



FARNBOROUGH  
SPENCER ACADEMY

# Religious Studies at Farnborough Spencer Academy

Curriculum Overview

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## 1. Curriculum Statement

The RE department is on a mission to develop its pupils into great philosophers, who are inquisitive, creative thinkers and understand how people collectively live in the world.

Throughout their time at Farnborough pupils will develop tolerance of different cultures and will explore the different perspectives of others. Through developing tolerance they will show empathy and understanding of the world in which they live.

Our lessons are aimed at broadening their understanding of the 6 main world religions, along with exploring ultimate questions and beliefs beyond mainstream religions, alongside concepts such as Humanism.

The skills developed by pupils during our lessons are vital life skills, including becoming effective communicators. We develop the skills of forming effective debates, which will enable pupils to create a greater level of independence.

## 2. Principles

In RE pupils learn by:

- Knowledge retrieval – pupils are continuously asked to retrieve core knowledge and make links between topics in their learning.
- Modelling key pieces of work – this helps pupils to ensure they are aware of what the expectations are and how to succeed.
- Debating – this can be a physical debate in the classroom or it might be a written debate in the form of an evaluation.
- Interpretation – pupils are often given texts and asked to consider what the meaning behind it is.
- Having regular assessment – this allows the teacher to ensure all pupils are able to move forward in their learning.
- Studying a thematic and beliefs curriculum – some units are designed to teach pupils about different faiths, however others are thematic as a way of ensuring pupils can bring their own beliefs into the units.
- Having a unit focus question – this question has been designed to help pupils link what they are learning back to their own ideas.
- Being given choice – with some activities, pupils are given flexibility to produce a piece of work in a way which best suits them.

### 3. Key Stage 3 Content – in line with the 2021-2022 Local Agreed syllabus

<https://www.retoday.org.uk/uploads/Course%20and%20Event%20Flyers/Nottingham%20Syllabus/Agreed%20Syllabus%202021-2026%20RE%20for%20All%20FINAL%209%2020.pdf>

#### Year 7

- What does belief mean to you? – Introduction to RE
- What is it like to be a Christian today? – Introduction to Christianity
- What is it like to be a Muslim today? – Introduction to Islam
- Is death the end? - Afterlife

#### Year 8

- What makes a person inspirational? - Inspirational people
- What is it like to be a Humanist today? – Humanism
- Does it matter if there is no right or wrong answer? – Philosophy
- What makes people suffer? – Suffering

#### Year 9

- Should punishment be the same for all people? – Crime and Punishment
- How do people decide what is right and wrong in relation to ethical issues? – Ethics
- Does religion make peace or cause war? – Peace and Conflict
- Why are people choosing religions other than the main 6? – Alternative religious viewpoints

### 4. Key Stage 4 Content

AQA Religious Education specification A:

#### Year 10: Component 1

- Islam – Beliefs and Teachings - In depth study of the belief and teachings of Islam.
- Islam – Practices - Study of the different practices within Islam.
- Christianity – Beliefs and Teachings – In depth study of the belief and teachings of Christianity.
- Christianity – Practices - Study of the different practices within Christianity.

#### Year 11: Component 2

Exploring Christian and Muslim perspectives on issues surrounding these themes:

- Relationships and families
- Crime and Punishment
- Religion and Life
- Peace and Justice

### 5. Extra-Curricular

- Visit to the local Church – Year 7
- Galleries of Justice trip – Year 9

## 6. Exam Specifications

AQA Religious Education specification A

<https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

### Year 7 Curriculum Map

Unit 1 – Enquiry question: What does belief mean to you?

Overall focus for the unit

To consider what belief is and to be introduced to what it means to be part of a religion/faith.

To include;

- What is belief?
- Belief and you
- Belief and family/community
- What is God?
- Introduction to world religions

Intent behind the unit

Pupils need to explore what is meant by belief and what their own beliefs are before beginning to gain an understanding of **other people's beliefs**.

