Years 7 – 13

Queen Elizabeth *School*

Subject Curriculum Mapping 2023 – 2024

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| Year Group | Learning Cycle 1 | Learning Cycle 2 | Learning Cycle 3 |
| Year 7Our Year 7s explore the concepts of religion, secularisation, belief, truth, faith, community and moral behaviour with reference to the six world religions before undertaking a deeper study of the religion of Hinduism. The aim of this is to give students a foundation of what it means to be religious as well as equipping them with religious literacy. The Year 7s studying this course will also develop a respectful, compassionate tolerance for others’ beliefs and an awareness of diversity in world views. Year 7 culminates in an introduction to myths, legends and religious stories to develop their understanding of how people have used stories to help them explain their world and share community values.  | Introduction to the World Religions* Introduction to the world religions
* Religious symbols
* Theism & belief in God
* Atheism & reasons not to believe in God
* Religious leaders
* Places of worship
* Helping others
* Spirituality through the arts
* Right and wrong
 | Hinduism* Introduction to Hinduism
* Brahman and the Trimurti
* Creation story
* Reincarnation
* Exploring the afterlife
* Rama and Sita
* Divali
* Hindu birth, marriage and death
* Ganesha and murtis
 | Myths and Stories* Introduction to myths and legends
* Creation stories (African and Aboriginal)
* Genesis Creation account
* Comparative creation stories
* Pandora’s Box and curiosity
* Evil and suffering
* Kisa Gotami and Job
* St George and the Dragon
* David and Goliath
* Moses
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| Year 8Year 8 delve deeply into two of the six world religions: Islam and Sikhism echoing the Devon Agreed Syllabus. As well as new grammar and knowledge, students study themes such as equality, service to the community, sources of wisdom and authority, duty and allow us to combat misconceptions about religion in general and Islamophobia in particular. We complete the year by introducing critical thinking in a philosophy module.  | Islam* Introduction to Islam
* Allah and idolatry
* Prophet Muhammad (pbuh)
* 5 pillars
* Mosque
* Islamophobia
* Gender equality
* Breadwinner film
 | Sikhism* Introduction to Sikhism
* Guru Nanak
* Guru Gobind Singh
* The 5 Ks
* Sikhism and Equality
* Gender Equality
* Gurdwara
 | Philosophy* What is philosophy?
* What is real?
* What is beauty?
* What is the meaning of life?
* Are we free?
* How can we speak without words?
* Can God be experienced?
* What happens when we die?
* Are NDEs real?
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| Year 9Year 9 RE beings with an introduction to new ethical grammar & literacy in order to explore contemporary moral issues. Students are able to draw on their religious knowledge from Year 7&8 and take the tenets of faith further by exploring how beliefs affects behaviour. They extend their evaluation skills by examining medical ethics. We conclude Year 9 with an in-depth study of Siddhartha Gautama and Buddhism as a foundation for their GCSE. Students will learn about the core concepts essential to the religion and this will feed into and inform important Buddhist practices for those completing the full course exam. | Ethics* Moral issues
* Morality of prisons
* The age of responsibility
* Capital punishment
* Corporal punishment
* Animals in captivity
* Animal testing /animal rights
* Ethics includes principles of utility, situation ethics, Christian and Buddhist ethics.
 | Medical ethics* Sanctity of human life
* Abortion
* Euthanasia
* IVF
* Designer babies
* Medical ethics includes principles of utility, situation ethics, Christian and Buddhist ethics.
 | Buddhism * Life of Siddhartha Gautama
* 4 Noble Truths
* 8 fold path
* Wheel of Life
* Dharma
* Dukkha
* Anicca
* Anatta
* Theravada, Mahayana and Pure Land Buddhism
* Arhats and Bodhisattvas
* Stories in Buddhism
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| Year 10 GCSE short courseStudents continue their GCSE short course starting with an introduction to the AQA themes papers of Relationship and Families. It is essential that there is a firm understanding of faith prior to examining the themes hence the need to start in Year 9. Revision of Christian and Buddhist beliefs are interwoven thought the Themes unit. In the late Spring term and Summer term students finish their final units for themes: War and Peace.  | Relationships* Pre marital sex
* Adultery
* Heterosexuality and Homosexuality
* Marriage
* Divorce and remarriage
* Family Life
 | Relationships* Gender equality
* Revision

War and Peace* Peace and conflict
* Violent protest
* Terrorism
* Reasons for war
* Nuclear war
* Weapons of mass destruction
 | War and Peace & revision* The just war theory
* Holy war
* Religion as a cause of violence
* Victims of war

