



Topic 1 | *Religion Locally and Nationally*

Religion Nationally

Changes in Religion Nationally

Religion Locally

<p>Overview</p>	<p>This unit introduces the subject of Religious Studies and the main religious groups that will be studied through the curriculum. The unit uses the approaches of social sciences, with the 2021 Census data, to explore what religious and non-religious groups feature as part of modern British society. It considers how and why this may have changed over time. Finally, the unit allows students to explore religion and belief in the local area, reinforcing the very relevant and important role that the subject has to play in students' own contexts.</p>
<p>Assessment</p>	<p>Skills Focus 1: Interpreting bar charts and pie charts.</p> <p>Skills Focus 2: Students will engage with a number of describe questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question.</p>

<p>Key words</p>	<ul style="list-style-type: none"> • Diversity- Differences between a group or setting. • Christianity- The religion that Christians follow. • Islam- The religion that Muslims follow. • Judaism- The religion that Jewish people follow. • Hindu Dharma- The religion that Hindus follow. • Sikhi- The religion that Sikhs follow. • Buddhism- The religion that Buddhists follow. • Humanism- A non- religious tradition followed by Humanists. • Migration- The movement of people from one place to another. • Persecution- Unfair or cruel treatment over a long period of time because of race, religion or political beliefs. • Census- An official survey of people who live in a country.
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Topics	Key content
Religion Nationally	<ul style="list-style-type: none"> • Symbols use by a range of religious and non- religious traditions. • The key religious findings from the 2021 census data.
Changes in Religion Nationally	<ul style="list-style-type: none"> • The changes that have occurred between the 2011 and 2021 censuses. • The reasons for this change
Religion Locally	<ul style="list-style-type: none"> • Evidence of religious buildings in the local areas • Key facts about the religion of the local area, according to 2021 census data • How the religion of the local area compares with the national picture.

Topic 2 | *Origins of the Abrahamic Faiths*

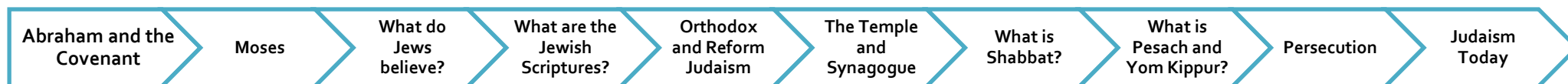


Overview	This unit of work intends to provide the origin story for the Abrahamic faiths; Judaism, Christianity and Islam. It helps students to see the connections and distinctions between these faiths by piecing together a scriptural narrative across the Torah, Bible and Qur'an. It also provides historical context to these texts in order for students to understand them within their time and place. This unit of work serves as a good grounding in the Abrahamic faiths for their later study individually.
Assessment	<p>Skills Focus: Explain Questions</p> <p>Students will engage with a number of explain questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question. This will allow students to develop the skill of explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain). This will culminate with an end of unit assessment, where students will be asked a series of knowledge questions and explain questions.</p>
Glossary Links	Page 28-31
Key Words	<p>Genesis- The first book of the Jewish and Christian scriptures</p> <p>Adam and Eve- According to Genesis, they were the first human beings created by God</p> <p>Noah- The hero of the biblical flood story in the book of Genesis</p> <p>The Flood- God's decision to return the Earth to its pre- creation state of watery chaos and then remake it in a reversal of creation</p> <p>Abraham (Ibrahim in Islam)- The common founder of Judaism, Christianity and Islam</p> <p>Covenant – Conditional promises made to humanity by God</p> <p>Sacrifice- An act of slaughtering an animal or person or surrendering a possession as an offering to a deity</p> <p>Isaac- Abraham's son who went on to be ancestor to the Jewish people</p> <p>Ishmael- Abraham's son who went on to be ancestor to the Muslim people</p> <p>Mecca- Holy city for Muslims established by Ibrahim and Ishmael</p> <p>Moses- The Hebrew prophet who led the Israelites out of Egypt and delivered the Law during their years of wandering in the wilderness</p> <p>Exodus- Second book of the Jewish and Christian scriptures which tells the story of Moses and the Israelites</p> <p>Leviticus- Third book of the Jewish and Christian scriptures which contains laws and ceremonial practices</p> <p>Day of Atonement- A religious practice described in Leviticus to remove the sins of the community</p> <p>Jesus- First- century Jewish teacher who Christians believe to be the Son of God</p> <p>Pharisees- An ancient Jewish group, distinguished by strict observance of the traditions and written law</p>

<p>Crucifixion- An ancient form of execution in which a person was nailed or bound to a cross</p> <p>Salvation- Saving from sin and its consequences, believed by Christians to be brought about by faith in Jesus</p> <p>Polytheism- The belief in more than one god</p> <p>Monotheism- The belief in one God</p>