Assessment Focus

This will be an extended piece of writing where pupils will assess to what extent they agree with a **given statement**. For example, 'To what extent do you agree...'

## Unit 2 – Enquiry question: What is it like to be a Christian today? – Introduction to Christianity

Overall focus for the unit:

To understand the main aspects of the Christian religion.

To include;

- Holy Trinity
- Jesus
- Creation
- The Bible
- The Church
- Pilgrimage
- Death and the afterlife

Intent behind the unit

Christianity is the main religion in Britain; therefore pupils have to have an understanding of the core Christian beliefs. Studying the religion is promoting tolerance, understanding and empathy.

Assessment Focus

This will be a knowledge recall test on the different parts of the unit. Some questions will require them to draw on their learning and understanding from unit 1. For example, Explain why it is important for Christians to believe in the afterlife.

## Unit 3 – Enquiry question: What is it like to be a Muslim today? – Introduction to Islam

Overall focus for the unit

To understand the main aspects of the Muslim religion.

To include;

- Belief about Allah
- Muhammad
- Quran
- 5 pillars of Islam
- Pilgrimage
- The Mosque
- Festivals (Eid-UI-Adha and Eid-UI-Fitr)

Intent behind the unit

Islam is the fastest growing religion and with the constant media interest in Islam, it is essential to give pupils accurate information about the religion, so they can make their own decisions.

Studying religions is promoting tolerance, understanding and empathy.

Assessment Focus

This will be an extended piece of writing where pupils will make a comparison between Christianity and Islam. Pupils will have to evaluate how much they agree and disagree with a statement. For **example**, 'The five pillars are the most important part of Islam.'

## Unit 4 – Enquiry question: Is death the end?

### Overall focus for the unit

To explore what happens next and religious views of life after death.

To include;

- Day of the dead
- Near death experiences
- Atheist view of life after death
- Religious views of life after death
- Is the end, just the beginning?
- Different religious viewpoints

### Intent behind the unit

Everyone has an opinion about what happens when we die, therefore this unit will promote understanding of **each other's** opinions and ideas.

### Assessment Focus

The assessment for this unit will be a written piece of work. Here pupils will have to consider the evidence which proves there is an afterlife. The pupils will peer assess this piece of work, as well as the teacher looking at **pupils'** work. DIRT will be carried out on this piece of work.

## Year 8 Curriculum Map

Unit 1 - Enquiry question: What makes a person inspirational and does it matter that we all think differently?

Overall focus for the unit

To consider what is meant by the term inspirational and explore individuals who are considered inspirational.

To include;

- What does it mean to be inspirational?
- Who can be inspirational?
- Rosa Parks
- Martin Luther King
- Gandhi
- Jesus

Intent behind the unit

It is important that pupils understand the history of why and how we have got to the position we have, ie, black and white people being allowed to both receive and education and the influence, MLK as an example had on this.

Assessment Focus

This will be an extended piece of writing where pupils are given a statement and have to agree and **disagree with the statement**. For examples, 'To truly be classed as inspirational, you have to influence the decision making of others.'

Unit 2 - Enquiry question: What is it like to be a Humanist today?

Overall focus for the unit

To understand what it means to be humanist and how it influences **people's** decision making.

To include;

- Human values
- What makes us human?
- What makes us define as humanist?
- Humanist view of funerals and afterlife

Intent behind the unit

People in **today's world are moving away from being classed as 'religious'**.

Humanism allows for pupils to express their own beliefs, without feeling like it needs to fit into a **'religious' bracket**.

Assessment Focus

This will be an extended piece of writing where pupils will assess to what extent they agree with a **given statement**. For example, **'To what extent is...'**

Unit 3 - Enquiry question: Does it matter if there is no right or wrong answer?

Overall focus for the unit

To consider why some questions have no definitive answer and how this can impact people.

