






**KS2 Knowledge Transfer:**  
Pupils arrive at Golborne High School with a clear understanding of Christian beliefs about Christmas and Easter, world religions through festivals and the skills to describe.










# RS Curriculum Journey



<p><b>Year 7 Focus: What is Religion?</b></p> <p><b>Year 7 Begins</b></p>	<b>Theme:</b>	<b>Religion: How does it develop and why does it exist?</b>		<b>Religion: What are the effects?</b>		<b>Religion: How does it affect people like me?</b>	
	<b>Explanation of Theme:</b>	Our very first topic is an introduction to the development of religion in general, paired with an in-depth look at the development of Buddhism.. We also look at “Big Questions”, which can only be answered through religion and other formalised world views. Pupils can understand and empathise with religious people, and begin to understand that people have good reasons to believe.		Narrowing the focus from “Big” to investigating how religion can affect our lives everyday. Pupils have the opportunity to engage with ethics and how religious belief forms the basis of moral viewpoints. Pupils are also given lots of opportunity to develop their own beliefs in regard to the world around them.		Lastly we narrow the focus again to explore the everyday lives of religious people in Sikh and Muslim communities. Pupils began by learning about how religions have developed over time and how religion can have an affect on beliefs. Pupils now use that foundation knowledge to investigate those common religious elements discovered in The Island within the context of two world religions.	
	<b>Term / Topic:</b>	Half Term 1: Half Term 2:	<b>The Island</b> <b>Life After Death</b>	Half Term 3: Half Term 4:	<b>Intro to Ethics: the ethics of Harry Potter</b> <b>Applied Ethics</b>	Half Term 5: Half Term 6:	<b>Living a Sikh Life</b> <b>Living a Muslim Life</b>
	<b>Religious Focus:</b>	Buddhism Christianity Judaism		Hinduism Jainism Humanism		Sikhi Islam	
	<b>Skills taught:</b>						
	<b>RS Key Concepts:</b>						
	<b>This unit links with...</b>	World Religions: Unique Communities Medical Ethics		Religion and Global Issues Crime and Punishment		The Island What does it mean to be human?	
	<b>I can discover more locally...</b>	<p><b>Christianity locally:</b></p> <p>St Thomas Church      St Luke’s Church</p>  		<p><b>Hinduism locally:</b></p> <p>Veda Mandir, Bolton      Gita Bhavan, Manchester</p>  		<p><b>Islam locally:</b></p> <p>Leigh Mosque      Wigan Mosque</p>  	

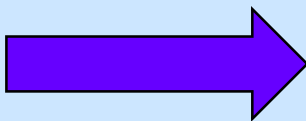
**Key Concepts:**

Holy Books   Festivals   Deities   Rules   Life After Death   Rituals   Worship

**Year 7 Key knowledge transfer:**  
Students should begin to see a global view of religion and how it developed over time, how it affects ethical situations and how it affects people like them. Pupils should be able to explain and analyse the importance of some religious concepts from disparate points of view.

# Year 8 Focus: What are Philosophy and Ethics?



## Year 8 Begins

<b>Theme:</b>	<b>Philosophy of Religion: What is reality and how do we know?</b>	<b>Religion: What does it mean to be human?</b>	<b>Religion: How does it affect humans like me?</b>
<b>Explanation of Theme:</b>	An introduction to philosophy where pupils will engage with an investigate the nature of reality, the nature of truth and how we can be sure of anything in the first place. This topic takes some steps back from religion to look at the history of questions – something that humans have always done with and without faith – before retuning to religion to investigate the responses from religious people.	Narrowing the focus from “Big” to investigating how religion can affect our lives everyday. Pupils have the opportunity to engage with ethics and how religious belief forms the basis of moral viewpoints. Pupils are also given lots of opportunity to develop their own beliefs in regard to the world around them.	Lastly we narrow the focus again to explore the everyday lives of religious people in Sikh and Muslim communities. Pupils began by learning about how religions have developed over time and how religion can have an affect on beliefs. Pupils now use that foundation knowledge to investigate those common religious elements discovered in The Island within the context of two world religions.
<b>Term / Topic:</b>	Half Term 1: <b>Philosophy</b>	Half Term 2: <b>What does it mean to human?</b> Half Term 3: <b>Crime and Punishment</b>	Half Term 4: <b>Living a Hindu Life</b> Half Term 5: <b>Living a Jewish Life</b> Half Term 6: <b>Religion and Global Issues</b>
<b>Religious Focus:</b>	Buddhism Christianity	Hinduism Jainism Humanism	Hinduism Judaism Islam
<b>Skills taught:</b>			
<b>RS Key Concepts:</b>			
<b>This unit links with...</b>	Life After Death Ethics	Ethics Living a ... Life Philosophy Community	GCSE: Christian and Buddhist Beliefs The Island Ethics
<b>I can discover more locally...</b>	<b>Buddhism locally:</b> Buddhist Society, Manchester 	<b>Hinduism locally:</b> Veda Mandir, Bolton Gita Bhavan, Manchester	<b>Sikhi locally:</b> Manchester Gurdwara Warrington Gurdwara

**Year 8 Key knowledge transfer:**  
Students should have a clear view of the changing global picture of religion and a well developed understanding of how it affects the lives of 80% of the world’s population. Pupils should be able to explain and analyse the importance of most religious concepts from a variety of disparate points of view.

