	Curriculum Overview – Religion, Philosophy & Ethics				
	Year 7	Year 8	Year 9	Year 10	Year 11
Unit 1	*What are worldviews?* Students learn the concept of worldviews and a definition of religion Students learn about specific lenses that can be used to view the world Students begin to use the language of argument understanding the difference between the terms evidence and proof Link to KS2 Study of religions Link to year 8 Humanism Year 8 Worldview views in action Year 9 Philosophical and Ethical issues GCSE units Issues	*Islam study of a world religion* Students learn a systemic study of Islam A new worldview in which to understand the world Skills of building arguments using evidence Critical thinking skills developed Introduction of comparisons between key themes in religions Link to GCSE foundation of beliefs and practices to build more detailed knowledge	*Philosophy* Students learn a different approach to study of religions using prior religious knowledge address big theological themes Such as what is reality? Does God exist? A different type of procedural knowledge Application on prior knowledge to these questions Skills of building arguments using evidence and proof, in-depth critical thinking skills that go beyond asking questions. Students use developed reasoning skills and continued comparisons between key theme and beliefs in religions	Christianity – Beliefs Students learn core Christian beliefs, God, Jesus and the trinity and the differences between Christian denominations Students apply this knowledge to be able to define, describe, explain and evaluate these beliefs alongside the exam criteria Builds on knowledge of the bible and foundational religious beliefs	Islam: Beliefs Students learn key Muslim beliefs about God (Allah) Muhammad, Angels and the afterlife and the different denomination views of Sunni and Shi'a Muslims Students apply this knowledge to be able to define, describe, explain and evaluate these beliefs alongside the exam criteria

			Link to GCSE and A-Level		
Unit 2	*Abrahamic Faiths* Students learn the history of the Abrahamic faiths, specifically how Judaism, Christianity and Islam are all connected in someway Students build on prior knowledge at KS2 focusing on similarities between religions rather that differences This knowledge is foundationally important for understanding the Abrahamic faiths in the future GCSE Christianity/Islam e.g., how Jesus is represented in each faith Students develop the concepts of proof and evidence to begin critically analysing and formulating arguments Builds on KS2 knowledge of the Abrahamic faiths	*Buddhism study of a world religion* Students learn a systemic study of Buddhism as a second Dharmic faith A new worldview in which to understand the world Skills of building arguments using evidence Critical thinking skills developed Introduction of comparisons between key themes in religions Link to worldviews Year 9 Ethics – focus on being good without God	*Ethics* Students learn specific resources and ethical theory religious and non-religious people draw upon to respond to ethical dilemmas Students apply this knowledge to ethical dilemmas utilizing critical thinking skills and analyzing the most appropriate approaches Links to worldviews and using Christianity, Islam and Humanism at GCSE	Christianity – Practices Students learn how Christians live out their beliefs through worship, festivals and rites of passage Students apply this knowledge to be able to define, describe, explain and evaluate these beliefs alongside the exam criteria Builds on knowledge of the bible and foundational religious beliefs	Islam: Practices Students learn how Muslims live out their beliefs through the 5 pillars or 10 obligatory acts, how they celebrate festivals Students apply this knowledge to be able to define, describe, explain and evaluate these beliefs alongside the exam criteria Builds on knowledge of the foundational beliefs in Islam

	Feeds into the unit 3 The Big Story Year 8 Islam GCSE Christianity and Islam				
Unit 3	*The Big Story* Students learning Theological (a different type of procedural knowledge) knowledge of the Bible and how it represents the story of Sin to atonement Skills of building arguments and using the Bible as a source of evidence for Christianity Critical thinking skills developed Linked to GCSE Christianity	*Happy Humans* Study of a philosophy in life that has atheistic roots. Not all people are religious Skills of building arguments using evidence Critical thinking skills developed Introduction of comparisons between key themes in religions and the place of a religion alongside a secular life GCSE Humanism is a critical theme as an alternative viewpoint in ethical issues and life and death	Equality and Diversity Students learn specific content on prejudice and discrimination with a focus on the issued raised from the 'Black Lives Matter' campaign In-depth understanding of how prejudice occurs and the impact that this has on equality Links to all issues units at GCSE with the underlying focus on human rights	Issues: Relationship Students learn Christian and humanist views towards relationships such as roles in the family, marriage and divorce Students continue to develop this knowledge to be able to define, describe, explain and evaluate these beliefs debating skills and application of evidence to support opinions is critical alongside the exam criteria Students build on prior knowledge and skills of ethical theory and humanism	Issues: Good and Evil Students learn the concepts of Good and Evil, understanding Christian attitudes towards crime and punishment, forgiveness and sin Students continue to develop this knowledge to be able to define, describe, explain and evaluate these beliefs debating skills and application of evidence to support opinions is critical alongside the exam criteria Students build on prior knowledge and skills of ethical

				theory and humanism
Unit 4	*Sikhism study of a world religion* Introduction of a different worldview from the Dharmic faiths A new lens in which to view the world a new knowledge that is unlikely to have been covered at KS2 Link to worldviews – what is religion re-using the 7 dimensions to discover a different religion	*Worldview in action* Taking the beliefs of different faiths and understanding what that looks like as lived experience Using the faiths previously studied: Christianity Sikhism Islam Buddhism Humanism Building on critical thinking skills, the ability to argue and explain Making connections between belief and behavior		Issues: End of Life Students learn the different religious and non-religious beliefs about the origins of the universe, ethical dilemmas such as euthanasia and abortion Students apply this knowledge to be able to define, describe, explain and evaluate these beliefs debating skills and application of evidence to support opinions is critical alongside the exam criteria Students build on prior knowledge and skills of philosophical concepts and ethical theory and humanism	Issues: Human Rights Students learn the concepts of human rights, prejudice and discrimination, students learn about religious individuals who stood up against injustice Students have a in-depth working knowledge of the exam criteria and apply this knowledge to be able to define, describe, explain and evaluate these beliefs debating skills and application of evidence to support opinions is critical Students build on prior knowledge and skills of philosophical concepts and ethical theory and humanism