CURRICULUM MAP

Intent:
The aim of religion, philosophy and ethics as a subject is to provide a rich and varied curriculum that enables pupils to effectively engage and communicate with the world around them, capable of contributing to social and work situations later in life with empathy and understanding of a range of issues, beliefs and cultures. Pupils studying religion, philosophy and ethics will become critical thinkers capable of critical analysis of what people believe and how this relates to religious practices and philosophical and ethical questions.

YEAR 7	Arguments for the existence of God	Creation Stories	Islam: beliefs and practices	Heroes	The problem of evil and suffering	The life of Jesus
Key Knowledge	God's qualities The Cosmological Argument The Design Argument Religious Experience	Genesis/Adam and Eve Scientific theories/Big Bang Stories from other cultures and religions	The 5 pillars of Islam: Shahadah, Salah, Zakah, Sawm, Hajj.	Key figures from many religions: Dalai Lama, Guru Nanak, Mother Teresa, Queen Esther, Malala, Pope Francis.	Moral and Natural Evil. The inconsistent triad. Theodicies such as suffering as a test, punishment, best possible world.	What it takes to be a good disciple. Historical accounts of Jesus existence. What would Jesus have looked like? Teachings of Jesus.
Key Subject Skills	Critical thinking, evaluative writing.	Literal and liberal interpretations of religious ideas.	Empathy and understanding of different belief systems.	Empathy and understanding of different belief systems.	Critical thinking, evaluative writing.	Empathy and understanding of different belief systems.

Personal development: • **RSE** • **Online safety** • **Enrichment**	What makes a good argument. Supporting arguments with good reasons.	How to interpret information.	Respect for different beliefs and opinions	Role models.	Different ways to interpret and deal with our own suffering.	Why do some lead and some follow?
Connections with careers	• Developing critical thinking, analytical and evaluative skills through philosophical thought processes. • Empathy and understanding of other belief systems, cultures and viewpoints. • Developing extended writing skills.					
Home support	• Encourage discussion. Ask 'what if…?' questions. Discuss why people have particular points of view and the basis of evidence for opinions. Talk about the difference between taking something literally and what a message might be in a story. • Discuss examples of differing religions and cultures encountered (for example, on holiday or in the local community). • Discuss examples of suffering and evil as they occur. Reflecting on the injustices of life, why they might happen and when humans can do anything to change a situation can help to develop deep thinking about justice and the resilience to cope with life.					

YEAR 8	Hinduism: Beliefs and Practices	Religion in Medway	The Christian Story	The case of the missing body	Worldviews: Humanism	Environmental Ethics
Key Knowledge	Hindu gods and goddesses. Hindu worship at home and in the Mandir. The Samsara cycle of rebirth and concept of Moksha.	Places of worship in the local area. The Sikh Gurdwara and it's role in the community. Design a place of worship.	The growth and change of Christianity from the death of Jesus to the current Christian denominations. St Paul/Pentecost. The Roman Empire and Christian martyrdom. The Reformation. Current denominations.	A crime investigation into the disappearance of Jesus using the gospel accounts (witness accounts, a pathology report, the Turin Shroud)	The key beliefs of the British Humanist association (proof/evidence, the scientific endeavour, moral principles)	The concept of personhood, humans vs animals and animal rights, pollution, food production, human impact on climate change and the oceans.

Key Subject Skills	Empathy and understanding of different belief systems.	Empathy and understanding of different belief systems.	Development of knowledge. What happened? How? Why?	Interpretation of religious texts. Critical thinking and evaluative writing. Close attention to detail.	Empathy and understanding of different belief systems.	Ethical debate, understanding different points of view to strengthen your own viewpoint.
Personal development: • **RSE** • **Online safety** • **Enrichment**	How values are transmitted through family traditions.	Understanding the community we live in now.	Link to the History curriculum and understanding how the world we live in now has been shaped.	Evaluating belief and evidence, understanding and accepting different beliefs and opinions.	Evaluating evidence/truth.	How people influence their environment.
Connections with careers	• Developing critical thinking, analytical and evaluative skills through philosophical thought processes. • Empathy and understanding of other belief systems, cultures and viewpoints. • Developing extended writing skills. • Developing the ability to construct an ethical argument and consider counter argument.					
Home support	• Notice the complex nature of religion and culture in Medway. Look out for different places of worship near home. • We have two historically significant cathedrals in Kent, which may be visited: https://www.rochestercathedral.org/ https://www.canterbury-cathedral.org/ • Talk about Kent as an important first landing place for trade and exchange of ideas (Augustine introducing Christianity). • Discuss environmental ethics, such as the practical issues relating to recycling or the use of plastics.					

