





# Religious Studies Curriculum Plan 2025-2026 Updated for teaching from September 2025

Year	Autumn Term	Spring Term	Summer Term
<b>7</b>	<p style="text-align: center;"><b>Founders of the Faith</b></p> <ul style="list-style-type: none"> <li>• What is Religious Studies?</li> <li>• World Religions</li> <li>• Abraham and Isaac</li> <li>• The Life of Moses</li> <li>• Prophet Muhammad</li> <li>• The Buddha</li> </ul>	<p style="text-align: center;"><b>Christianity- The Life of Jesus</b></p> <ul style="list-style-type: none"> <li>• What is Christianity?</li> <li>• The Bible</li> <li>• Baptism</li> <li>• The Miracles of Jesus</li> <li>• The Parable of the Good Samaritan</li> <li>• Easter</li> <li>• The church</li> </ul>	<p style="text-align: center;"><b>Islam</b></p> <ul style="list-style-type: none"> <li>• What is Islam?</li> <li>• The Qur'an</li> <li>• The Mosque</li> <li>• The Five Pillars of Islam</li> <li>• Ramadan</li> <li>• Life after Death</li> </ul>
<b>Links to other units in KS3/4</b>	Christianity in spring term/KS4, Judaism in Year 8/KS4, Buddhism in Year 8.	Founders of the faiths in autumn term, Year 8 Christian Justice, study at KS4.	Founders of the faith in autumn term, Prejudice and discrimination unit in Year 9.
<b>Assessment Method</b>	<b>Core knowledge checks/regular lesson reviews</b>	<b>Assessment week/regular lesson reviews</b>	<b>Assessment week/regular lesson reviews</b>
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, to equip them for a range of courses and careers.</p> <p><b>SMSC:</b> Students will work in pairs/groups to study the spiritual, theological, and philosophical aspects of the six main world religions with depth studies on Christianity and Islam, considering the features of religion and effect on everyday lives.</p> <p><b>British Values:</b> Students study a range of different religious views to promote understanding, harmony, and tolerance, including an appreciation of and respect for a range of different cultures.</p>		
<b>8</b>	<p style="text-align: center;"><b>Christian Justice</b></p> <ul style="list-style-type: none"> <li>• What is Justice?</li> <li>• Christianity and Justice</li> <li>• Desmond Tutu and Apartheid</li> <li>• Desmond Tutu and Justice</li> <li>• Injustice of Poverty</li> <li>• Christian Aid</li> </ul>	<p style="text-align: center;"><b>Aspects of Judaism</b></p> <ul style="list-style-type: none"> <li>• What is Judaism?</li> <li>• The Covenant with Abraham</li> <li>• Rules for Living (Ten Commandments)</li> <li>• The Torah</li> <li>• The Synagogue</li> <li>• Shabbat</li> <li>• Keeping Kosher</li> </ul>	<p style="text-align: center;"><b>Good vs. Evil</b></p> <ul style="list-style-type: none"> <li>• What is Good and Evil?</li> <li>• Good and Evil in Christianity                             <ul style="list-style-type: none"> <li>○ Adam and Eve</li> </ul> </li> <li>• The Problem of Evil and Suffering                             <ul style="list-style-type: none"> <li>○ The Nature of God</li> </ul> </li> <li>• The Diary of Anne Frank</li> </ul>