Pacifism |
| Year 10 GCSE full courseYear 10 GCSE full course students’ first unit coheres with the short course topic as they explore Buddhist practices. This is balance in the second half of the year with the Themes paper on crime and punishment. This allows spaced repetition for applying Buddhist and Christian principles to ethical issues | Buddhist practices* Worship
* How Buddhists worship
* Samatha meditation
* Vipassana meditation
* Visualisation of Buddha & Bodhisattvas
* Ceremonies and rituals associated with death and mourning
* Wesak & Parinirvana
* Karma
* Karuna
* Metta
 | Buddhist practices * 5 moral precepts
* 6 perfections

Crime and Punishment* Reasons for crime
* Attitudes to law breakers
* Aims of punishment
* Suffering
* Treatment of criminals
* Prison
* Corporal punishment
 | Crime and Punishment* Community service
* Forgiveness
* Death penalty

Christian Practices* worship
* prayer
* baptism
* Holy Communion
* pilgrimage
* Easter and Christmas
* Food banks and street pastors
* mission and evangelism
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| Year 11 GCSE short courseWe begin Year 11 with an in-depth study of Jesus and Christianity as a foundation for their GCSE. Students will learn about the core concepts essential to the religion and this will feed into and inform important Christian practices for those completing the full course exam.Revision will be interweaved so that Year 10 and 11 content is covered, using a variety of techniques in preparation for their exams in the summer. | Christianity* The Bible and Gospels
* Nature of God
* The Trinity
* Creation
* Incarnation
* Life of Jesus
* Crucifixion
* Sin and Salvation
 | * Role of Christ as saviour
* Resurrection and Ascension
* Judgement
* Heaven Hell and Purgatory
* Revision of Buddhism from Yr 9
 | Revision |
| Year 11 GCSE full courseYear 11 finish their new content by the end of the Spring Term which allows time for some revision of all 8 units. Exam skills are taught throughout the course as are specific references to sources of wisdom and authority.  | Christian practices* Church growth
* the importance of the world wide church
* Christian persecution
* Church's response to poverty

Religion and Life* Origins of the universe
* Value of the world
* Use and abuse of the environment
* Pollution
* Use and abuse of animals
 | Religion and Life * Origins of human life
* Abortion
* Euthanasia
* Death and the afterlife

Revision | Revision  |
| Year 12 Buddhism, Ethics and Philosophy | Inductive arguments for the existence of God (Cosmology and Teleology)Challenges to inductive argumentsDivine Command TheoryVirtue TheoryEthical Egoism | Birth of Buddha, awakening, enlightenment, Buddhist texts4 noble TruthsEightfold PathThe dasa sila 10 precepts3 marks of existenceThe nature of ultimate realityArhats and Bodhisattvas | Deductive arguments for the existence of God (Ontology)Challenges to deductive argumentsThe problem of evil and sufferingAugustine’s TheodicyIrenaeus’ Theodicy | RefugeMeditationDana and punyaMahayana textsContemporary Buddhist teachersHistorical development of Buddhism | Religious Experience (visions, conversion, mysticism, prayer)Mystical experiences – James and OttoChallenges to the authenticity and objectivity of religious experiencesSituation Ethics – FletcherApplication of Situation Ethics to homosexual & polyamorous relationships  | The relationship between religion and society: truth claims and response to scienceThe relationship between religion and society: challenges from secularisationThe relationship between religion and society: feminismTibetan Buddhism: mudra, mandala, mantra |
| Year 13 Buddhism, Ethics and Philosophy | Religious Experience (visions, conversion, mysticism, prayer)Mystical experiences – James and OttoChallenges to the authenticity and objectivity of religious experiencesThe influence of religious experience on practice and faithMiracles – definitionsHume and Swinburne on miraclesInherent problem of religious languageReligious language as cognitive but meaningless with reference to the school of Logical PositivismReligious Language as non-cognitive and analogical | Natural Moral LawJohn Finnis’ development of Natural Moral LawBernard Hoose’s ProportionalismApplication of Natural Moral Law to immigration and capital punishmentEthical EgoismMeta Ethics – naturalismMeta Ethics – intuitionism | Religious Language as non-cognitive symbolic Religious Language as non-cognitive mythicalLanguage Games Religious belief as a product of the human mind – FreudReligious belief as a product of the human mind – JungAtheismLibertarianismImplications of Libertarianism and free will | Meta Ethics EmotivismDeterminism and Free willHard Determinism – LockePredestinationFree will – religious concepts – Pelagius and CalvinRevision  | Revision  | Revision  |