YEAR 9	I Object	Prejudice and Discrimination	Life after death	Too old, too young; age, consent and autonomy	The Buddha	Relationships and families
Key Knowledge	Key figures who have fought injustice; The Suffragettes, Dr Martin Luther King Jr, Gandhi and Dietrich Bonhoeffer.	Sexism, homophobia, racism in the modern world, hate crimes, appearance prejudice, ageism and ableism.	Christian and Hindu ideas about life after death, funeral rites, philosophical ideas around dualism, mind and body.	The concept of autonomy and freedom and it's application to work, voting, sexual relationships and fighting in the army.	The Life of Siddhartha Gautama and the teachings that arise from this, such as the 3 marks of existence, the 4 noble truths, the middle way and the noble eightfold path.	What makes a family, attitudes toward marriage and divorce, homosexuality and homophobia.
Key Subject Skills	Evaluating the relationship between beliefs and actions. Consideration of whether laws should ever be broken.	Understanding of the law, empathy and understanding of different views and cultural relativism.	Knowledge of different ideas about mind, body and soul. How these key ideas are interpreted in different belief systems and scenarios.	Research a chosen topic. Evaluative writing.	Knowledge and understanding of key Buddhist beliefs. Application of a belief in a life situation – to what extent is this helpful/possible?	Understanding the diverse nature of family life. Understanding of rights and responsibilities.

Personal development: • **RSE** • **Online safety** • **Enrichment**	Role of the individual in society.	Sexism and it's implications. Research project – learning about crediting sources in written work.	Dealing with and understanding beliefs about death, the afterlife and funerals across cultures.	Discussions around autonomy, consent and the law on sexual relationships. Research project – learning about crediting sources in written work and appropriate searches for sensitive information.	Understanding beliefs systems we may encounter in our community.	Discussions around what makes a family, different types of family, the sensitivity of family difficulties, homosexuality and the difference between civil partnership and marriage.
Connections with careers	• Developing critical thinking, analytical and evaluative skills through philosophical thought processes. • Empathy and understanding of other belief systems, cultures and viewpoints. • Developing extended writing skills. • Developing the ability to construct an ethical argument and consider counter argument. • Using research to evidence ideas and present key information to an audience.					
Home support	• Keep the talking channels open – developing the habit of discussing the less personal is a conduit to discussing the more personal issues that young people often struggle with (privacy, boundaries, friendships etc.). • Researching family history. Talk about where family live and why they moved. Any interesting characters? Talking with older people about how life has changed for young people. Talking to grandparents about their early experiences of school/work/leisure activities/dating/holidays. This often leads on to interesting discussion about sexism, gender and shared values. • How does the family celebrate or commemorate rites of passage (birth, marriage, death)? Family photos can be a catalyst for discussion. Religious ceremonies?					

Key stage 4: GCSE AND Core Religious Studies

YEAR 10 GCSE (Religious Studies AQA A) *Order may change if a group is shared	Theme E: Religion, Crime and Punishment	Christian beliefs and teachings	Theme D: Religion, Peace and Conflict	Buddhist beliefs and teachings	Theme F: Religion, Human Rights and Social Justice	Theme F: Religion, Human Rights and Social Justice
Key Knowledge	Reasons for crime, the aims of punishment, types of crime, the treatment of criminals/punishments, forgiveness, the death penalty. Christian and Buddhist attitudes to the above areas.	The nature of God, the qualities of God, the Trinity, Creation, the incarnation and Jesus, crucifixion, resurrection, ascension, life after death, heaven and hell, judgement, sin and salvation.	Violent protest, terrorism, reasons for war, weapons of mass destruction, Just War Theory, Holy War, Pacifism, responses to war and victims of war. Christian and Buddhist attitudes to the above areas.	The life of the Buddha (birth, life of luxury, asceticism, enlightenment. The Dhamma and concept of dependent arising. Teachings; The three marks of existence, the four noble truths, Buddhist traditions (Theravada and Mahayana including Pure Land), the Arhat and Bodhisattva.	Social justice and human rights, prejudice and discrimination; racism, sexism and ableism, religious freedom. Christian and Buddhist attitudes to the above areas.	Teachings about wealth and poverty, the causes of poverty, exploitation of the poor and giving money to the poor. Christian and Buddhist attitudes to the above areas.
Key Subject Skills	• Knowledge and understanding of key religious teachings (Christianity and Buddhism) • Knowledge and understanding of religious practices and how these reflect beliefs • Understanding of diversity within a religion in terms of belief and practice (e.g. Orthodox, Catholic and Protestant)					