Topics	Key content
Genesis	<ul style="list-style-type: none"> The union and then subsequent separation from God and how this separation is pivotal to the rest of the Abrahamic faiths narrative; the need to bridge this separation
Noah and the Flood	<ul style="list-style-type: none"> How, according to Genesis, as humanity has grown, they have come sinful. God's judgement on humanity as he floods the earth to cleanse it of sin.
Abraham and the Covenant	<ul style="list-style-type: none"> The context of Abraham as a monotheist living in a polytheistic world, where practices such as human sacrifice were common. The covenant between Abraham and God
Abraham's Sacrifice	<ul style="list-style-type: none"> The story of Abraham's sacrifice and the distinction between the Jewish and the Islamic account The paths which Isaac and Ishmael take which is the starting point for both Judaism and Islam
Abraham in Arabia	<ul style="list-style-type: none"> The establishment of Mecca as a viable settlement.
Moses and the Exodus	<ul style="list-style-type: none"> The establishment of Judaism The persecution that the Jewish people suffer under the Egyptians and their redemption through God's actions The establishment of the 10 commandments, the worship of the golden calf and the building of the Tabernacle
Leviticus	<ul style="list-style-type: none"> The specific laws and instructions provided to the Israelites in order to help them live according to the covenant The Day of Atonement ritual
Jesus the Rebel	<ul style="list-style-type: none"> The cleansing of the temple by Jesus who takes issue with how the rules of Leviticus are being followed
Jesus' Sacrifice	<ul style="list-style-type: none"> The sacrifice of Jesus to atone for all mankind's sin The birth of Christianity as something which emerges from Judaism, but is made distinctly different through Jesus
The Beginning of Islam	<ul style="list-style-type: none"> The corruption of the Kaaba over time The role Muhammad plays in challenging the dominant religious views at the time

Topic 3 | *Judaism*



Overview	This unit of work analyses the religion of Judaism by examining some of its key beliefs and key practices, as well as major events in its history. It also devotes time to an understanding of antisemitism as well as what Jewish life looks like in modern Britain. By the end of this unit of work students should have a strong knowledge of the beliefs, teachings and practices of Judaism as well as an understanding of what it means to be Jewish in today's world.
Assessment	<p>Skills Focus: Explain Questions</p> <p>Students will engage with a number of explain questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question. This will allow students to develop the skill of explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain).</p>
Glossary Links	Page 28-31

Key words	<ul style="list-style-type: none"> ● Judaism- An ethnic religion made up of the collective religious, cultural, and legal tradition and civilisation of the Jewish people. ● Abraham- In Judaism, he is the founder of the faith. ● Moses- In Judaism, he is a prophet who delivered the Torah to the Jewish people and led the Israelites out of slavery in Egypt. ● Torah- The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures. ● Mitzvot-The 613 rules outlined for Jewish people in the Torah. ● Tanakh- The Jewish Scriptures comprising the books of law, the prophets, and collected writings. ● Talmud- The body of Jewish civil and ceremonial law and legend. ● Orthodox Judaism- A major branch within Judaism which teaches strict following of Jewish law and its traditional observances. ● Reform Judaism- A branch of Judaism which has reformed or abandoned aspects of Orthodox Jewish worship and ritual in an attempt to adapt to modern life. ● Synagogue- A Jewish place of worship ● The Western Wall- The holiest site where Jews are allowed to pray, it is all that remains of the first Jewish temple. ● Monotheism- The belief in one God. ● Shabbat- The Jewish day of rest.
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	<ul style="list-style-type: none"> • Pesach (Passover)- Jewish celebration which remembers the Hebrews' freedom from slavery in Egypt. • Seder- A Jewish ritual service and ceremonial dinner for the first night or first two nights of Passover. • Yom Kippur (Day of Atonement)- The holiest Day of the year where Jews spend most of the day in the Synagogue. • Anti- Semitism- Hostility to or prejudice against Jewish people. • Christ- Killer Myth- The anti- Semitic belief that the Jewish people were collectively responsible for the death of Jesus. • Persecution- Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression. • Haredi- An ultra- orthodox branch of Judaism.
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Topics	Key content
Abraham and the Covenant	<ul style="list-style-type: none"> • In this first lesson students will understand the life of Abraham from the Jewish perspective. They will look at key events in his life and the establishment of the covenant with God.
Moses	<ul style="list-style-type: none"> • Here students will understand the life of Moses from the Jewish perspective. They will explore his significance for Jewish people by looking at the differing aspects of his life in the book of Exodus e.g. as a lawgiver, a prophet etc.
What do Jews believe?	<ul style="list-style-type: none"> • They must understand that Judaism was developed by the ancient Hebrews and is characterized by the belief in one transcendent God who has revealed himself to Abraham, Moses and other prophets throughout the ages and by a religious life that is characterized by living in accordance with its key scriptures. • Jewish people believe they stand in a unique relationship with the divine due to the covenants made with Abraham and Moses. They are required to live according to this covenant and as such are held to higher standards than others, as expressed by Amos: "You alone have I intimately known of all the families of the earth; therefore I will punish you for all your iniquities" • The aim of Judaism is to bring about a way of life on earth that will establish divine sovereignty over mankind.
What are the Jewish Scriptures?	<ul style="list-style-type: none"> • Students must gain an understanding of the difference between the written and oral tradition in Judaism. • The written Torah, comprised of three sections: The Torah (the five books of Moses), Nevi'im (the books of the prophets) and the Ketuvim (the writings). • The oral Torah which was given to Moses and passed down from generation to generation, written down in 70CE following the destruction of the second temple when the very survival of Judaism was under threat. This is now known as the Talmud.