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<b>Links to other units in KS3/4</b>	Christianity in Year 7 and KS4, prejudice in Year 9, social justice/human rights at KS4. <i>(Cross/curricular Geography- Poverty)</i>	Founders of the faiths in Year 7, ultimate questions in Year 9 and study at KS4.	Christianity in Year 7 and KS4, ultimate questions in Year 9 and study at KS4. <i>(Cross/curricular History- Holocaust)</i>
<b>Assessment Method</b>	Core knowledge checks/regular lesson reviews	Assessment week/regular lesson reviews	Assessment week/regular lesson reviews
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of beliefs to understand the role of religion in society and possible careers utilising the subject.</p> <p><b>SMSC:</b> Students work in groups/pairs to study the spiritual, and philosophical aspects of beliefs including Christianity and Judaism. They will also consider issues of identity, prejudice and poverty. Students will look at the problem of evil and suffering through the case study of the Diary of Anne Frank.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		
<b>9</b>	<p style="text-align: center;"><b>Prejudice and Discrimination</b></p> <ul style="list-style-type: none"> <li>• What is Racism?</li> <li>• Prejudice/Discrimination/Stereotypes</li> <li>• Using Stereotypes</li> <li>• Racism Today</li> <li>• Human Trafficking</li> <li>• Radicalisation</li> </ul>	<p style="text-align: center;"><b>Religion and Conflict</b></p> <ul style="list-style-type: none"> <li>• War and Conflict</li> <li>• Violence and Violent Protest</li> <li>• Terrorism</li> <li>• Reasons for War</li> <li>• Weapons of Mass Destruction</li> <li>• Pacifism</li> <li>• Consequences of War</li> </ul>	<p style="text-align: center;"><b>Ultimate Questions</b></p> <ul style="list-style-type: none"> <li>• Ultimate Questions</li> <li>• Origins of the Universe</li> <li>• Stewardship</li> <li>• Animal Rights</li> <li>• The Value of Human Life</li> <li>• Gender Equality</li> </ul>
<b>Links to other units in KS3/4</b>	Christianity/Christian Justice, social justice/human rights at KS4.	Prejudice and discrimination unit in autumn term, Year 8 Buddhism and Christian Justice, study at KS4.	Prejudice unit in autumn term, Year 7 studies, Christianity, study at KS4.
<b>Assessment Method</b>	Core knowledge checks/regular lesson reviews	Assessment week/regular lesson reviews	Assessment week/regular lesson reviews
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses and careers.</p> <p><b>SMSC:</b> Students work in groups/pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		
<b>10</b>	<p style="text-align: center;"><b>Relationships and Families</b></p>	<p style="text-align: center;"><b>Religion and Life</b></p>	<p style="text-align: center;"><b>Religion and Human Rights</b></p>

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	<ul style="list-style-type: none"> <li>Human Sexuality</li> <li>Sexual Relationships</li> <li>Contraception and Family Planning</li> <li>Marriage</li> <li>Divorce</li> <li>The Nature and Purpose of Families</li> <li>Gender Equality</li> </ul>	<ul style="list-style-type: none"> <li>The Origins of the Universe</li> <li>The Origins of Human Life</li> <li>The Use and Abuse of the Environment</li> <li>Abortion</li> <li>Euthanasia</li> <li>Death and the Afterlife</li> </ul>	<ul style="list-style-type: none"> <li>Social Justice</li> <li>Human Rights</li> <li>Prejudice and Discrimination</li> <li>Wealth</li> <li>Poverty</li> <li>Exploitation of the Poor</li> </ul>
<b>Links to other units in KS3/4</b>	Christianity in Year 7. <i>(Cross/curricular PSHE- relationships)</i>	Ultimate questions in Year 9 and other units of work studied at KS4.	Christianity in Year 7, Christian Justice in Year 8, Prejudice and discrimination in Year 9.
<b>Assessment Method</b>	Core knowledge checks/regular lesson reviews	Core knowledge checks/regular lesson reviews	Core knowledge checks/regular lesson reviews
 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses, post-16 options and careers.</p> <p><b>SMSC:</b> Students work in groups/pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		
<b>11</b>	<p><b>Religion, Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>Crime and Punishment</li> <li>Reasons for Crime</li> <li>Types of Crime</li> <li>Aims of Punishment</li> <li>Forms of Punishment</li> <li>Forgiveness</li> <li>The Death Penalty</li> </ul>	<p><b>Religion, Peace and Conflict</b></p> <ul style="list-style-type: none"> <li>What is Conflict?</li> <li>Violence and Terrorism</li> <li>Greed, Self-Defence and Retaliation</li> <li>Religion and War (Just War/Holy War)</li> <li>Nuclear Weapons</li> <li>Pacifism and Peace-Making</li> </ul> <p><b>AND/OR Targeted Interventions*</b></p>	<b>STUDY LEAVE/EXAMS</b>
<b>Links to other units in KS3/4</b>	Christianity in Year 7, Christian Justice in Year 8 and other units of work studied at KS4.	War/conflict unit in Year 9 and other units of work studied at KS4.	

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 <b>Opportunities</b>	<p><b>CEAIG:</b> Students will study a range of religious and non-religious perspectives, theological and philosophical arguments, and debates to equip them for a range of courses and careers and post-16 opportunities.</p> <p><b>SMSC:</b> Students work in groups/pairs to study the philosophical aspects of religion, considering moral dilemmas, ethical issues and features of religion and effect on everyday lives.</p> <p><b>British Values:</b> Students study a range of different religions and cultural traditions to promote harmony, respects of others, tolerance including an appreciation of and respect for a range of different beliefs and faith.</p>		

**\*RS lessons in the spring term of Year 11 are likely to be utilised for targeted interventions in other Humanities subjects such as Citizenship, Geography and History.**