

AUTUMN 1							AUTUMN 2								SPRING 1						SPRING 2						SUMMER 1						SUMMER 2									
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7			
Thematic units - <i>By Year 9, our students are confident in their knowledge and understanding of a range of religions and world views, as well as having enhanced their critical skills of evaluating sacred texts and scripture. To further their character development, knowledge and skills, students engage with units of work on Anti-Racism and Ethics before moving onto their GCSE content.</i>															GCSE AQA A – Christianity (Paper 1)																											
EQ - Is protesting the best action against racism? Outcomes: <i>To define respect, equality, prejudice, discrimination and racism To compare the lives of Edward Colston and John Wesley, with reference to their faith To explain a range of religious teachings, with reference to respect and equality To explain the role of Martin Luther King Jr and Stormzy To reflect the influence of religious beliefs on the lives of believers, e.g. Stormzy and Martin Luther King Jr To evaluate the impact of protests, music, education and other responses to anti-racism to overcoming racism today</i> Substantive knowledge – <i>Respect, equality, prejudice, discrimination, racism, Edward Colston, John Wesley, Martin Luther King Jr, Protests,</i>							EQ - Should we create a superintelligence? Outcomes: <i>To define relativism and absolutism To explain the ideas of Nietzsche and Peter Singer To compare Christian morality to the To define Act and Rule Utilitarianism To explain the similarities and differences of Act and Rule Utilitarianism, with reference to John Stuart Mill and Jeremy Bentham To evaluate the different approaches to Utilitarianism To compare Utilitarianism with Christian morality To apply their understanding of ethical dilemmas to case studies – driverless cars and AI To evaluate the strengths and weaknesses of AI, with reference to religious beliefs and utilitarianism</i> Substantive knowledge – <i>Relativism, Absolutism, Nietzsche, Singer, Speciesism, Utilitarianism (Rule and Act)</i>								EQ – How important is the belief that God lived among us? Christianity – beliefs & teachings Outcomes: <i>Students should be aware that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content. Students should study the belief and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate.</i> Substantive knowledge - <ul style="list-style-type: none"><i>The nature of God</i><i>God as omnipotent, loving and just</i><i>The Oneness of God and the Trinity</i><i>Creation beliefs</i><i>The incarnation and Jesus</i><i>The Crucifixion</i><i>The resurrection and ascension</i><i>Resurrection and life after death</i><i>The afterlife and judgement</i><i>Heaven and hell</i><i>Sin and salvation</i><i>The role of Christ in salvation.</i>														EQ – How do Christians live out their values in their everyday lives? Christianity – practices Outcomes: <i>Students should be able to explain the importance of the key beliefs studied for Christian ways of living in Britain today. They will be able to give reasons and examples to explain how and why Christians put their beliefs into action in different ways. As well as, show how beliefs and teachings guide Christians in responding to the challenges of life in Britain today. This knowledge will enable them to give a coherent account of the challenges and opportunities of being a Christian in Britain today, offering reasons and justifications for their responses.</i> Substantive knowledge <ul style="list-style-type: none"><i>Worship</i><i>Prayer</i><i>Sacraments – Holy Communion</i><i>Sacraments – Baptism</i><i>Celebrating Holy Communion</i><i>Pilgrimage</i><i>Festivals</i><i>The role of the church in the local community – Food banks and Street Pastors</i><i>The place of mission and evangelism</i><i>Church growth</i><i>The importance of the worldwide church – reconciliation</i><i>Christian persecution</i><i>The Churches response to world poverty</i>													
Curriculum Links – Year 7 Persecution & Year 8 Gender equality							Curriculum Links – Year 7 Abrahamic faiths and Year 8 Dharmic faiths								Curriculum Links – Year 7 Saviour, Creator and Trinity and Year 8 The Fall and Salvation														Curriculum Links – Year 7 Saviour, Creator, Trinity, Persecution and Pentecostalism and Year 8 The Fall and Salvation													
Disciplinary knowledge – <i>all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences. This can be found in the unit overviews which differentiates between the units as – believing, thinking and living – which will be followed by specific questions that link to the different disciplines.</i>																																										
Personal knowledge – <i>Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.</i>																																										

Assessment	AO1 & AO2 – 12 Mark Question “Is protesting the best action against racism?”	AO1 & AO2 - 24 Mark Assessment	AO1 & AO2 – 12 Mark Question	AO1 & AO2 - 24 Mark Assessment	AO1 & AO2 – 12 Mark Question	AO1 & AO2 - 24 Mark Assessment
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AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.

- **Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?**
 - The foundations of our curriculum are “big” questions that students explore through each unit and every lesson. For Year 9, their curriculum begins with a thematic approach to RE in order to encourage students to think about the “bigger picture” in relation to topical issues such as racism, prejudice and discrimination as well as asking big questions such as, “what is the greatest good?”. This provides our students with the opportunity to reflect, make comparison on how different beliefs can influence faith, purpose and everyday life in relation to issues that relevant to them all.
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- **Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.**
 - Students will have the opportunity evaluate the use of various forms of creative media, such as art, music and film, to reflect on their deeper meaning. The purpose is to provoke the students to think, reflect and question on the messages, symbols and metaphors that are used to deliver messages linked to equality, justice and faith.
- **Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.**

Religious Studies

Curriculum

- The Souster Youth, a Christian charity, deliver lessons to our students in years 7-10 and provide an opportunity for students to explore “big questions” from the Christian perspective. They offer RE lessons that are carefully crafted to engage students with creative learning activities that aid and enhance their learning.
- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
 - The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others’ perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). Through our curriculum our aim is to provide students with the opportunity to have a voice, to share their views and to learn to be tolerant and openminded to the rich variety of differences we have in our society. For example, in our Year 9 they will explore issues relating to racism, persecution and poverty.