	<ul style="list-style-type: none"> Students need to see that through the combination of these texts, Judaism is a living and dynamic religion that seeks to re-evaluate itself in its current context. There is a great tradition of debate and discussion within Judaism when trying to figure out 'what does it mean to live according to the covenant in today's world.' Judaism thus values debate and conversation when applying religious rules to everyday life.
Orthodox and Reform Judaism	<ul style="list-style-type: none"> Students must gain an understanding of how different Jews approach the Torah. Orthodox see the Torah as the direct word of God, so it cannot be changed. It cannot be interpreted, it can only be understood. Reform Jews see the Torah as a God-inspired attempt for Jews to understand their relationship with God. Though a holy document it is rooted in the past and needs reinterpretation in the modern world. Students can then compare differences between Orthodox and Reform Jews in their daily practices and explore these by looking at modern examples.
The Temple and Synagogues	<ul style="list-style-type: none"> Students must understand the development of the temple from the 'tent' in Exodus to the building of the temple in Jerusalem. The first temple built by king Solomon but was completely destroyed by the Babylonians in 586BCE when they sacked the city. The second temple began after the fall of the Babylonian empire but was destroyed again by the Romans in 70CE during the siege of Jerusalem. A revolt took place against the Romans but failed, and Jews were banned from Jerusalem by the Romans, meaning they began to build synagogues elsewhere. All that remains of the temple is the Western Wall which remains a holy site for Jewish people today. Due to the destruction of the temple, synagogues became very important all over the world as places for Jewish people to gather, learn and worship. Students can then explore modern synagogues and their key features i.e. the Ark, Commandments, Bimah etc. They can also explore the differences between Orthodox and Reform synagogues.
What is Shabbat?	<ul style="list-style-type: none"> Exploration of the Shabbat and how it is celebrated at home and in the synagogue. The basis for the celebration in Genesis and in the ten commandments. The debate around what it means to 'rest' between differing Jewish denominations i.e. Orthodox and Reform. The impact that this has when being Jewish in the modern world.
What is Pesach and Yom Kippur?	<ul style="list-style-type: none"> Analysis of both Pesach and Yom Kippur. Link back to lessons five and six in the Origins of Abrahamic Faith unit for the scriptural basis for these festivals. Students must understand the Seder meal and the symbolism behind the different components of the meal. Students must also understand Yom Kippur as to effect individual and collective purification by the practice of forgiveness of the sins of others and by sincere repentance for one's own sins against God.

<p>How have Jews been persecuted?</p>	<ul style="list-style-type: none"> • Students must understand what the word 'anti-Semitism' means as hostility and discrimination against Jewish people. • Anti-Semitism in antiquity with the destruction of the temple in Jerusalem and the dispelling of Jewish people from Jerusalem, their promised land. The oppression Jews experienced under Emperor Hadrian with the banning of Torah study, circumcision and festivals. • The 'Christ-killer' myth which found its grounding in medieval Europe where many people began to see Jews as collectively responsible for the sin of deicide or, 'god killing'. • The persecution of Jews in the High Middle Ages with numerous massacres and expulsions taking place i.e. the Rhineland massacres. • Jews used as scapegoats for the Black Death, accused of poisoning wells and hundreds of Jewish communities destroyed in the Black Death persecutions. 900 Jews were burnt alive in Strasbourg where the plague hadn't yet affected the city. • Students need to understand the expulsion from their promised land and their status as a religious minority has left the Jewish people facing exile and hostility time and time again.
<p>Judaism Today</p>	<ul style="list-style-type: none"> • Students explore census statistics on the Jewish population in the UK in modern Britain. Students should see that Judaism is a minority religion making up 0.5% of the population. • Students will explore a case study of the Haredi Jewish community in Stamford Hill during the covid-19 pandemic in order to understand the challenges this community faced during this time, but also how their faith inspired them to act in care for their community