**Key Concepts:**

Holy Books

Festivals

Deities

Rules

Life After Death

Rituals

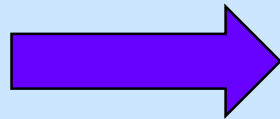
Worship

<p><b>Year 9 Focus: How do worldviews impact...?</b></p> <p><b>Year 9 Begins</b></p>	<b>Theme:</b>	<b>Cross-curricular theme: Anti-Semitism and Modern Genocide</b>		<b>Religion: What does it mean to be human?</b>		<b>Religion: How does it affect humans like me?</b>	
	<b>Explanation of Theme:</b>	A stand-alone unit, religion in the arts is designed to allow pupils to apply their existing knowledge to brand new situations, such as art and drama, ensuring a life-long appreciation of religious studies. Our second topic is taught in conjunction with History. History focus on WWII and the Holocaust, building on our work on Jewish Life. In RS, we will learn about the realities of genocide around the world, highlighting the relevance of the Holocaust in modern times. Pupils will not only look at the Holocaust and its implications today, but other examples of modern genocide as well.		Pupils will narrow their focus from a global scale to a localised view, investigating the impact of religion on local communities throughout the UK. Both Christianity and Sikhism have a long history of working to improve local communities through acts of service and charity, and pupils will explore exactly how that impacts the lives of people like them across our country. Next, pupils investigate religions beyond the major six, exploring the unique communities and common themes that can be found around the world.		Lastly, pupils will turn their attention to themselves as individuals, looking at their understanding of relationships, sex and important ethical dilemmas that they could one day face such as euthanasia or abortion. The relationships and sex education provided in this unit is taught for Spectrum, the RSE provision offered by Wigan Council. They are experts in delivering RSE specific to year 9 pupils and all of the content has been carefully designed to meet the needs of every pupil.	
	<b>Term / Topic:</b>	Half Term 1: Half Term 2:	Religion in the Arts Anti-Semitism and Modern Genocide	Half Term 3: Half Term 4:	Religion and Community Issues World religions: Unique Communities	Half Term 5: Half Term 6:	Religion and Medical Ethics Relationships and Sex
	<b>Religious Focus:</b>	Hinduism Islam Judaism		Christianity Sikhism World Religions		Humanism Christianity	
	<b>Skills taught:</b>						
	<b>RS Key Concepts:</b>						
	<b>This unit links with...</b>	GCSE: Christian and Buddhist Beliefs		GCSE: Christian and Buddhist Practices The Island		Life After Death GCSE: Family and Relationships	
	<b>I can discover more locally...</b>	<b>Judaism locally:</b> South Manchester Synagogue, Bowden 		<b>Christianity locally:</b> St Thomas Church St Luke's Church 		<b>Christianity further afield:</b> Liverpool Cathedral Manchester Cathedral 	

**Key Concepts:**

Holy Books  
 Festivals  
 Deities  
 Rules  
 Life After Death  
 Rituals  
 Worship

Pupils at the end of year 9 will either opt for GCSE RS or will be enrolled on to compulsory PSHRE



**Year 10 Begins**

**Year 10 GCSE AQA Religious Studies A**

Unit number and name:	1. Theme: God and Revelation <b>Paper 2</b>	2. Religion: Christian Beliefs <b>Paper 1</b>	3. Theme: Crime and Punishment <b>Paper 2</b>	4. Religion: Buddhist Beliefs <b>Paper 1</b>
<b>Explanation of Unit:</b>	Pupils begin by asking the fundamental question, "Does God exist and how do we know?". Pupils explore the idea of the divine, drawing on the KS3 topic of The Island to reason out the possibility of the existence of a higher being, as well as the reasons for believing. Arguments for and against the existence of God are investigated and debated, allowing pupils to reach their own conclusions / beliefs.	Pupils discover the story of Jesus Christ, the formation of Christianity and the fundamental beliefs that are held by 2.5 billion Christians worldwide. They will discuss the nature of God and the implications for the world, especially in light of the existence of evil and suffering. Pupils will utilise their knowledge from KS3 units which looked at similar themes within world religions.	Pupils will take what they learned about Christian beliefs and apply it to the ethical theme of Crime and Punishment. For example, where pupils learned about the Christian belief in sin and salvation, they will apply those beliefs directly to the ideas of forgiveness, reformation and retribution. This will allow pupils to examine our own justice system and compare it to Christian views.	Pupils discover the story of Siddhartha Gautama (The Buddha), the formation of Buddhism and the fundamental beliefs that are held by 535 million Buddhists worldwide. They will discuss the nature of life, death and re-birth and the implications for how we live our lives, especially in view of ethical decision making. Pupils will utilise their knowledge from KS3 units which looked at similar themes within world religions.
<b>Religious Focus:</b>	Philosophy / Christianity	Christianity	Humanism / Christianity	Buddhism
<b>Skills taught:</b>				
<b>RS Key Concepts:</b>				
<b>This unit links with...</b>	Buddhist Beliefs (Year 11 Unit 8)	Applied to Crime and Punishment (Year 10 Unit 3)	Christian Beliefs (Year 10 Unit 2)	Applied to Religion and Life (Year 11 Unit 5)
<b>I can discover more locally...</b>	<b>Christianity Locally and around the North West</b> St Thomas Church   St Luke's Church   Liverpool and Manchester Cathedrals 		<b>Buddhism around the North West</b> Shree Swaminaryan, Temple, Bolton   Buddhist Society, Manchester 	

