

Religious Education Curriculum Map

Intent – To study Religious Education is to study the different religious and ethical views that students experience daily. At Conisborough College we aim to create a culture of awareness and respect of the different religious, ethical, and philosophical belief systems that exist and are followed, including humanist beliefs so that students of all faiths and none feel represented in the RE classroom. RE gives students the opportunity to unpack and explore the deepest ultimate religious and philosophical questions. The main ethos of the RE department is to encourage students to be confident in their own beliefs and values so that they can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society. RE lessons offer a structured and safe space during curriculum time for reflection, discussion, dialogue, and debate. All lessons allow for timely and sensitive responses to be made to unforeseen events of a religious, moral, or philosophical nature, whether local, national or global. The RE curriculum at Conisborough builds on knowledge from KS2 and progresses and deepens this knowledge over five years. The KS3 RE curriculum aims to provide students with a strong understanding of what religion looks like in modern Britain, for example by analysing census data but most importantly by learning about religions and what is most important to religious believers, through knowledge and understanding of the major world religions. This is achieved through in-depth studies of the Abrahamic faiths – Judaism, Christianity and Islam and the inter-relation of these three religions – focussing on the following themes: Origins of the Faith, Religious Authority, Beliefs about Creation, Beliefs about the Nature of God, Beliefs about Morality and Living a Good Life, Diversity of Beliefs and Practices. These same themes are then explored in the Eastern faiths of Hindu Dharma and Sikhi. These lessons, across years 7 and 8, will provide an understanding for students, living in the borough of Lewisham in the religiously diverse city of London, of the religious beliefs of most religious believers. Year 7 and 8 lessons are built upon in year 9 where students will use their knowledge and skills to interrogate philosophical and ethical studies of the existence of God, questions about life and death and environmental issues. As KS3 progresses students can increasingly make their own critical judgements about meaning and purpose and will increase their religious literacy in order that they may confidently discuss the religious beliefs of themselves and others into adulthood. KS3 provides students with the knowledge and skills to access the KS4 curriculum which provides in-depth studies of Christian and Muslim beliefs, teachings and practices and looks at ethical and philosophical issues from Christian, Muslim and Humanist perspectives as these three groups make up the majority of Britain's population thus preparing our Conisborough students for life beyond the academic setting within our society.

Term	1	2		3	4		5	6
Year 7	Origins of Abrahamic Faiths: From this point on until the end of year 8, the KS3 units give students a good grounding in the discipline of theology. The Abrahamic faiths share their history and background and dominate the world's religious population. It is, therefore, vital for students to have knowledge of the shared, and yet distinct, beginnings of these three faiths. This unit teaches students the historical foundations of Judaism, Christianity and Islam. It teaches about the shared foundations of the Abrahamic faiths, and introduces the concepts of monotheism, covenants (of Abraham and Moses) and God's rules for humanity. These are built upon in the depth studies of each of the faiths. The unit emphasizes the significance of Jerusalem in the foundations of the Abrahamic faiths and its continued importance today.		Assessment	Study of Christianity: This depth study of Christianity also builds from the Origins of Abrahamic Faiths unit. Students will be taught about the structure of the Bible (so they can make meaning of the scripture they will encounter in the lessons that follow) and will apply their understanding of literal and symbolic interpretations from the Study of Judaism. When revisiting learning from the Origins of Abrahamic Faiths unit about the birth, teachings, death and resurrection of Jesus, students will be taught about the need for atonement and the Christian belief in Jesus as the prophesied messiah (introduced in the Study of Judaism). Students will also explore the Sermon on the Mount in greater depth. Students will then study the development of the Christian Church following the ascension of Jesus, including the roles of key apostles and leaders. Students will end the unit with a study of the key differences in beliefs and practices in Catholics and Protestant Church. This is important for understanding the diversity of beliefs and practices in the Christian tradition, which will be further explored in GCSE.		Assessment (after term 5)	Religion locally and nationally: This short unit allows students to explore the current religious landscape of England and Wales and our specific local area. Students will review and build upon knowledge from KS2 and ensure that they have the appropriate vocabulary of key faiths and non-religious traditions in Britain, including names of religious buildings and widely used symbols. Students will interpret facts and figures using the skills of Social Science to determine which religions are predominant in terms of numbers of followers in Britain.	