Topic 4 | *Christianity*



<p>Overview</p>	<p>This unit of work on Christianity begins with looking at the life of Jesus. Students need to understand the life of Jesus from the Christian perspective and will do this mainly through an exploration of key events and narratives within the Gospels. Students need to understand the significance of Jesus' ethical teachings as well as his status as a divine being. They also need to comprehend the significance of his death and resurrection for Christian salvation. Students will then go onto analyse key Christian doctrines and be given the historical context to how these came about i.e. The Nicene Creed and Original Sin. Students will then go onto look at the situation of Christianity in the modern world by analysing trends of participation within Christian life and understand why these trends exist. They will then go onto question to what extent the Catholic Church should change in an ever-changing modern world by looking closely at the debate around female ordination.</p>
<p>Assessment</p>	<p>Skills Focus: Explain Questions</p> <p>Students will engage with a number of explain questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question. This will allow students to develop the skill of explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain). This will culminate with an end of unit assessment, where students will be asked a series of knowledge questions and explain questions.</p>
<p>Glossary Links</p>	<p>Pages 28-31</p>
<p>Key Words</p>	<p>Christianity- The religion based on the person and teachings of Jesus Christ. Jesus-First- century Jewish teacher who Christians believe to be the Son of God. The Nativity- The birth of Jesus Christ. Immaculate Conception- The teaching that God preserved the Virgin Mary from the taint of original sin. Messiah- A messiah is a saviour or liberator of a group of people. Christians believe Jesus to be the Messiah. Ministry- The work of a religious person. Sermon on the Mount- A collection of sayings and teachings attributed to Jesus Christ, which emphasises his moral teaching. Beatitudes- The blessings listed by Jesus in the Sermon on the Mount. Last Supper- The final meal that Jesus shared with his disciples before his crucifixion. Eucharist- The Christian service commemorating the Last Supper, in which bread and wine are consecrated and consumed. Resurrection- The Christian belief that Jesus rose from the dead. Ascension- The ascent of Jesus Christ into heaven on the 40th day after his Resurrection. Nicene Creed- A statement of Christian beliefs. Trinity- The three persons of the Christian godhead; Father, Son and Holy Spirit.</p>

<p>Original Sin- The evil within all human beings, inherited from Adam and Eve.</p> <p>Saint Augustine- A Bishop who established the concept of Original Sin.</p> <p>Reformation- A 16th- century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches.</p> <p>Roman Catholic- A branch of Christianity whose main source of authority is the Pope and the Bible.</p> <p>Protestant- A branch of Christianity whose main source of authority is the Bible.</p> <p>Evangelism- Churches that stress that preaching of the gospel of Jesus Christ, personal conversion experiences and Scripture as the sole basis for faith.</p>

Topics	Key content
The Nativity	<ul style="list-style-type: none"> • The context of Jesus' birth i.e. the Roman occupation, the census, King Herod. • The significant points within the Nativity story and discernment of what these points mean to Christians in relation to who Jesus is. • To understand that Christians view Jesus as both fully human and also fully divine. • To understand this is why Christians celebrate Christmas, as a celebration of God becoming incarnate in the form of Jesus.
Jesus' Ministry	<ul style="list-style-type: none"> • To explore aspects of Jesus' ministry by looking at his actions, teaching and miracles and to discern what these mean for living a Christian life.
The Sermon on the Mount	<ul style="list-style-type: none"> • To explore the Sermon on the Mount as one of the pivotal teachings of Jesus and the backbone to Christian ethics. • To reflect on the Sermon of the Mount text.
The Death of Jesus	<ul style="list-style-type: none"> • To understand the context of Jesus' death. • To explore the Last Supper and the symbolism within this meal as Jesus spelling out what his sacrifice will mean for mankind.
The Resurrection of Jesus	<ul style="list-style-type: none"> • To understand the resurrection of Jesus and the meaning this event has for Christians. • How this is celebrated by Christians to this day at Easter.
The Council of Nicaea: The Nicene Creed	<ul style="list-style-type: none"> • To understand that the doctrinal beliefs of Christianity were shaped long after Jesus' death and resurrection. • To explore the debate about the nature of God, which resulted in the creation of the Nicene Creed.
Saint Augustine: Original Sin	<ul style="list-style-type: none"> • To understand the context behind Augustine's writing as someone who was leading Christianity at the time of the fall of Rome. • To explore where the notion of original sin comes from and what this means for living a Christian life.

Protestantism	<ul style="list-style-type: none">• To explore the birth of Protestantism through Martin Luther's challenging of the Catholic Church.
Christianity Today	<ul style="list-style-type: none">• To see that there are hundreds of different Christian denominations in the world today.• To explore the debate between tradition and adaptation to the modern world.
The Future of Christianity	<ul style="list-style-type: none">• To explore some of the key dilemmas in Christianity e.g. the position of women in worship.• To be able to explain the debate from both sides.