To include;

- What is philosophy?
- Questioning God and religion
- Introduction to the cosmological argument
- Introduction to the design argument
- The problem of evil

Intent behind the unit

Many of our pupils are not religious and this unit is designed to allow them to question why religions believe what they do and consider counter arguments against this.

Assessment Focus

This will be a knowledge recall test, drawing on things from throughout the year. Not all questions **will be on this unit of work, some questions will be 'open ended' for pupils to bring in knowledge of all other religions studied.**

Unit 4 - Enquiry question: What makes people suffer?

Overall focus for the unit

To explore why people suffer and what Christianity and Buddhism teach about suffering.

To include;

- Why do we suffer?
- Moral and natural evil
- God and suffering
- The story of Job
- Prince Siddhartha
- 4 noble truth

Intent behind the unit

This unit is designed to allow pupils to begin asking why things happen.

Pupils then look at Christian and Buddhist teachings and see if we can learn anything from these religious viewpoints, developing empathy.

Assessment Focus

**This will be a knowledge recall test, some questions will be 'open ended' for pupils to bring in knowledge of all other religions studied.**

## Year 9 Curriculum Map

Unit 1 - Enquiry question: Should punishment be the same for all people?

Overall focus for the unit

To explore whether there is any real point in punishing a person or whether an alternative should be tried.

To include;

- Purpose of punishment
- Capital punishment
- Prison
- Christian perspective
- Muslim perspective
- Forgiveness

Intent behind the unit

This unit is designed to make the pupils consider whether punishing a person is ethical or whether a person should be rehabilitated etc. Pupils will then explore what Christianity and Islam believe about the punishment a person should receive.

Assessment Focus

This will be an extended piece of writing where pupils will assess to what extent they agree with a **given statement**. For example, 'To what extent is...'

Unit 2 - Enquiry question: How do people decide what is right and wrong in relation to ethical issues?

Overall focus for the unit

To explore what is morally acceptable in relation to certain ethical issues.

To include;

- absolute and selective morality
- abortion
- euthanasia
- animal testing
- is sport a religion?
- stewardship

Intent behind the unit

**This unit is designed to allow pupils to explore issues which they wouldn't normally have the opportunity to explore in a controlled environment.** It is important for pupils to feel safe and secure enough to discuss issues such as animal rights, medical ethics and environmental ethics.

Alongside gaining knowledge of such topics, pupils will also develop a variety of skills, such as reasoning, empathy, tolerance, debate and listening.

Assessment Focus

This will be a written assessment where pupils are given the opportunity to demonstrate their knowledge. Teacher will mark this and DIRT carried out. Peer assessment will also take place later in the unit.

Unit 3 - Enquiry question: Does religion make peace or cause war?

Overall focus for the unit

To explore issues such as extremism within some faiths and how religions work for peace.

To include;

- Why do people become religious?
- Extremism within Christianity
- Extremism within Islam
- Inspirational figures
- Peace and peace-making

Intent behind the unit

This unit allows for pupils to gain rich knowledge of case studies within religion (examples of conflict and peacemaking). They will develop their abilities and skills expressing understanding of balance and diversity.

Assessment Focus

This will be an extended piece of writing where pupils will assess to what extent they agree with a **given statement**. For example, 'To what extent do you agree...'

Unit 4 - Enquiry question: Why are people choosing religions other than the main 6?

Overall focus for the unit

To explore worldviews beyond the main 6 world religions.

To include;

- Atheism
- Humanism
- Conspiracy theories
- Scientology
- Paganism
- Rastafarianism

Intent behind the unit

It is important that pupils have an understanding of beliefs beyond the main 6 religions, including of those who do not identify as being religious at all. It is important for pupils to deepen their knowledge and understanding of a variety of worldviews.