Year 8	Study of Islam: This depth study of Islam builds from the Origins of Abrahamic Faiths unit. Students will be taught about sources of authority, prophecy, scripture, role of interpretation and traditions within Islam – some of which revisits and builds on learning from year 7 Abrahamic Faith units. Students will learn about succession after the Prophet Mohammed's death and the historical setting of the development of the two schools of thought: Sunni and Shia Islam. Students are taught the five pillars of Islam, and will focus on practices of prayer, fasting and modesty. This introduces students to the core beliefs and practices of Islam, which will be explored further in KS4, and enables students to apply these beliefs to thematic issues in Y9 and KS4.	Introduction to Dharmic faiths: In this short unit students will be taught an overview of the Dharmic faiths which links to the next two units on Hindu Dharma and Sikhi. Due to the religiously diverse context of the local community, it is important that students study Dharmic faiths so that all faiths are represented in the RE classroom. Students are taught the historical foundations of Dharmic faiths in India and the beliefs that connect them. Students are taught about the Dharmic approach to religion, beliefs and practices to lay the foundations for the depth studies to follow. Contrasts with the Abrahamic understanding of 'God' are explored, which link to the year 7 units and the Islam unit.	Study of Hindu Dharma: This depth study of Hindu Dharma builds from the Introduction to Dharmic Faiths unit. Students are taught that the Hindu Dharma contains a wide variety of traditions and foundational narratives. Students are taught about the sources of authority, core concepts, diversity of beliefs and practices held within the Hindu Dharma.	Study of Sikhi: This depth study of Sikhi builds from the Introduction to Dharmic Faiths unit. Students will study Sikh narratives of creation. Students are taught the origins of Sikhi and about the sources of authority, core concepts and practices held within Sikhi. Students will encounter modern-day case studies of the lived religion. Students will be taught about authority within Sikhi. Students will consider Sikh beliefs about morality and life after death. Students will learn key practices in Sikhi. All of which build on the Introduction to Dharmic Faiths unit.	Religious Authority: This short thematic unit allows students to revisit themes of creation, the roles of revelation, scripture, authority and interpretations within Judaism and Christianity covered in year 7 units. Students explore diverse religious and non-religious (including Humanist) views on religious authorities such as scripture, prophecy and tradition. This enables students to understand the important role religious authority plays in religious traditions and how this influences their approach to a range of religious, philosophical and ethical issues, which will be explored in Y9 and KS4.
Year 9	After having studied five of the world's religions across years 7 and 8 using the discipline of theology, the year 9 units apply the knowledge learnt to generate opinions, which may be useful in students' everyday lives – allowing students to base judgments on knowledge. These year 9 units employ the disciplines of philosophy and ethics to enable students to form their own views. Introduction to Ethics: This unit begins with the foundations of moral decision making, helping students understand where moral decisions come from and how different influences (e.g. upbringing, religion and personal experience) shape what people see as 'right'. Students are then introduced to a number of ethical theories, including Natural Law, Situation Ethics and Utilitarianism, each offering a structured way to resolve moral dilemmas. The earlier theories are rooted in prior knowledge of Christianity. Students will also recap revelation as a general source of morality in Islam as they studied the Night of Power and interpretations of Sharia Law in Year 8, but it serves as a useful reminder that religious belief is not monolithic and there will be differences in application. The knowledge at this stage is deliberately simple, focusing on core principles and clear criticisms, so that students gain confidence before applying ethical principles to real-world dilemmas.		Ethics in the Modern World: This unit moves into applied ethical reasoning. The unit is underpinned by the basic principle of what makes life valuable, starting with life in its earliest stages through to end-of-life dilemmas. The unit then expands beyond the value of human life and explores ethical consideration of animal life and the environment itself, as a 'living' being in the eyes of some. At each stage, the curriculum reinforces and deepens prior knowledge by asking students to use the ethical theories they have already studied, alongside religious and non-religious worldviews (Christian, Muslim, Hindu, Humanist), to explore and evaluate real moral problems. This unit is therefore a bridge between abstract theory and lived ethical application: for example, students practise weighing sanctity of life against quality of life, autonomy against the Five Primary Precepts and compassion against retribution. This unit also emphasises disciplinary knowledge from the social sciences, such as issues around bias in death penalty judgements in the USA.		Philosophy and the Moral Self: This unit builds on the Introduction to Ethics unit by moving from the question of "How can we know the right thing to do?" to "How can we know anything at all?" Students begin with an introduction to several branches of Philosophy and look at what is meant by a "self" through Decartes' dualism and criticisms from Patricia Churchland. Students then turn to the arguments for and against the existence of God, as religious belief underpins many of the ethical theories we've looked at across the previous two units. This leads to an exploration of the Problem of Evil, which focuses on development of the self, which then brings students back to the debate begun earlier in the unit. Students look at whether a 'mind' can be uploaded or even created and implemented into technology. This creates a full-circle moment where students debate whether it would be acceptable to use AI for moral decision making and what constitutes a "moral agent" in the first place.

