

**RS Five Year Curriculum.** The RS curriculum builds up over five years. deepen and broaden students understanding of Christianity and other religions in different contexts , explaining literal and symbolic forms of expression, e.g. in religious ritual, action, ethics and the arts. They explain and respond to religious sources, showing their understanding of how religious teachings can be interpreted within faith communities. They explore some personal, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. Pupils investigate and explain viewpoints about religion and belief as they apply to relationships, rights and responsibilities, amoral dilemmas and ultimate questions. They relate their learning to their own ideas, experiences and develop their own values.

**Year 8—** In Year 8 RS is taught within the framework of tutor time and Philosophy and Ethics lessons. Students consider questions such as Is death the end? Does living biblically mean obeying the whole bible? Should religious buildings be sold to raise money? Should happiness be the purpose of life

**Year 9—** Does God exist? Miracles, conversion, prayer, the design and cosmological argument. Religious upbringing, problem of evil and suffering. **Christian Beliefs—** The Trinity, creation, Incarnation, the last days of Jesus' life, salvation and life after death, evil and suffering— Christian responses. **Marriage and the Family—** The importance and purpose of marriage, sexual relationships, the changing nature of the family,

**Year 11— Peace and conflict –** Muslim attitudes on peace, peace making, conflict, pacifism, Just War theory, Holy war, and weapons of mass destruction, Review of The ten obligatory Acts, the six Beliefs/ five roots of 'Usul-ad-Din, Christian views of abortion, predestination and life after death. The significance of Jihad and Muslim celebrations and commemorations. **Crime and punishment—** The nature of justice and crime, good , evil and suffering, punishment— criminals treatment. Review of salvation/Incarnation, Christian worship/sacraments, pilgrimage, prayer, the future of the church, marriage/sexual relationships, family roles and the family in the parish today, family planning, divorce, men and women in the family, gender prejudice, Christian views of abortion and euthanasia.

Y11

**Next steps -** People who do religious studies go into many jobs including Aid worker, police officer, human resources, journalism, community outreach worker, social worker. Routes into this include A Levels, apprenticeships, degrees and vocational courses.

Y7

**Year 7—** In Year 7 RS is taught as part of tutor time and also through Philosophy and Ethics along side personal and social development, and the careers programme.

In Year 7 students undertake the Archbishop of York Young leaders award which focuses on a range of different activities that cover servant leadership, the church charity and volunteering. They also look at issues such as whether Jesus could be considered a radical? Does religion help people to be good and what is good and challenging about being a religious teenager.

Y8

Y9

**Year 10— Living the Christian life—** Christian worship, the role of the sacraments, Christian celebrations, Christian pilgrimages, the future of the Church, the local church, the worldwide church, Sanctity of life, Christian views on abortion, Christian views on Euthanasia, life after death— Christian responses and non-religious views. Origins of the world and human origins. **Intro to Islam-Muslim beliefs—** The six Beliefs, the five roots of 'Usul-ad-Din, the nature of Allah, the roles of prophets, Muslim holy books, angels, the nature and importance of predestination, life after death. **Living the Muslim life—** The Ten Obligatory Acts and the Five Pillars.

**Skills that students will learn during their curriculum journey that are required for RS**

Source/interpretation skills of religious texts and scriptures., explanation of different religious beliefs and ceremonies, explanation of significant and common divergent views between and/or within religions and beliefs, comparison of different religious beliefs and ceremonies, engage with questions of belief, value, meaning, purpose, truth, and their influence on human life and be able to form a justified opinion.