	• Understanding how religious people respond to ethical issues, and how religious beliefs and teachings guide difficult decision making • Consideration of the influence of religion in a personal, local and national capacity • Opportunities to develop personal opinions based on knowledge through discussion and debate • Development of reflective thinking in response to ethical issues					
Personal development: • **RSE** • **Online safety** • **Enrichment**	Understanding the UK's legal system including the impact of Hate Crimes.	Understanding current and historical examples of war and their causes and impact.	Understanding the belief systems that have shaped UK law and tradition throughout history.	Understanding belief systems we encounter in our community.	Discussing prejudice and discrimination including homophobia, sexism and racism.	Helping the poor.
Connections with careers	• Useful for any job requiring an understanding of people, how they think and act (e.g. law, police, teaching, medical, advertising) • Developing knowledge and understanding of two major contrasting belief systems (Christianity and Buddhism) • Developing evaluative skills, critical thinking and learning how to construct an argument • Understanding why people think and act differently					
Home support	Purchase the revision guide to help with end of topic test revision: AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide:(GCSE Religious Studies for AQA) by Marianne Fleming (Author), , Nagapriya (Author), Peter Smith (Author). Time students answering past paper questions to fine tune their ability to write at speed (1 mark per minute). Test on key terms. Direct students to current news that may link to the topic being studied. Discuss ethical topics studied with the students so that they are exposed to a range of viewpoints. Visit places of worship for students to see the beliefs and practices in action for a deeper understanding.					

YEAR 11 GCSE (Religious Studies AQA A) *Order may change if a group is shared	Theme B: Religion and Life	Buddhist Practices	Christian practices	Revision	Revision/study leave	Study leave
Key Knowledge	The origins of the universe and human life, the value of the world, the environment, pollution, the use and abuse of animals, abortion, euthanasia, death and the afterlife. Christian and Buddhist attitudes to the above areas.	Karma and rebirth, compassion, loving kindness, the five moral precepts, the six perfections, places of worship, types of worship, meditation (samatha and vipassana), visualisation, death and mourning rituals, festivals.	Worship, prayer, baptism, holy communion, pilgrimage, festivals, food banks, street pastors, mission and evangelism, Church growth, the worldwide Church, Christian persecution, The Church's response to world poverty.	Revision of all the key topics covered and examination skills and timings.	Revision of all the key topics covered and examination skills and timings.	N/A
Key Subject Skills	• Knowledge and understanding of key religious teachings (Christianity and Buddhism) • Knowledge and understanding of religious practices and how these reflect beliefs • Understanding of diversity within a religion in terms of belief and practice (e.g. Orthodox, Catholic and Protestant) • Understanding how religious people respond to ethical issues, and how religious beliefs and teachings guide difficult decision making • Consideration of the influence of religion in a personal, local and national capacity • Opportunities to develop personal opinions based on knowledge through discussion and debate • Development of reflective thinking in response to ethical issues					

Personal development: • **RSE** • **Online safety** • **Enrichment**	Discussion of the pros and cons of abortion and euthanasia, and our impact on the environment, animal rights and life after death.	Consideration of the rights and responsibilities of the individual in a community	Consideration of the rights and responsibilities of the individual in a community			N/A
Connections with careers	• Useful for any job requiring an understanding of people, how they think and act (e.g. law, police, teaching, medical, advertising) • Developing knowledge and understanding of two major contrasting belief systems (Christianity and Buddhism) • Developing evaluative skills, critical thinking and learning how to construct an argument • Understanding why people think and act differently					
Home support	Time students doing past paper questions, test them on key terms. Encourage a revision timetable. Test key terms. Direct students to current news that may link to the topic being studied. Discuss ethical topics studied with the students so that they are exposed to a range of viewpoints. Visit places of worship for students to see the beliefs and practices in action for a deeper understanding.					