Term	1	2		3	4		5	6
Year 10	The GCSE in Religious Studies comprises of 8 units taught across years 10 and 11. The religions of Christianity and Islam are focussed upon, as they are the two main religious traditions of modern-day Britain and Lewisham area. The first two units of Christian and Muslim Beliefs and Teachings pave the way for understanding the 'issues' units. Christianity: Beliefs and Teachings Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. The Christian response to the problem of evil, and beliefs of the Trinity, the Genesis creation story are explored and how these are interpreted by different Christian denominations. Jesus' Incarnation, Crucifixion and Resurrection are studied and how these brought about salvation and atonement for Original Sin. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell are explored.	Islam: Beliefs and Teachings Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 9, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.		Students then begin to apply their knowledge of religious beliefs and teachings through the exploration of various issues faced in modern day Britain, thus preparing them for adult life and discussing issues with their peers – whether religious or not. Issues of relationships Students will apply their knowledge of different Christian beliefs to the topics of the importance of family, marriage, cohabitation, adultery, divorce, purpose of sex, contraception, same sex relationships and the roles of men and women in worship and authority. Students will learn how different Christian and Muslim groups have different responses to these issues. Students will compare different Christian, Muslim and secular views in order to make their own critical and balanced judgements on these issues.	Issues of Life and Death Students will apply their knowledge of different Christian beliefs and philosophical perspectives to the topics of religious and scientific views of the origin of the world, the design argument and intelligent design, and how these perspectives influence how we treat the environment. Students will gain knowledge of how Humanists and different groups of Christians and Muslims view the sanctity of life, abortion, euthanasia and the afterlife. Students will build on learning in KS3 and will compare different theological and secular responses to make critical and balanced judgements.		Students will then explore the lived experience of Christians by learning about the practices of different types of Christianity. Christian Practices Christian practices are examined through gaining knowledge of the different types of Christian worship, role of the sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.	Christian Practices contd.
Year 11	Students will then explore the lived experience of Muslims by learning about the practices of different types of Islam. Muslim Practices Further building upon their study of Islam in year 8, students will examine how Muslim beliefs influence practice. Students will examine the 5 Pillars of Sunni Islam and festivals of Id-ul-Adha and Id-ul-Fitr; how they express Muslim beliefs, how they are practised differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations. This will enable students to critically assess the representation	Issues of Good and Evil Students will apply their knowledge of different Christian and Muslim beliefs, ethical and philosophical approaches to the topics of the aims of punishment, justice, how criminals should be treated in prison, focusing on the work of prisoner reformers and religious attitudes to the death penalty and forgiveness. Students will study the problem of evil and will examine in detail Christian and Muslim attitudes to good, evil and suffering, and how Christians and Muslims have responded to the problem of evil through theodicies. Through exploring case studies related to the above topics, students will understand the complexity of these issues and	Mock 1	Issues of Human Rights Students will apply their knowledge of Christian and Muslim theology, philosophy and ethics to the topics of human rights, social justice, the dignity of human life, censorship, freedom of religious expression, religious extremism, prejudice and discrimination, poverty and attitudes towards wealth. Students will focus upon the diversity of Christian and Muslim belief and how this is influenced. This unit will give students the opportunity to explore complex issues within contemporary society such as extremism and terrorism, enabling them to develop their own critical and balanced judgements.	Revision of all eight GCSE units	Mock 2	Revision of all eight GCSE units	PUBLIC EXAMS

	of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.	formulate their own critical and balanced judgements.						
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Impact:
 To ensure that all students achieve their full potential at KS3, students are formatively assessed regularly, and teaching is adapted accordingly. Students also sit summative assessments at two major points in each KS3 school year, in order that they are exam-ready by their KS4 studies. In addition to teaching knowledge, KS3 students will also be taught how to use this knowledge in these main ways: Demonstrate knowledge, analyse, evaluate, make thematic links – these link to KS4 skills of define, describe, explain and evaluate. At GCSE level, students are regularly assessed through keyword tests, to ensure their religious literacy before public exams and receive feedback on exam question practice throughout the course to enable them to fully access exam questions by the time of their actual GCSE exams. There will also be KS4 mock exams. In addition, we aim to instil a love of learning in students and encourage them to develop their critical thinking skills alongside developing their oracy skills through class discussions and debates. Once they leave Conisborough the students studying RE will have gained transferrable thinking, analysing and oracy skills relevant to both further studies of Religious Education, Theology and Philosophy, and employment.