



**Key Stage 3 Curriculum Content – 2016/17**

	<u>Year 7</u>	<u>Year 8</u>
<u>HT1</u>	<p style="text-align: center;"><b>Judaism</b></p> <p><i>An introduction to the study of religions considering a variety of beliefs and practices within Judaism, including the stories of Abraham and Moses, the importance of the Torah and Synagogue.</i></p>	<p style="text-align: center;"><b>Hinduism</b></p> <p><i>Pupils consider the origins of the Hindu faith and the concept of God before developing their knowledge and understanding of aspects of beliefs and practices, including sacred texts, public and private worship and pilgrimage.</i></p>
<u>HT2</u>	<p style="text-align: center;"><b>Christianity</b></p> <p><i>Pupils consider a diverse range of views within modern Christianity, including the Bible, public and private worship and questions around the divinity of Jesus.</i></p>	<p style="text-align: center;"><b>Meaning of Life</b></p> <p><i>In this thematic unit pupils consider a variety of views regarding the creation of the universe from both theistic and atheistic perspectives.</i></p>
<u>HT3</u>	<p style="text-align: center;"><b>Islam</b></p> <p><i>Pupils consider a range of information about beliefs and practices within Islamic traditions including key figures, 5 pillars, the Qur'an and Mosques.</i></p>	<p style="text-align: center;"><b>Buddhism</b></p> <p><i>Pupils consider the origins of the Buddhist faith and the story of the Buddha, before developing their knowledge and understanding of key teachings and Buddhist philosophy.</i></p>
<u>HT4</u>	<p style="text-align: center;"><b>Stages of Life</b></p> <p><i>In this thematic unit pupils combine their knowledge of religions in order to compare different approaches to the celebration of key rites of passage within different traditions.</i></p>	<p style="text-align: center;"><b>Sikhism</b></p> <p><i>Pupils consider a range of information about beliefs and practices within Sikh traditions. From this they develop an understanding of the impact that following Sikh tradition would have on Sikhs living in the UK.</i></p>
<u>HT5</u>	<p style="text-align: center;"><b>Constitution &amp; Political Systems</b></p> <p><i>Pupils focus on the concept of democracy and democratic systems within the UK considering a range of different actors within the political system.</i></p>	<p style="text-align: center;"><b>Criminal Justice System</b></p> <p><i>Pupils focus on the criminal justice system in the UK. Considering types of crime/punishment, aims of sentencing and a variety of religious responses.</i></p>
<u>HT6</u>	<p style="text-align: center;"><b>Electoral Systems &amp; Political Parties</b></p> <p><i>Pupils build on their learning from the last unit of work and consider the importance of elections within a democratic system.</i></p>	<p style="text-align: center;"><b>Tolerance &amp; Understanding</b></p> <p><i>In this thematic unit pupils consider a variety of issues regarding responses to diversity in the UK from a range of both theistic and atheistic perspectives.</i></p>

## SRS Key Stage 4 Curriculum Content – 2016/17

	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<u>HT1</u>	Christianity – Beliefs and Teachings <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Creation</li> <li>• Afterlife</li> <li>• Jesus</li> <li>• Sin and salvation</li> </ul>	Relationships and Families <ul style="list-style-type: none"> <li>• Sex, marriage and divorce</li> <li>• Families</li> <li>• Gender equality</li> </ul>	Content Revision – Unit 2 <ul style="list-style-type: none"> <li>• Animal Rights</li> <li>• Prejudice and Discrimination</li> <li>• Applying religious teachings (4 and 6 mark)</li> </ul>
<u>HT2</u>	Christianity – Practices <ul style="list-style-type: none"> <li>• Worship</li> <li>• Prayer</li> <li>• Sacraments</li> <li>• Pilgrimage</li> <li>• Festivals</li> <li>• Local community</li> <li>• Mission</li> <li>• Worldwide community</li> </ul>	Religion and Life <ul style="list-style-type: none"> <li>• Origins of the universe</li> <li>• Environment</li> <li>• Animal Rights</li> </ul>	Content Revision – Unit 2 <ul style="list-style-type: none"> <li>• Early Life</li> <li>• War and Peace</li> <li>• Applying religious teachings (4 and 6 mark)</li> </ul>
<u>HT3</u>	Sex and Relationships Education <ul style="list-style-type: none"> <li>• Age of Consent</li> <li>• Contraception</li> <li>• Condoms</li> <li>• STIs and STDs</li> </ul>	Religion and Life (cont.) <ul style="list-style-type: none"> <li>• Origins and value of human life</li> <li>• Abortion</li> <li>• Euthanasia</li> </ul>	Content Revision – Unit 3 <ul style="list-style-type: none"> <li>• Elderly and Death</li> <li>• Drug Abuse</li> <li>• Applying religious teachings (4 and 6 mark)</li> </ul>
<u>HT4</u>	Islam – Beliefs and Teachings <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Sunni/Shia Islam</li> <li>• Angels</li> <li>• Predestination</li> <li>• Prophethood</li> <li>• Holy Books</li> <li>• Imamate</li> </ul>	Peace and Conflict <ul style="list-style-type: none"> <li>• Violence, terrorism and war</li> <li>• Nuclear weapons</li> <li>• Peace-making in the 21<sup>st</sup> century</li> </ul>	Content Revision – Unit 3 <ul style="list-style-type: none"> <li>• Crime and Punishment</li> <li>• World Poverty</li> <li>• Applying religious teachings (4 and 6 mark)</li> </ul>
<u>HT5</u>	Islam – Practices <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Five Pillars</li> <li>• Shahadah</li> <li>• Salah</li> </ul>	Crime and Punishment <ul style="list-style-type: none"> <li>• Types of crime</li> <li>• Causes of crime</li> <li>• Religious teaching s about breaking the law</li> </ul>	Individualised, Focused Revision <ul style="list-style-type: none"> <li>• Specific topics</li> <li>• Key teachings</li> <li>• Application of religious teachings (4 and 6 mark)</li> </ul>
<u>HT6</u>	Islam – Practices (cont.) <ul style="list-style-type: none"> <li>• Sawm</li> <li>• Zakah</li> <li>• Hajj</li> </ul>	Crime and Punishment (cont.) <ul style="list-style-type: none"> <li>• Aims of punishment</li> <li>• Treatment of criminals</li> <li>• Forgiveness</li> <li>• Death Penalty</li> </ul>	