YEAR 10 CORE 'ETHICS AND VALUES'	Philosophical thought experiment – the train The importance of good character	Right and wrong What rules should society have?	British values	Matters of life	Matters of life	Matters of Life

Key Knowledge	Utilitarianism and evaluation of the moral idea of the greatest happiness for the greatest number. Virtue ethics and Aristotle's ideas around character and the flourishing life.	Ethical decision making, theories and cultural relativism in terms of what we deem to be right and wrong. How we apply these theories to socities.	Democracy Rule of Law Individual Liberty Tolerance	Fertility treatment and issues of rights – IVF, AID/AIH, Donors, Surrogacy.	Ethics of transplant, genetic engineering and saviour siblings	Society in a world of 'designer babies', Gattaca, personhood.
Key Subject Skills	• Understanding how people respond to ethical issues, and how a variety of religious and ethical beliefs and teachings guide difficult decision making • Consideration of the influence of religion and ethics in a personal, local and national capacity • Opportunities to develop personal opinions based on knowledge through discussion and debate • Development of reflective thinking in response to ethical issues					
Personal development: • **RSE** • **Online safety** • **Enrichment**	What makes good character and for a happy society?	What makes good character and for a happy society?	Key British values	Discussions about different fertility treatments and their ethical implications.	Discussions about the perceived value of a saviour sibling.	The value of life and potential for discrimination with designer babies.
Connections with careers	• Useful for any job requiring an understanding of people, how they think and act (e.g. law, police, teaching, medical, advertising) • Developing evaluative skills, critical thinking and learning how to construct an argument • Understanding why people think and act differently					
Home support	Engage in discussion with the students on current affairs, issues arising in the news and the topics covered in across the curriculum, to expose them to a range of ideas that can help shape their own views of the world.					

YEAR 11 CORE 'ETHICS AND VALUES'	Tackling sexism and misogyny	Moral decision making – poverty.	Poverty in the UK	Current affairs – student choice	Moral decision making/current affairs	Study leave
Key Knowledge	A three lesson look into stereotypes affecting boys and how this affects their wellbeing and feelings. How we can unpick toxic masculinity as a society to enable gender equality and men to express themselves.	Philosophical and ethical questions relating to whether money can buy you happiness, homelessness and immigration.	How individuals, communities and governments can tackle poverty in the UK. Specific examples relevant to Medway.	Re-cap of ethical theory (eg deontology, consequentialism, Christian moral law). Student led in terms of choice of current affairs – current issues in the news and how they can be dealt with through ethical theories.	Student led in terms of choice of current affairs – current issues in the news and how they can be dealt with through ethical theories.	N/A
Key Subject Skills	• Understanding how people respond to ethical issues, and how a variety of religious and ethical beliefs and teachings guide difficult decision making • Consideration of the influence of religion and ethics in a personal, local and national capacity • Opportunities to develop personal opinions based on knowledge through discussion and debate • Development of reflective thinking in response to ethical issues					

Personal development: • **RSE** • **Online safety** • **Enrichment**	How gender binaries can be perceived and their impact on individuals and communities.	An understanding of global changes in gender roles and stereotypes.	Discussions about healthy relationships between men and women.	An understanding of the status of Medway and the UK in terms of relative poverty, and how to overcome this.	Character building and how to lead a 'flourishing' life.	N/A
Connections with careers	• Useful for any job requiring an understanding of people, how they think and act (e.g. law, police, teaching, medical, advertising) • Developing evaluative skills, critical thinking and learning how to construct an argument • Understanding why people think and act differently					
Home support	Engage in discussion with the students on current affairs, issues arising in the news and the topics covered across the curriculum, to expose them to a range of ideas that can help shape their own views of the world.					

Key Stage 5: A levels

YEAR 12 (OCR Religious Studies A level) Philosophy, Ethics and Developments in Christian Thought	Philosophy: Ancient philosophical influences Soul, mind and body Ethics: Utilitarianism Kantian ethics	Philosophy: Arguments based on observation Arguments based on reason Ethics: Natural Law Situation ethics	DCT: Knowledge of God's existence The person of Jesus' Christ Augustine's teaching on human nature	Philosophy: The problem of evil DCT: Christian moral principles Christian moral action	DCT: Death and the afterlife Ethics: Euthanasia	Philosophy: Religious experience Ethics: Business ethics
Key Knowledge	An introduction to Plato and Aristotle's key ideas. Normative ethical theories by Jeremy Bentham, JS Mill and Immanuel Kant.	The teleological argument, cosmological argument, ontological argument. A priori, a posteriori, synthetic and analytic arguments. Christian ethical theories by Thomas Aquinas and Joseph Fletcher.	Bonaventure's ways of seeing, natural theology and revelation. Jesus as son of God, teacher of wisdom and liberator. St Augustine's teachings on The Fall, human nature, relationships and grace.	The logical and evidential problems posed by suffering. Theodicies by Augustine, Irenaeus and John Hick. Where does Christian moral guidance come from? The Bible, Church tradition, Reason and Agape. Dietrich Bonhoeffer's application of	Resurrection, heaven, Aquinas the beatific vision, Hell, Purgatory, Election and Judgement. The sanctity of life, quality of life, personhood, voluntary euthanasia, non-voluntary euthanasia. Application of Natural Law and Situation Ethics.	Types of religious experience; mystical, conversion, corporate, near death. Key scholars such as William James, Otto, Swinburne. Psychological and physiological interpretations of religious experience. Corporate social responsibility, whistle blowing, good ethics is good