**Key Concepts:**

Holy Books

Festivals

Deities

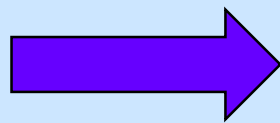
Rules

Life After Death

Rituals

Worship

**Year 10 Key knowledge transfer:**  
 Deep understanding of Christian and Buddhist beliefs and practices. The ability to fully evaluate and justify arguments from various points of view. Ability to apply knowledge of beliefs and practices to ethical dilemmas.



**Year 11 Begins**

**Year 11 GCSE AQA Religious Studies A**

Unit number and name:	5. Theme: Religion and Life <b>Paper 2</b>	6. Religion: Christian Practices <b>Paper 1</b>	7. Theme: Relationships and Family <b>Paper 2</b>	8. Religion: Buddhist Practices <b>Paper 1</b>
<b>Explanation of Unit:</b>	Pupils will take what they learned about Buddhist beliefs and apply it to the ethical theme of Religion and Life. For example, where pupils learned about karma and reincarnation, they must now apply that knowledge to the ethical dilemma of animal experimentation and the implications it would have for a Buddhist who knows they could be re-born as an animal! Pupils will also carefully consider and evaluate important ethical issues such as abortion and euthanasia.	Pupils will build on and utilise what they learned about Christian beliefs to understand how those beliefs are practiced in the everyday lives of Christians. Where before pupils have learned about the story of Jesus, his sacrifice and his resurrection, pupils will now see that story occur in Christian practice through the celebration of Easter as well as the remembrance of his sacrifice through the sacrament of Eucharist.	Pupils will take what they learned about Christian practices and apply it to the ethical theme of Relationships and Family. For example, where pupils learned about sacraments and gaining God's grace through these special ceremonies, pupils will now discover the Christian concept of marriage and its importance in the world today. Pupils will also return to the formation of the Church and Jesus' Great Commission to understand the importance of family to the future of the Christian faith.	Pupils will build on and utilise what they learned about Buddhist beliefs to understand how those beliefs are practiced in the everyday lives of Buddhists. Pupils will also utilise the topic of God and Revelation to evaluate the concepts of karma and enlightenment, as well as the value of living a religious life. Worship, stories and moral actions are all investigated as part of this in-depth look into the everyday lives of Buddhists around the world.
<b>Religious Focus:</b>	Christianity / Buddhism	Christianity	Humanism / Christianity	Buddhism
<b>Skills taught:</b>				
<b>RS Key Concepts:</b>				
<b>This unit links with...</b>	Buddhist Beliefs (Year 10 Unit 4)	Applied to Relationships and Family (Year 11 Unit 7)	Christian Practices (Year 11 Unit 6)	God and Revelation as revision (Year 10 Unit 1)
<b>I can discover more locally...</b>	<b>Christianity Locally and around the North West</b> St Thomas Church   St Luke's Church   Liverpool and Manchester Cathedrals 		<b>Buddhism around the North West</b> Shree Swaminaryan, Temple, Bolton   Buddhist Society, Manchester 	

**Key Concepts:**

- Holy Books
- Festivals
- Deities
- Rules
- Life After Death
- Rituals
- Worship

**Year 11 Post-16 Options with a GCSE in RS**

Priestly College:

- \* Philosophy A Level
- \* Religious Studies A Level

Winstanley College:

- \* Philosophy A Level
- \* Philosophy & Religion A Level

Wigan and Leigh College:

- Health and Social Care T Level or A Level
- \* Public Services BTEC

St John Rigby College:

- \* Religious Studies (Philosophy, Ethics & Christianity)

**Career Options with a GCSE in RS**

- Corporate Social Responsibility Officer
- Social Worker
- Counsellor
- Police Officer
- Author
- Teacher
- Armed Forces
- Architect
- Politician
- Charity Campaigner
- Lawyer