Assessment Focus

This will be an extended piece of writing where pupils will assess to what extent they agree with a **given statement. For example, 'Is it important for people to understand viewpoints beyond the main 6?'**

## Year 10 Curriculum Map

### Unit 1 - Islam – Beliefs and Teachings

Overall focus for the unit

To understand the beliefs and teachings of Islam.

To include;

- Sunni and Shia Muslims
- **Foundations of Shi'a Islam**
- Tawhid
- Angels
- Akhirah
- Day of Judgement
- Risalah and Muhammad
- Adam and Ibrahim
- Sources of authority

Intent behind the unit

Pupils should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.
- There are also whole, school mock data collection points.

## Unit 2 - Islam – Practices

Overall focus for the unit

To understand the different practices within Islam.

To include;

- Shahadah
- Salah – How and why
- Prayer and Jummah prayer
- Sawm
- Zakah
- Hajj and Ummah
- Significance of Hajj
- The Mosque
- Festivals – Eid-ul-Adha and Fitr

Intent behind the unit

Pupils should be aware that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.
- There are also whole, school mock data collection points.

## Unit 3 - Christianity – Beliefs and Teachings

Overall focus for the unit

To understand the beliefs and teachings of Islam.

To include;

- Nature of God – Omnipotent, loving and Just
- Nature of God – Trinity
- Creation
- Afterlife – Resurrection and after life
- Afterlife – judgement, heaven and hell
- Incarnation
- Crucifixion
- Resurrection
- Ascension
- Sin, salvation and atonement

Intent behind the unit

Pupils need to be aware that Christianity is the main religious tradition in Great Britain.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.
- There are also whole, school mock data collection points.

## Unit 4 - Christianity – Practices

Overall focus for the unit

To understand the different practices within Islam.

To include;

- Liturgical, informal and private worship
- **Lord's prayer, set prayer and informal prayer**
- Sacraments – infant baptism
- Sacraments – believers baptism
- Significance of Church – CofE and RC
- Significance of Church – Orthodox
- Holy Communion
- Pilgrimage
- Importance of Christmas
- Importance of Easter

Intent behind the unit

Pupils need to be aware that Christianity is the main religious tradition in Great Britain.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.
- There are also whole, school mock data collection points.

## Year 11 Curriculum Map

### Unit 1 - Relationships and families

#### Overall focus for the unit

To understand the Christian and Muslim belief surrounding the issues below.

#### To include;

- Sexuality
- Sexual relationships and contraception
- Marriage
- Same sex marriage and cohabitation
- Divorce
- Roles of family and purpose
- Contemporary family issues
- Gender equality

#### Intent behind the unit

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

#### Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.

## Unit 2 - Religion and Life

Overall focus for the unit

To understand the Christian and Muslim belief surrounding the issues below.

To include;

- Science Vs Religion – World
- Science Vs Religion – humanity
- Religious teachings
- Problems with theories
- Environment
- Use of animals
- Sanctity of Life and abortion
- Euthanasia
- Death and afterlife

Intent behind the unit

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.

## Unit 3 - Peace and Justice

### Overall focus for the unit

To understand the Christian and Muslim belief surrounding the issues below.

### To include;

- Religious views of peace and justice
- Forgiveness and reconciliation
- Violence and violent protests
- Terrorism
- War – including retaliation
- Use of weapons
- Just war / Holy war
- Pacifism
- Individuals who work for peace

### Intent behind the unit

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

### Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.

## Unit 4 - Crime and Punishment

Overall focus for the unit

To understand the Christian and Muslim belief surrounding the issues below.

To include;

- Good and Evil
- Good and evil actions Vs intentions
- Reasons for crime
- How people should be treated
- Views of different types of crime
- Aims of punishment
- Treatment of criminals
- Religious view of punishment
- Capital punishment
- Community service
- Forgiveness

Intent behind the unit

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

Assessment Focus

- Throughout each of the units, pupils complete a series of questions to consolidate what they have learnt.
- At the end of each unit pupils complete a mock paper in the lesson which is marked and graded.