				Christian principles amidst Nazism.		business, globalisation. Application of Utilitarianism and Kantian ethics.
Key subjects Skills	Gaining a deeper understanding of world religions and exploring philosophy of religion and religion and ethics. Learners engage in relevant topical issues and acquire knowledge and a critical understanding of major issues that are relevant to learners in the twenty first century. Learners acquire skills that will be prepare them for higher education or the world of work such as critical thinking, analysis and evaluation. AO1 – Demonstrate knowledge and understanding of religious belief and philosophical and ethical theories, scholarly contributions and ideas. AO2 – Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.					
Personal development: • **RSE** • **Online safety** • **Enrichment**	How we make ethical decisions in society today.	How we make ethical decisions in society today.	Understanding the underpinning theory behind much of today's belief systems.	Dealing with suffering in the world and our responses to it.	How do we deal with death and suffering?	How can we apply ethics to the capitalist society we live in?
Connections with careers	This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. OCR's A Level Religious Studies course aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them. OCR's A Level in Religious Studies will encourage learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf					
Home support	Encourage students to complete background reading and access the School library or books in the Religion, Philosophy and Ethics department. Use of MASSOLIT for students to watch short lectures on topics included in the course (the subscription is provided by the School and students have a log in).					

	Purchase revision guide: https://www.amazon.co.uk/Oxford-Level-Religious-Studies-Revision/dp/0198423756 Time students doing past paper questions (40 minutes), test them on key terms. Encourage a revision timetable.

YEAR 13 (OCR Religious Studies A level) Philosophy, Ethics and Developments in Christian Thought	Philosophy: Attributes of God Religious Language 1 Ethics: Meta-ethical theories Conscience	Philosophy: Religious Language 2 Ethics: Sexual ethics	DCT: Religious pluralism and theology Religious pluralism and society Gender and society Gender and theology	DCT: Liberation theology and Marx The challenge of secularism	Revision	Study leave
Key Knowledge	Interpretations of God as omnipotent, omniscient omnibenevolent and eternal. Religious language: negative, analogical or symbolic. Naturalism, Intuitionism and emotivism.	Religious Language: 20th Century perspectives and philosophical comparisons. Premarital sex, extramarital sex and homosexuality. Application of Natural Law, Situation Ethics,	Theology of religion, exclusivism, inclusivism and pluralism. Multi-faith societies and the Christian response to this. Biological sex and gender, changing views on gender	Liberation theology, treatment of the poor and the influence of Marx. Secular ideas by Freud, Dawkins and Jo Marchant. How religion impacts public life, education, government and state.	N/A	N/A

	Comparing Aquinas theological approach to conscience with Freud's psychological interpretation.	Utilitarianism and Kantian ethics.	and patriarchy and Christian views on family and gender. Feminist theology of Mary Daly and Rosemary Radford Reuther.			
Key subjects Skills	Gaining a deeper understanding of world religions and exploring philosophy of religion and religion and ethics. Learners engage in relevant topical issues and acquire knowledge and a critical understanding of major issues that are relevant to learners in the twenty first century. Learners acquire skills that will be prepare them for higher education or the world of work such as critical thinking, analysis and evaluation. AO1 – Demonstrate knowledge and understanding of religious belief and philosophical and ethical theories, scholarly contributions and ideas. AO2 – Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.					
Personal development: • **RSE** • **Online safety** • **Enrichment**	Consideration of theory relating to how we ascertain right and wrong (conscience)	Sexual ethics - how attitudes have changed toward sexual relationships, marriage and homosexuality.	Biological sex and gender and attitudes toward women.	Belief systems in our current society and the relationship between religious belief and secularism.	N/A	N/A
Connections with careers	This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. OCR's A Level Religious Studies course aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them. OCR's A Level in Religious Studies will encourage learners to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf					

Home support	Encourage students to complete background reading and access the School library or books in the Religion, Philosophy and Ethics department. Use of MASSOLIT for students to watch short lectures on topics included in the course (the subscription is provided by the School and students have a log in). Purchase revision guide: https://www.amazon.co.uk/Oxford-Level-Religious-Studies-Revision/dp/0198423756 Time students doing past paper questions (40 minutes), test them on key terms. Encourage a revision timetable.