groups are treated such as people with disabilities, ethnic minorities and religious groups</p> <p>Term 6</p> <p>Crime and Punishment</p> <p>Students explore the causes of crime, the ethics around how to punish criminals, capital punishment, restorative justice and the consequences of criminal action. Students will also be preparing for an end of year assessment.</p>
<p>Year 11 Qualification GCSE Exam Board AQA</p>	<p>Term 1</p> <p>Judaism Beliefs</p> <p>Students begin to engage with Judaism focusing on key beliefs such as the nature of God, the role of Abraham and Moses, Olam Ha-Ba and the Messiah</p> <p>Term 2</p> <p>Judaism Practices</p> <p>Students focus on the key practices of Jewish life including the Sabbath, Kosher food laws,</p>



	<p>festivals and weddings</p> <p>Term 3</p> <p>Mock Exams</p> <p>Students will revise for, sit and then complete analysis of their November and March mock exams.</p> <p>Term 4 + 5</p> <p>Revision</p> <p>Using a combination of student feedback and mock exam data, students will begin targeted revision lessons on both Paper 1 and Paper 2 topics to focus on preparation of their GCSE exams.</p>
<p>Year 12</p> <p>Qualification</p> <p>A-Level</p> <p>Exam Board</p> <p>OCR</p>	<p>Term 1</p> <p>Ancient Influences</p> <p>Students study a range of philosophers from Greek Antiquity and how their works shaped the enlightenment debates around the nature of the soul, mind and body.</p> <p>Term 2</p> <p>Nature of God & God and The World</p> <p>Students study contrasting arguments about the existence (or not) of God. Students also examine a range of different views on what God/Gods may be.</p> <p>Term 3</p> <p>Philosophical & Theological Developments</p> <p>Learners examine how philosophy and theology have developed over time and this has impacted religious beliefs.</p> <p>Term 4</p> <p>Religious Language</p> <p>Students study the way in which four key thinkers analyse the role our use of language plays in philosophical debate.</p> <p>Term 5 Normative Ethical Theories & Applied Ethics</p> <p>Students study Natural Law, Situation Ethics, Kantian Ethics & Utilitarianism and consider the strengths and limitations of each. Students analyse how ethical theories may be applied to modern issues of importance.</p> <p>Term 6</p> <p>Meta Ethics & Revision</p> <p>Students study meta-ethical theories and how language may shape our debate and understanding of right and wrong. Students begin revision ahead of an end of year mock</p>
<p>Year 13</p> <p>Qualification</p> <p>A-Level</p> <p>Exam Board</p> <p>OCR</p>	<p>Term 1</p> <p>Significant Ideas & Developments in Ethical Thought</p> <p>Students study differing approaches to the human mind and human reasoning and consider how these may impact religious and moral thought. Students study how ethical thought has influenced society and changed over time our approaches to sex.</p> <p>Term 2</p> <p>Islamic Beliefs</p> <p>Students study the origins of Islam, Islamic beliefs about God and the sources of wisdom these teachings come from. Students also study the diversity of Islamic ethics and practices that shape their religious identities.</p> <p>Term 3</p> <p>Sufism & Role of Islam in Science</p> <p>Students study how Muslims vary in their journey towards 'spiritual perfection'. Students</p>



	<p>also study the historical role that Islam has played in philosophical, cultural and scientific discovery.</p> <p>Term 4</p> <p>Political Role of Islam</p> <p>Students study the political nature of Islam including its links to nation states, it's role within European society and its approach to gender roles and equalities.</p>
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