

Subject	Religious Studies/ Cultural studies					
Intent	<p data-bbox="353 220 757 252"><i>No more than 12 lines (Calibri 11)</i></p> <ul data-bbox="398 268 1429 379" style="list-style-type: none"> • <i>Why is your subject important?</i> • <i>How does your subject help our students overcome their difficulties?</i> • <i>How does your subject prepare students for their future (life, career, enrichment)?</i> <p data-bbox="353 387 2033 523">Religious Studies (RS) is vital to Grafham to prepare learners for entering a culturally diverse Britain and ensure we have a flourishing community for all, regardless of religion, culture, or background. RS fosters empathy, tolerance, and curiosity of other’s cultures and beliefs. Cultivates students’ knowledge and understanding of the six world faiths. Encouraging this respect and communication skills is essential for our students to live harmoniously in a diverse world.</p> <p data-bbox="353 539 2042 683">It is a reflective subject, that encourages young people to ask challenging questions about the meaning and purpose of life and develop their core values. RS underpins the knowledge, skills and vocabulary being acquired across the humanities curriculum and contributes significantly to PSHE lessons. We aim for our students to develop a love of learning and interest in exploring cultures that leads to lifelong learning.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Year 7</p>	<p>Topic: Ancient religion in Britain KS2 vibe</p> <p>What did religion look like in ancient Britain; - Celtic beliefs</p> <p><u>Skills:</u> Reflection, feelings relationships, experiences and ultimate questions</p> <p><u>Empathy:</u> Consider the thoughts feelings an attitude of others, identify, sorrow forgiveness wonder, seeing an issue from another perspective</p> <p><u>Investigation:</u> Asking relevant questions, gathering information from a variety of sources, knowing what might be evidence for justification of beliefs</p>	<p>Is Jesus who he said he is? What does it mean to be a Christian?</p> <ul style="list-style-type: none"> Christianity in the UK Symbols Who was Jesus? Birth/ life/ death Madman/ teacher/ son of God? Key beliefs Trinity Afterlife Church structures <p><u>Skills continued:</u> Reflection, Empathy, Investigation,</p> <p><u>Interpretation:</u> drawing meaning from artefacts, poetry music, interpreting religious</p>	<p>thing? ic: Is religion a good</p> <ul style="list-style-type: none"> In the UK today, mosques worship Islam, Symbols of Islam 5 Pillars of Islam key beliefs, modesty, giving, mosque and community values Qur'an <p><u>Skills:</u></p> <p><u>Analysis:</u> fe opinion/ shing between shing between of religions</p> <p><u>Synthesis:</u></p>	<p>What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> EID, Ramadan, festivals Muhammad 1/2 (liberation of women, inheritance and work) influence? Key misconceptions (terrorism, oppression of women) Key people in Islam (Fatima Al-Fihri, Algebra, Abdus Salam) <p><u>Application:</u> Making the associations between religion individuals, communities and nations</p>	<p>Topic: What are denominations in Christianity?</p> <ul style="list-style-type: none"> How Christianity changed orthodox, Roman catholic Protestantism <p>Christians: - orthodox, protestant, catholic conflict</p> <p>Muslims; - Sunni and Shia, conflict</p>	<p><u>Comparative religion:</u></p> <ul style="list-style-type: none"> Development of religion animism to monotheism Where in the world are major religions Connections between major religions Teaching and authority Worship and morality Practices and celebrations Why is religion important in the world.
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		<p>language suggest meanings of religious text</p> <p><u>Evaluation:</u> Debating issues of religious significance with reference and evidence to religious texts/ arguments</p>	<p>Linking features of a religion together, Connecting aspects of life into a meaningful whole</p>	<p><u>Expression</u> Explaining Rules concepts and rituals, responding to religious questions through different medias</p>		
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Year 8	<u>Indigenous religions</u> <u>Shamism/ animistic religions:</u>	Hindus <ul style="list-style-type: none"> • Hindu beliefs about God • Symbols in Hinduism • Key believes Karma and Rebirth • Hindu scriptures • Temples • 4 stages of life • Significant places 	Sikhism <ul style="list-style-type: none"> • Key believes • The first guru (Nanak) • Becoming a Khalsa Sikh • The Gurdwara • Sikh worship • Key people in Sikhism • Sawh (service to others) • Celebrations 	Humanism: where do our morals come from? Can you be moral and not religious?	Buddhism, how do Buddhist apply their teaching about suffering?	Is there a right way to live? Human rights?
Year 9 Not currently offered	Interwar period Judaism <ul style="list-style-type: none"> • Judaism in the world today • Symbols of Judaism • Key beliefs • Founders of Judaism • The holy book • Judaism in everyday life • Antisemitism 	Ethics: <ul style="list-style-type: none"> • Intro to ethics • The sanctity of life • Cloning • Environmental ethics • Animal rights, human wrongs • Drugs and religion 	Ethics 2 <ul style="list-style-type: none"> • Medical ethics • Is everyone equal? • Attitudes to poverty • Attitudes to victims of disaster • Has religion gone past its sell by date? • Is sport like religion? 	Philosophy: <ul style="list-style-type: none"> • Arguments for the existence of God: • From design • From Morality • From first cause • Arguments against the existence of God 	Philosophy: <ul style="list-style-type: none"> • The problem of evil and suffering • Ideas of immortality • Miracles • Revelation 	Christian Ethics: <ul style="list-style-type: none"> • Is there a right way to live? • Predestination? • Is humankind fallen? • Is conflict necessary? • Human rights • Discrimination? • Should there be punishments?
Year 10						

Year 11						
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